



WOKINGHAM BOROUGH COUNCIL

A Meeting of the **CHILDREN'S SERVICES OVERVIEW
AND SCRUTINY COMMITTEE** will be held in
David Hicks 1 - Civic Offices, Shute End, Wokingham RG40
1BN on **TUESDAY 18 SEPTEMBER 2018 AT 7.00 PM**

A handwritten signature in black ink, appearing to read 'Manjeet Gill', is positioned above the printed name.

Manjeet Gill
Interim Chief Executive
Published on 10 September 2018

The role of Overview and Scrutiny is to provide independent “critical friend” challenge and to work with the Council’s Executive and other public service providers for the benefit of the public. The Committee considers submissions from a range of sources and reaches conclusions based on the weight of evidence – not on party political grounds.

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

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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

Appendix Acronyms

CPD	Continuous Professional Development
EYFS	Early Years Foundations Stage
FGB	Full Governing Body
KS1	Key Stage 1
KS2	Key Stage 2
MAT	Multi Academy Trust
NLE	National Leader of Education
NLG	National Leader of Governance
RI	Requires Improvement
RSC	Regional Schools Commissioner
SDP	School Development Plan
SEF	Self Evaluation Form
SIB	School Improvement Board
SIO	School Improvement Officer
SLT	Senior Leadership Team
TSA	Teaching School Alliance
WLP	Wokingham Learning Partnership

MEMBERSHIP OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

Councillors

Parry Batth
Kate Haines
Graham Howe

Prue Bray
Emma Hobbs
Ken Miall

Jenny Cheng
Philip Houldsworth

Substitutes

Laura Blumenthal

David Hare

Helen Power

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.		ELECTION OF CHAIRMAN To elect a Chairman for the 2018/19 municipal year.	
2.		APPOINTMENT OF VICE-CHAIRMAN To appoint a Chairman for the 2018/19 municipal year.	
3.		APOLOGIES To receive any apologies for absence.	
4.		MINUTES OF PREVIOUS MEETING To confirm the Minutes of the Meeting held on 22 May 2018.	7 - 12
5.		DECLARATION OF INTEREST To receive any declarations of interest.	
6.		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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|------------|---------------|---|----------------------|
| 7. | | MEMBER QUESTION TIME
To answer any member questions. | |
| 8. | None Specific | PREPARING FOR OUR INSPECTION OF LOCAL AUTHORITY'S CHILDREN'S SERVICES
To receive a presentation about how to prepare for an Ofsted inspection. | Verbal Report |
| 9. | None Specific | CHILDREN'S SERVICES PERFORMANCE INDICATORS
To receive and consider the Children's Services Performance Indicators report. | 13 - 30 |
| 10. | None Specific | EDUCATIONAL PSYCHOLOGY SERVICE UPDATE
To receive and consider a report giving details of the Educational Psychology Service in the Borough. | 31 - 54 |
| 11. | None Specific | CORPORATE PARENTING BOARD ANNUAL REPORT
To receive and consider the Corporate Parenting Board Annual Report. | 55 - 86 |
| 12. | None Specific | CHILDCARE SUFFICIENCY STRATEGY
To receive and consider the Childcare Sufficiency Strategy report. | 87 - 118 |
| 13. | None Specific | PRIMARY PLACE STRATEGY
To receive and consider the Primary Place Strategy for the Borough. | 119 - 160 |
| 14. | None Specific | SCHOOL PERFORMANCE AND INDICATORS AND OFSTED REPORTS
To receive and consider a report containing school performance indicators and Ofsted reports. | 161 - 164 |
| 15. | | 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 amended) as appropriate. | |
| 16. | None Specific | SCHOOLS CAUSING CONCERN - PART 2
A report indicating schools that are causing concern and the actions being undertaken to improve their performance will be considered in a part 2 session. | 165 - 180 |

Any other items which the Chairman decides are urgent

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

CONTACT OFFICER

Luciane Bowker

Tel

Email

Postal Address

Democratic & Electoral Services Specialist

0118 974 6091

luciane.bowker@wokingham.gov.uk

Civic Offices, Shute End, Wokingham, RG40 1BN

MINUTES OF A MEETING OF THE CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE HELD ON 22 MAY 2018 FROM 7.00 PM TO 8.57 PM

Committee Members Present

Councillors: Pauline Helliar-Symons (Chairman), Laura Blumenthal (Vice-Chairman), Parry Bath, Ken Miall and Shahid Younis

Other Councillors Present

Councillors: Rachel Burgess, Andy Croy and Carl Doran

Officers Present

Luciane Bowker, Democratic and Electoral Services Specialist
Carol Cammiss, Assistant Director Quality Assurance and Safeguarding Standards
Patricia Davies, Interim Assistant Director for Education
Lisa Humphreys, Assistant Director of Children's Social Care
Paul Senior, Interim Director of People Services

77. APOLOGIES

Apologies for absence were submitted from Councillors Kate Haines and Bill Soane.

The Chairman thanked all the Members of the Committee for their work during the past year and wished them well in their roles in the new municipal year.

78. MINUTES OF PREVIOUS MEETING

The Minutes of the meeting of the Committee held on 20 March 2018 were confirmed as a correct record, subject to the amendment below, and signed by the Chairman.

The wording on the second bullet point under item 65 Policy Update from Executive Member for Children's Services be changed to:

The proposal for Council Tax exemption to Care Leavers was going to be presented to Executive for approval. Councillor Ashwell informed that a sliding scale from 21-25 was introduced to prepare young people to pay on their own. The final proposal would be submitted to the next meeting of Children's Services Overview and Scrutiny Committee.

79. DECLARATION OF INTEREST

There no declarations of interest.

80. PUBLIC QUESTION TIME

There were no public questions.

81. MEMBER QUESTION TIME

There were no Member questions.

82. CARE LEAVERS COUNCIL TAX UPDATE

The Committee considered the Care Leavers Council Tax update report which was set out in agenda pages 15-17.

The Chairman expressed dissatisfaction that the report did not include details and options of the sliding scale as had been requested.

Lisa Humphreys, Assistant Director of Children's Social Care explained that the report had been submitted to the 29 March 2018 Executive and a decision had been made to give Care Leavers council tax exemption to the age of 21. Lisa pointed out that it was administratively very difficult and not cost effective to deliver a sliding scale and means test this benefit between the ages of 21 to 25.

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

- The Chairman stated that those points raised by Lisa Humphreys should have been included in the report, she also stated that means testing had not been considered at any point;
- Councillor Miall confirmed that the idea was not to means test this benefit. He stated that the initial proposal had the intention to prevent Care Leavers from gaining a criminal record as a result of no payment of Council tax. He also agreed that the options should have been listed in the report and that means testing was not to be considered;
- Lisa Humphreys stated that the report had been submitted to various boards and it had evolved and changed as a result;
- Councillor Shepherd-DuBey pointed out that care leavers were unlikely to be high earners and that the intention of this proposal was to give Care Leavers the help that would have been given by parents;
- Councillor Younis had expected more details to have been submitted in the report, with options;
- The Chairman stated that this Committee had been involved in the development of this policy and the expectation was that it would be also involved in any recommendations;
- Paul Senior, Director of People Services stated that Lisa Humphreys had amended this report in response to comments from various boards, and that this latest version captured the evolved policy. He pointed out that the policy had received positive feedback from the Department of Education;
- The Chairman pointed out that the report did not include the Executive decision;
- Lisa Humphreys informed that Executive had approved the exemption up to the age of 21, with a caveat that the sliding scale would be considered at a later stage;
- The Chairman's understanding was that Councillor Ashwell was going to bring back the proposal for a sliding scale from 21-25 to this Committee.

Upon being put to the vote the Committee agreed to ask that a report containing options for a sliding scale from 21-25 be brought back to the next meeting of the Committee. The Committee asked that the relevant financial information be included in the report, however it was noted that the finance was not a major issue in this case. The Committee would then make a recommendation to the Executive.

RESOLVED That:

- 1) The Care Leaver Council Tax report would be brought back for consideration to the next meeting of the Committee; and
- 2) The report would include options for a sliding scale Council Tax exemption from the ages of 21-25.

83. ANNUAL CONVERSATION WITH OFSTED

The Committee considered the report which was set out in agenda pages 19-22.

Paul Senior informed that this was not a formal inspection, but it was an opportunity for Ofsted to hold the Local Authority to account. The conversation had taken place with the Regional Lead Inspector and lead directors. This conversation had focused on education and social care. The service had been asked to fill in a self-evaluation form prior to the meeting. Paul felt that this had been a mature and candid conversation, the headlines were listed in the letter and there were a lot of positive comments. The letter also showed the direction of travel.

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

- Members noted that the letter contained many positive comments;
- Councillor Miall was interested to know more about the service's research involvement with Goldsmiths University;
- Lisa Humphreys stated that the service had been invited to take part in a research into social work practice and management of child protection and neglect in affluent areas. Wokingham was one of six Local Authorities involved in the project. Wokingham was comparable to Kensington and Chelsea in terms of social work practice. There were in the Borough a large number of people who owned a second home and often went abroad for work, not being available to see the social worker. It was important to train Social Workers on how to conduct unannounced child protection visits to very secure properties and how to measure safeguarding for these children. There was an assumption that in affluent areas children were not at risk of harm, but this was not necessarily the case;
- Lisa Humphreys stated that increased legal capacity was needed to manage people who had access to their own lawyers;
- Councillor Blumenthal asked if there had been any challenges or concerns raised by Ofsted. Officers felt that there had not been any major challenges but it had been a useful conversation;
- Paul Senior stated that the service had been well prepared for this conversation;
- Carol Cammiss, Assistant Director Quality Assurance and Safeguarding Standards stated that Ofsted asked if the service would prefer a themed inspection, it had been useful to talk about key lines of enquire;
- Patricia Davies, Interim Assistant Director for Education stated that Ofsted affirmed that the service was on the right track; the service had been honest and had presented evidence to back the information provided to Ofsted;
- Councillor Shepherd-DuBey asked how the service dealt with the wealthy families that were able to hide abuse from the service. Lisa Humphreys stated that the service had to apply the law in the same way that it applied to anyone else. It was important to train and develop Social Workers to carry out unannounced visits. It was important to raise awareness amongst all the professionals that may come into contact with children, such as teachers to work together through the Local Safeguarding Children's Board to protect the children. Lisa also informed that the private sector was involved in the Local Safeguarding Children's Board;
- Lisa stated that there were reciprocal agreements with the private sector, they were also legally required to report safeguarding issues;
- Councillor Shepherd-DuBey asked if the increase in multi-academy schools would make it more difficult to monitor abuse. Lisa Humphreys stated that safeguarding arrangements were often revised as a result of enquires and serious case reviews and a lot of learning lessons had occurred in relation to safeguarding;

- Patricia Davies stated that academies bought into safeguarding services from the Local Authority and that any parental complaints that were received were be investigated;
- The Chairman was very encouraged to hear that the service worked closely with teachers, as unfortunately that had not been her experience as a teacher at another Local Authority.

In response to a question Paul Senior stated that the service had an improvement plan which was regularly submitted to this committee.

RESOLVED That the report be noted.

84. POLICY UPDATE FROM THE EXECUTIVE MEMBER

This item was not discussed as the new Executive Member for Children's Services had not yet been appointed.

85. CHILDREN'S SERVICES PERFORMANCE INDICATORS

The Committee received the key performance indicators report which was set out in agenda pages 23-24.

Councillor Blumenthal was interested to know more about PS2 and PS3. Lisa Humphreys stated that there was a blunt tool in relation to PS2 and PS3 to make sure things were resolved the first time around. However, there were a number of issues to be considered, for example the service would not avoid issuing a Child Protection Plan (CPP) to improve the indicator, a CPP would be issued if this was needed. There were many variables to be considered, each child was in a different situation, and all alternatives were looked at. Paul Senior stated that the comment gave the context and Ofsted would not be interested in looking into it because of the low level or risk.

The Chairman noted that PS57, which was red, was disingenuous. The narrative explained the situation and it did not seem as if it should be red.

Lisa Humphreys explained that due to the legal definition for permanency, although these children were in very stable settings, they could not be labelled permanent.

The Chairman asked about the list of additional indicators which were discussed at the previous meeting. Lisa Humphreys explained that due to the imminent changes to membership it had been decided to postpone the training session from this meeting to the next one. This training session would focus on data and it would be an opportunity for the Committee to decide which indicators it wished to continue monitoring.

The Chairman stated that she would like to see an indicator in relation to the number of children offending and re-offending. She would also like an indicator in relation to the number of youngsters who re-offend after they had a custodial sentence. The Committee was informed that the number of children who were in custody was very low in Wokingham.

Paul Senior read out a list containing the information on children offending and re-offending.

RESOLVED That:

- 1) The report be noted; and

- 2) There would be a training session at the next meeting where key performance indicators would be discussed.

86. INFORMATION ON SCHOOL OFSTED OUTCOMES AND GCSE AND A LEVEL RESULTS

The Committee received hard copies of the Ofsted results for the schools that had been inspected since the last meeting of the Committee. Patricia Davies explained that the reason for the web links in the report was that she was under the impression that the Committee had asked to have more than just the front page of the Ofsted reports. The Chairman clarified that what the Committee wanted was the executive summary of the reports.

The following comments were made during the discussion of the item:

Emmbrook Infant School – the school continues to be **good**

The school had undergone a short inspection. Councillor Batth asked why this was only a short inspection if the school had last been inspected in 2013. Patricia Davies stated the maximum time between inspections was four years, but this could vary depending on the regime in force at the time. Paul Senior added that it also depended on the level of risk.

Foundry College – the school continues to be **good**

The school had undergone a short inspection. Patricia Davies informed that Foundry College was technically not a school but a Pupil Referral Unit (PRU), this meant that pupils stayed there for short periods of time only.

Shinfield St Mary's CofE Junior School – the school continues to be **good**

The school had undergone a short inspection. The Chairman noted that good schools always seemed to have strong leadership.

The Ofsted reports for Highwood and Keep Hatch schools were to be discussed in the part 2 session.

The Committee noted the GCSE and A-Level results attached to the report.

RESOLVED That the report be noted.

87. FORWARD PLAN

The Committee considered its forward plan as set out in agenda pages 25-29.

The Committee noted that a number of items which were in the forward plan had not been submitted to the agenda for this meeting. Paul Senior stated that the Primary Place Strategy, SEND Strategy and Data Demand for Services reports had not been ready for submission. It was agreed to move these items to the next meeting.

Lisa Humphreys explained that Child Adolescent Mental Health Services (CAMHS) was not under her responsibility, this sat with Clinical Commissioning Group (CCG) Berkshire. Councillor Miall informed that CAMHS had presented a report to Health Overview and Scrutiny Committee (HOSC) in the past, in his experience it was difficult to receive information which related to Wokingham specifically.

Paul Senior confirmed that there was generally great concern over mental health services on a national level. He informed that the Health and Wellbeing Board had also engaged CAMHS.

It was agreed that senior CCG leaders be invited to the September meeting of the Committee, and that the possibility of having a joint HOSC and CSO&S would be investigated.

Members of the Committee were interested to know the reasons for the increase in the demand for services. Paul Senior stated that there were a number of reasons, for example the increase in the number of asylum seekers and the increase in the population were some of the reasons. He predicted an increase to 140 Looked After Children in the future.

The Chairman noted that the September meeting might have too many items and it may be necessary to include another meeting in the timetable before September.

88. EXCLUSION OF THE PUBLIC

That under Section 100A(4) of the Local Government Act 1972, the public be excluded from 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 the Part 1 of Schedule 12A of the Act as appropriate.

89. SCHOOL IMPROVEMENT AND EDUCATIONAL STANDARDS: SCHOOLS CAUSING CONCERN

This report was discussed in a Part 2 session.

TITLE	Children’s Services Performance Indicators
FOR CONSIDERATION BY	Children’s Services Overview and Scrutiny Committee on 18 th September 2018
WARD	None Specific
STRATEGIC DIRECTOR	Jim Leivers, Interim Director of Children’s Services

OUTCOME / BENEFITS TO THE COMMUNITY

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

RECOMMENDATION

That the Children’s Services performance indicators be noted.

SUMMARY OF REPORT

The timing of the Overview and Scrutiny Committee means that the latest indicators available for formal reporting this cycle are the Quarterly indicators reported at the end of June 2018 (Q1).

Three Appendices are attached to this report:

1. Appendix A: A summary of the Children’s Services indicators and performance for Q1 18/19.
2. Appendix B: Details of Children’s Services performance for indicators falling under the Council Plan Priority “Improve Educational Attainment and Focus on Every Child Achieving Their Potential”.
3. Appendix C: Details of Children’s Services performance for indicators falling under the Council Plan Priority “Look After Vulnerable People”.

Background

A set of information about performance is provided to the Corporate Leadership Team and the Executive on a regular basis. The most recent summary and detailed information, providing performance for Children’s Services indicators in Q1 18/19 (April-June 2018) is provided as Appendices A, B, and C to this report.

Analysis of Issues

In 18/19 Q1 there are eight green indicators, seven amber indicators, and four red indicators.

Information on performance rated “Red” and “Amber” is given below.

Red

1. Percentage of Wokingham Borough LA-Maintained Primary Schools with a Current Ofsted Rating of Good or Better.

Q1 performance information for this indicator is as at 31st May 2018. One school (Highwood Primary School), which was previously rated as “Good” was judged to “Require Improvement” between 1st April and 31st May 2018. Performance for this indicator deteriorated from 94.12% in Q4 17/18 to 92.06% in Q1 18/19.

2. Percentage of Children who Attend a Wokingham School (Primary, Secondary or Special) which is “Good” or better.

Q1 performance information for this indicator is as at 31st May 2018. Performance for this indicator has deteriorated due to one school (Highwood Primary School) being judged to “Require Improvement” where previously the judgement had been “Good”. Performance deteriorated from 91.96% in Q4 17/18 to 90.95% in Q1 18/19.

3. Achievement Gap Between Pupils Eligible for Free School Meals and All Other Pupils Achieving a Strong 9-5 Pass in English and Maths at GCSE.

This is an annual indicator. The most recent information available is for the 16/17 academic year. Performance data shows that there was a 34 point gap between the % of pupils eligible for Free School Meals who achieved the standard and % of their peers who achieved the standard.

4. Percentage of Child Protection Visits Due in the Period which were Completed On Time (within 10 days of the previous visit).

The 18/19 target remains the same as set for the previous year, with the aim of improving performance. In Q1, 65% of visits were completed on-time. Despite performance not achieving the target for Quarter 1, 85% of visits were completed within 15 days of the previous visit and all children were seen. When a delay occurred, it was only up to a maximum of 5 working days, and there was a justifiable reason for this, approved by service managers.

Amber

1. Percentage of Wokingham Borough LA-Maintained Secondary Schools with a Current Ofsted Rating of “Good” or better.

Q1 performance information for this indicator is as at 31st May 2018. No Ofsted judgements for Wokingham Secondary Schools were reported during this period. Performance for this indicator for Q1 18/19 remains the same as Q4 17/18 at 88.89%.

2. Percentage of Early Years Settings in Wokingham Borough with an Ofsted Rating of “Good” or better.

Q1 performance information for this indicator is as at 31st May 2018. Performance for Q1 was 95%. This is a new indicator introduced for 18/19.

3. Percentage of Children who Entered Care in the Period and were Placed More Than 20 Miles from their Home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support).

Two (of eight) (25%) children who entered care in May 2018 were placed more than 20 miles from their home. These children are residing with family members who live out of the borough.

4. Percentage of All Children in Care at the End of the Period who were placed More than 20 Miles from their Home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support).

Performance for this indicator deteriorated slightly in Q1 18/19 (34.3%) compared to Q4 17/18 (33.8%) following a sustained period of improvement. 27 of 79 children were in a placement more than 20 miles from their home at the end of Q1 18/19.

5. Percentage of Students Achieving Grades AAB or Better in at Least 2 Facilitating Subjects at A-Level.

Information for this indicator is published on an annual basis. The most recent data available is for the academic year 16/17. Performance improved in 16/17 (16.2%) compared to 15/16 (14.5%) for this indicator. 17/18 academic year performance information will be published in November 2018 by the Department for Education.

6. School Capacity in State-Funded Secondary Schools in Wokingham Borough

Performance for this indicator is reported annually. The most recent data available is for academic year 16/17 when the figure was 10.9%.

For secondary schools, surplus capacity remains higher nationally than for primary schools. Historically, Wokingham Borough has gained more primary age pupils. However, recent secondary school projects are now creating a local draw to the area with more secondary school children migrating to Wokingham Borough Schools from outside the Borough. 17/18 secondary school uptake is expected to show an increase, hence reducing the surplus capacity due to Bohunt School now offering 1,200 places.

7. Percentage of Children Who Became Subject to a Child Protection Plan for a Second or Subsequent Time within 24 months.

During Q1 of 18/19, 5 of 48 children (10.4%) became subject to a Child Protection Plan for the second or subsequent time within 24 months of their previous plan. This was an improvement from Q4 (17/18) when 12.3% of became subject to a plan for a second or subsequent time.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

Other financial information relevant to the Recommendation/Decision

None

Cross-Council Implications

n/a

List of Background Papers

None

Contact Carol Cammiss
Telephone No TBC
Date 10 September 2018

Service Children’s Services
Email Carol.Cammiss@wokingham.gov.uk
Version No. 1

COUNCIL PLAN PRIORITY: IMPROVE EDUCATIONAL ATTAINMENT AND FOCUS ON EVERY CHILD ACHIEVING THEIR POTENTIAL.				
KPI Ref	Description	Frequency	RAG	Direction of Travel
EA1i	Percentage of Wokingham borough LA-maintained primary schools with a current Ofsted rating of Good or better	Quarterly	Red	↓ Deteriorated
EA1ii	Percentage of Wokingham borough LA-maintained secondary schools with a current Ofsted rating of Good or better	Quarterly	Amber	↔ Static
EA1iii	Percentage of Wokingham borough LA-maintained special schools with a current Ofsted rating of Good or better	Quarterly	Green	↔ Static
EA2	Percentage of children who attend a Wokingham school (Primary, Secondary or Special) which is "Good" or better	Quarterly	Red	↓ Deteriorated
EA3	Percentage of early years setting in Wokingham borough with a current Ofsted rating of Good or better	Quarterly	Amber	N/A
EA4	Quarterly update on delivery of the SEND Action Plan for 2018/19	Quarterly	New measure reported from Q2	
EA5i	Percentage of children <u>who entered Care</u> in the period who were placed more than 20 miles from their home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support)	Quarterly	Amber	↓ Deteriorated
EA5ii	Percentage of <u>all children in care</u> at the end of the period who were in a placement more than 20 miles from their home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support)	Quarterly	Amber	↓ Deteriorated
EA10	Percentage of children achieving a Good Level of Development (GLD) at Early Years Foundation Stage	Annual	Green	↑ Improved
EA11	Percentage of children meeting the expected standard at Key Stage 1 in Reading, Writing, Mathematics and Science.	Annual	N/A	↑ Improved
EA12	Percentage of pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2	Annual	Green	↑ Improved
EA13	Percentage of pupils who achieved a strong 9-5 score in English and Maths at GCSE	Annual	N/A	N/A
EA14	Percentage of students achieving grades AAB or better in at least 2 facilitating subjects at A-Level	Annual	Amber	↑ Improved
EA15	Total places available in Wokingham borough Schools	Annual	N/A	N/A
EA16i	School capacity in state-funded primary schools in Wokingham borough	Annual	Green	↓ Improved
EA16ii	School capacity in state-funded secondary schools in Wokingham borough	Annual	Amber	↑ Deteriorated
EA17	Achievement gap between pupils eligible for FSM and all other pupils in Key Stage 1 teacher assessments	Annual	N/A	↑ Improved
EA18	Achievement gap between SEN pupils and all other pupils in Key Stage 1 teacher assessments	Annual	N/A	N/A
EA19	Achievement gap between pupils eligible for FSM and all other pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2	Annual	Green	↑ Deteriorated
EA20	Achievement gap between SEN pupils and all other pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2	Annual	N/A	N/A
EA21	Achievement gap between pupils eligible for FSM and all other pupils achieving a strong 9-5 pass in English and Maths at GCSE	Annual	Red	N/A

COUNCIL PLAN PRIORITY: LOOK AFTER VULNERABLE PEOPLE				
KPI Ref	Description	Frequency	RAG	Direction of Travel
VP4	Percentage of referrals in 2018/19 which are repeat referrals within 12 months of the previous referral to Children's Social Care	Quarterly	Green	↑ Deteriorated
VP6i	Percentage of children who become subject to a Child Protection Plan for a second or subsequent time within 24 months	Quarterly	Amber	↓ Improved
VP6ii	Percentage of children who become subject to a Child Protection Plan for a second or subsequent time ever	Quarterly	Green	↓ Improved
VP7	Percentage of children leaving care who achieved permanence (adopted, returned home or special guardianship order is granted)	Quarterly	Green	↑ Improved
VP8	Percentage of child protection visits due in the period which were completed on time (within 10 days of the previous visit)	Quarterly	Red	↓ Deteriorated

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APPENDIX B: COUNCIL PLAN PRIORITY: IMPROVE EDUCATIONAL ATTAINMENT AND FOCUS ON EVERY CHILD ACHIEVING THEIR POTENTIAL - Q1 PERFORMANCE DETAILS

Key Action: Ensure all Wokingham borough children have access to good or outstanding schools, colleges and early years settings

KPI EA1i: Percentage of Wokingham borough LA-maintained schools **primary** schools with a current Ofsted rating of Good or better

Reporting frequency:		QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons		RAG: RED
Service:		Children's Services	Indicator Type: National, Cumulative		Benchmark: Above national average of 89.6% (as at May 2018)	
RAG Threshold:		Green if improving or 100%	Amber if less than 100% or no change		Red if deteriorating	
Period	Actual	Target	RAG	Direction of Travel (Trend)		
Q1 2017/18	92.16%	Improvement compared to previous period	Green		Improved	
Q2 2017/18	94.12%		Green		Improved	
Q3 2017/18	94.12%		Amber		Static	
Q4 2017/18	94.12%		Amber	→	Static	
Q1 2018/19	92.06%		Red	↓	Deteriorated	
Q2 2018/19						
Q3 2018/19						
Q4 2018/19						

Commentary: Quarter 1 2018/19 performance information is reported as at 31st May 2018. The measure is reported as red since one school (Highwood Primary School), which was previously rated as Good has now been judged as "requires improvement".

Target Setting: 2018/19 targets remain consistent with the previous year to be aiming for an improvement on the previous reporting period.

KPI EA1ii: Percentage of Wokingham borough LA-maintained schools **secondary** schools with a current Ofsted rating of Good or better

Reporting frequency:		QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons		RAG: AMBER
Service:		Children's Services	Indicator Type: National, Cumulative		Benchmark: Above national average of 80.1% (as at May 2018)	
RAG Threshold:		Green if improving or 100%	Amber if less than 100% or no change		Red if deteriorating	
Period	Actual	Target	RAG	Direction of Travel (Trend)		
Q1 2017/18	88.90%	Improvement compared to previous period	Amber		Static	
Q2 2017/18	88.90%		Amber		Static	
Q3 2017/18	88.89%		Amber		Static	
Q4 2017/18	88.89%		Amber	→	Static	
Q1 2018/19	88.89%		Amber	→	Static	
Q2 2018/19						
Q3 2018/19						
Q4 2018/19						

Commentary: Quarter 1 2018/19 performance information is reported as at 31st May 2018. There have been no Ofsted inspection outcomes for this quarter and hence performance currently remains the same.

Target Setting: 2018/19 targets remain consistent with the previous year to be aiming for an improvement on the previous reporting period.

KPI EA1iii: Percentage of Wokingham borough LA-maintained schools special schools with a current Ofsted rating of Good or better									
Reporting frequency:		QUARTERLY		Director:	Jim Leivers	Executive Member:	Pauline Helliar-Symons	RAG:	GREEN
Service:		Children's Services		Indicator Type:		National, Cumulative		Benchmark: Above national average of 93.5% (as at May 2018)	
RAG Threshold:		Green if improving or 100%		Amber if less than 100% or no change			Red if deteriorating		
Period	Actual	Target	RAG	Direction of Travel (Trend)					
Q1 2017/18	100.00%	Improvement compared to previous period	Green		Static				
Q2 2017/18	100.00%		Green		Static				
Q3 2017/18	100.00%		Green		Static				
Q4 2017/18	100.00%		Green	→	Static				
Q1 2018/19	100.00%		Green	→	Static				
Q2 2018/19									
Q3 2018/19									
Q4 2018/19									

Commentary: Quarter 1 2018/19 performance information is reported as at 31st May 2018. There have been no Ofsted inspection outcomes for this quarter and hence performance currently remains the same. Northern House School has not yet been inspected.

Target Setting: 2018/19 targets remain consistent with the previous year to be aiming for an improvement on the previous reporting period.

KPI EA2: Percentage of children who attend a Wokingham borough school (Primary, Secondary or Special) which is Ofsted rated Good or Outstanding.									
Reporting frequency:		QUARTERLY		Director:	Jim Leivers	Executive Member:	Pauline Helliar-Symons	RAG:	RED
Service:		Children's Services		Indicator Type:		National, Cumulative		Benchmark: Above national average of 93.5% (as at May 2018)	
RAG Threshold:		Green if improving or 100%		Amber if less than 100% or no change			Red if deteriorating		
Period	Actual	Target	RAG	Direction of Travel (Trend)					
Q1 2017/18	89.32%	Improvement compared to previous period	Amber		Static				
Q2 2017/18	92.00%		Green		Improved				
Q3 2017/18	91.96%		Red		Deteriorated				
Q4 2017/18	91.96%		Amber	→	Static				
Q1 2018/19	90.95%		Red	↓	Deteriorated				
Q2 2018/19									
Q3 2018/19									
Q4 2018/19									

Commentary: Quarter 1 2018/19 performance information is reported as at 31st May 2018. The measure is reported as red since one school (Highwood Primary School), which was previously rated as Good has now been judged as "requires improvement".

Target Setting: 2018/19 targets remain consistent with the previous year to be aiming for an improvement on the previous reporting period.

KPI EA3: Percentage of early years settings in Wokingham borough with an Ofsted rating of Good or better						
Reporting frequency:		QUARTERLY		Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: AMBER
Service:		Children's Services		Indicator Type: National, Cumulative	Benchmark: N/A	
RAG Threshold:			Green if improving or 100%		Amber if less than 100% or no change	
					Red if deteriorating	
Period	Actual	Target	RAG	Direction of Travel (Trend)	Commentary: Quarter 1 2018/19 performance information is reported as at 31st May 2018. This is a new measure introduced for 2018/19. Where comparable historic, and benchmarking, information is available this will be included in future reporting.	
Q1 2018/19	95%	Improvement compared to previous period	Amber	N/A		
Q2 2018/19						
Q3 2018/19						
Q4 2018/19						

Key Action: Where necessary, reshape and extend Special Educational Need provision to better match local provision to Wokingham needs.

KPI EA4: To update on delivery of planned actions for 2018/19 in the SEND Action Plan

Reporting frequency:		QUARTERLY		Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: TO BE INCLUDED FROM QUARTER 2
Service:		Children's Services		Indicator Type: Local, Project	Benchmark: N/A	

Key Action: Continue to ensure that children in care can have their needs met as close to their community of origin as possible.

KPI EA5i: Percentage of children **who entered care** in the period and were placed more than 20 miles from their home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support)

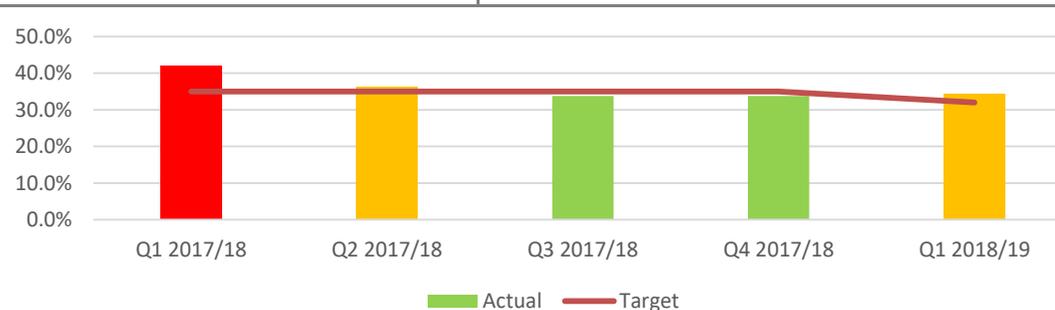
Reporting frequency:		QUARTERLY		Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: AMBER
Service:		Children's Services		Indicator Type: Local	Benchmark: N/A	
RAG Threshold:			Green if 14% or less		Amber if between 15% and 25%	
					Red if more than 25%	
Period	Actual	Target	RAG	Direction of Travel (Trend)		
Q1 2017/18	11%	14%	Green	Improved		
Q2 2017/18	0%	14%	Green	Improved		
Q3 2017/18	0%	14%	Green	Static		
Q4 2017/18	0%	14%	Green	Static		
Q1 2018/19	25%	14%	Amber	Deteriorated		
Q2 2018/19		14%				
Q3 2018/19		14%				
Q4 2018/19		14%				

Commentary & target setting: Two (out of eight) children who entered care in May 2018 were placed more than 20 miles from their home address. These children are residing with family members who live out of borough. The 2018/19 target remains the same as the previous year.

KPI EA5ii: Percentage of **all children in care** at the end of the period who were placed more than 20 miles from their home (excluding unaccompanied asylum seeking children, children placed with parents and children in receipt of short breaks support)

Reporting frequency:	QUARTERLY	Director:	Jim Leivers	Executive Member:	Pauline Helliar-Symons	RAG:	AMBER
Service:	Children's Services	Indicator Type:	Local	Benchmark:	Statistical neighbours 24.7% (2016/17)		
RAG Threshold:	Green if 32% or less		Amber if between 31% and 37%		Red if more than 37%		

Period	Actual	Target	RAG	Direction of Travel (Trend)	
Q1 2017/18	42.2%	35%	Green	↑	Improved
Q2 2017/18	36.2%	35%	Green		Improved
Q3 2017/18	33.8%	35%	Green		Static
Q4 2017/18	33.8%	35%	Green	→	Static
Q1 2018/19	34.3%	32%	Amber	↓	Deteriorated
Q2 2018/19		32%			
Q3 2018/19		32%			
Q4 2018/19		32%			



Commentary & target setting: 27 out of 79 children in care in Wokingham borough are in a placement more than 20 miles from their home. The target for 2018/19 has been reduced in order to aim towards a reduction in the number of distant placements made during the year and to achieve a closer comparative performance with statistical neighbouring authorities.

ANNUAL MEASURES

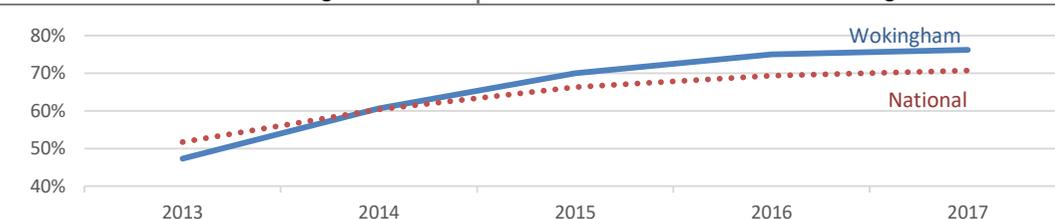
Key Actions: Ensure all Wokingham borough children have access to good or outstanding schools, colleges and early years settings

Continue to improve the 0-5 year old offer across the local authority, health & early years settings to ensure children are school ready, emotionally resilient & healthy.

KPI EA10: Percentage of children achieving a Good Level of Development (GLD) at Early Years Foundation Stage

Reporting frequency:	ANNUAL, ACADEMIC YEAR	Director:	Jim Leivers	Executive Member:	Pauline Helliar-Symons	RAG:	GREEN
Service:	Children's Services	Indicator Type:	National	Benchmark:	Above national average - 70.7% (2017)		
RAG Threshold:	Green if improving or 100%		Amber if less than 100% but no change		Red if deteriorating		

Period	Actual	Target	RAG	Direction of Travel (Trend)	
2013	47.3%	Improvement or 100%	Green	↑	Improved
2014	60.6%				
2015	70.0%				
2016	75.0%				
2017	76.2%				
2018					



Commentary & Target setting: The target for 2018/19 remains consistent with previous years and aims for an improvement on the previous reporting period. 2018 performance information is expected to be published around September 2018.

KPI EA11: Percentage of children meeting the expected standard at Key Stage 1 in Reading, Writing, Mathematics and Science.

Reporting frequency:	ANNUAL, ACADEMIC YEAR	Director:	Jim Leivers	Executive Member:	Pauline Helliar-Symons	RAG:	INFORMATION ONLY
Service:	Children's Services	Indicator Type:	National	Benchmark:	Above national average in all subjects:		

READING			WRITING			MATHEMATICS			SCIENCE		
Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend
2016	80%		2016	69%		2016	79%		2016	90%	
2017	82%	↑ Improved	2017	74%	↑ Improved	2017	81%	↑ Improved	2017	91%	↑ Improved
2018			2018			2018			2018		

Commentary: Next provisional update will be available in September 2018.

KPI EA12: Percentage of pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2						
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director:	Jim Leivers	
Service:		Children's Services		Executive Member:	Pauline Helliar-Symons	
RAG Threshold:		Green if improving or 100%		Amber if less than 100% but no change		Red if deteriorating
Period	Actual	Target	RAG	Direction of Travel (Trend)		
2016	61%	Improvement on previous period				
2017	70%		Green	↑	Improved	
2018						

Commentary & Target setting: The target aims for an improvement in performance on the previous year. 2018 statistics are expected to be published in September 2018.

KPI EA13: Percentage of pupils who achieved a strong 9-5 score in English and Maths at GCSE						
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director:	Jim Leivers	
Service:		Children's Services		Executive Member:	Pauline Helliar-Symons	
RAG Threshold:		Green if improving or 100%		Amber is less than 100% but no change		Red if deteriorating
Period	Actual	Target	RAG	Direction of Travel (Trend)		Commentary:
2015/16	N/A	Improvement on previous period				2017/18 academic year performance information will be reported in November 2018. GCSE attainment scores cannot be compared with previous years due to a change in the scoring system implemented in 2016/17.
2016/17	55.1%					
2017/18						

KPI EA14: Percentage of students achieving grades AAB or better in at least 2 facilitating* subjects at A-Level						
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director:	Jim Leivers	
Service:		Children's Services		Executive Member:	Pauline Helliar-Symons	
RAG Threshold:		Green if 17% or more		Amber if between 15% and 16%		Red if less than 15%
Period	Actual	Target	RAG	Direction of Travel (Trend)		
2015/16	14.5%	17%	Red			
2016/17	16.2%	17%	Amber	↑	Improved	
2017/18		17%				

Commentary & Target setting: 2017/18 academic year performance information will be published in November 2018 by Department of Education. The target is set to achieve performance in line with national trend. *A-Level facilitating subjects are Biology, Chemistry, Physics, Maths, further Maths, Geography, History, English Literature, Modern and Classical Languages.

Key Actions: Continue to deliver new primary & secondary provision across Wokingham borough, in response to local needs

KPI EA15: Total Places available in Wokingham borough Schools						
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director:	Jim Leivers	
Service:		Children's Services		Executive Member:	Pauline Helliar-Symons	
RAG Threshold:		Green if 17% or more		Amber if between 15% and 16%		Red if less than 15%
Period	Actual	Target	RAG	Direction of Travel (Trend)		Benchmark: N/A
2016/17	4299					
2017/18	4443			↑	Increased	
2018/19	4535			↑	Increased	
2019/20						

Commentary: Data collected on National Offer Day for Primary and Secondary schools to identify the number of applications and offers for entry to schools during each academic year.

KPI EA16i : School capacity in state-funded primary schools in Wokingham Borough

Reporting frequency:		ANNUAL, ACADEMIC YEAR	Director: Jim Leivers		Executive Member: Pauline Helliar-Symons		RAG: GREEN	
Service:		Children's Services	Indicator Type: National		Benchmark: England surplus capacity 8.8% 2016/17			
RAG Threshold:		Green if between 5% and 10%		Amber if less than 4%, or more than 10%		Red if less than 3%, or more than 15%		
Period	Actual	Target	RAG	Direction of Travel (Trend)				
2014/15	7.4%	5% - 10%	Amber					
2015/16	5.5%	5% - 10%	Green	↓	Improved			
2016/17	5.2%	5% - 10%	Green	↓	Improved			
2017/18		5% - 10%						

Commentary: In line with government guidelines, Wokingham Borough Council aims to maintain a 5% surplus capacity in schools to facilitate parental preferences. Based on published 2016/17 statistics from Department for Education, Wokingham borough is currently maintaining its 5% surplus capacity for primary school places. Whilst capacity is being maintained in the borough, in 2016/17 21 schools were full or reported having pupils in excess of school capacity.

KPI EA16ii : School capacity in state-funded secondary schools in Wokingham Borough

Reporting frequency:		ANNUAL, ACADEMIC YEAR	Director: Jim Leivers		Executive Member: Pauline Helliar-Symons		RAG: AMBER	
Service:		Children's Services	Indicator Type: National		Benchmark: England surplus capacity 16.1% 2016/17			
RAG Threshold:		Green if between 5% and 10%		Amber if less than 4%, or more than 10%		Red if less than 3%, or more than 15%		
Period	Actual	Target	RAG	Direction of Travel (Trend)				
2014/15	10.9%	5% - 10%	Amber					
2015/16	10.6%	5% - 10%	Amber	↓	Improved			
2016/17	10.9%	5% - 10%	Amber	↑	Deteriorated			
2017/18		5% - 10%						

Commentary: For secondary schools, surplus capacity remains higher nationally than for primary schools. Historically Wokingham borough has gained more primary age pupils. However recent secondary school projects are now creating a local draw to the area with more secondary school children migrating to Wokingham borough schools from outside the borough. 2017/18 secondary school uptake is expected to increase; hence reducing surplus capacity due to Bohunt school now offering 1,200 places this year.

Key Actions: Continue to close the achievement gap for all vulnerable children including those with special educational needs and/or disabilities.

KPI EA17: Achievement gap between pupils eligible for FSM and all other pupils in Key Stage 1 teacher assessments

Reporting frequency:		ANNUAL, ACADEMIC YEAR	Director: Jim Leivers		Executive Member: Pauline Helliar-Symons		INFORMATION ONLY				
Service:		Children's Services	Indicator Type: National		Benchmark: N/A						
READING			WRITING			MATHEMATICS			SCIENCE		
Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend
2016	30		2016	30		2016	25		2016	25	
2017	23	Improved	2017	24	Improved	2017	23	Improved	2017	21	Improved
2018			2018			2018			2018		

Commentary: Achievement gap is calculated as the difference between the percentage of pupils known to be eligible & claiming free school meals who reached the expected standard in Key Stage 1, compared to all other pupils.

KPI EA18: Achievement gap between SEN pupils and all other pupils in Key Stage 1 teacher assessments											
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director: Jim Leivers		Executive Member: Pauline Helliar-Symons			INFORMATION ONLY		
Service:		Children's Services		Indicator Type: National			Benchmark: National percentage point gap 2017:				
READING			WRITING			MATHEMATICS			SCIENCE		
Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend	Period	Actual	Trend
2016	31		2016	42		2016	30		2016	3	
2017	34	Deteriorated	2017	40	Improved	2017	29	Improved	2017	17	Deteriorated
2018			2018			2018			2018		
Commentary: Achievement gap is calculated as the difference between the percentage of SEN pupils (categorised by Department for Education as having a statement or Education, Health & Care Plan or receiving SEN support) who reached the expected standard in Key Stage 1, compared to all other pupils.											
KPI EA19: Achievement gap between pupils eligible for FSM and all other pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2											
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director: Jim Leivers		Executive Member: Pauline Helliar-Symons			RAG: GREEN		
Service:		Children's Services		Indicator Type: National			Benchmark: Statistical neighbours 29.5 (2017), national 17 (2017)				
RAG Threshold:			Green if 29% or less			Amber if between 30% and 35%			Red if more than 35%		
Period	Actual	Target	RAG	Direction of Travel (Trend)							
2016	28	29	Green								
2017	29	29	Green	↑	Deteriorated						
2018											
Commentary: 2018 performance information is expected to be published in September 2018. The target is set to achieve performance in line with statistical neighbouring authorities.											
KPI EA20: Achievement gap between SEN pupils and all other pupils reaching the expected standard in Reading, Writing and Mathematics at Key Stage 2											
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director: Jim Leivers		Executive Member: Pauline Helliar-Symons			INFORMATION ONLY		
Service:		Children's Services		Indicator Type: National			Benchmark: National achievement gap: 17 (2017)				
Period	Actual	Target	RAG	Direction of Travel (Trend)		Commentary: 2018 performance information is expected to be published in September 2018? 2016 Wokingham borough performance data could not be published due to small numbers of SEN pupils to protect confidentiality.					
2016	X										
2017	33										
2018											
KPI EA21: Achievement gap between pupils eligible for FSM and all other pupils achieving a strong 9-5 pass in English and Maths at GCSE											
Reporting frequency:		ANNUAL, ACADEMIC YEAR		Director: Jim Leivers		Executive Member: Pauline Helliar-Symons			RAG: RED		
Service:		Children's Services		Indicator Type: National			Benchmark: National - 24 (2017)				
RAG Threshold:			Green if 24% or less			Amber if between 25% and 29%			Red if more than 29%		
Period	Actual	Target	RAG	Direction of Travel (Trend)		Commentary & Target Setting: 2018 performance information is expected to be published in November 2018. The target is set to achieve performance in line with national trends.					
2016	N/A	N/A	N/A	N/A	N/A						
2017	34	24	Red	N/A	N/A						
2018											

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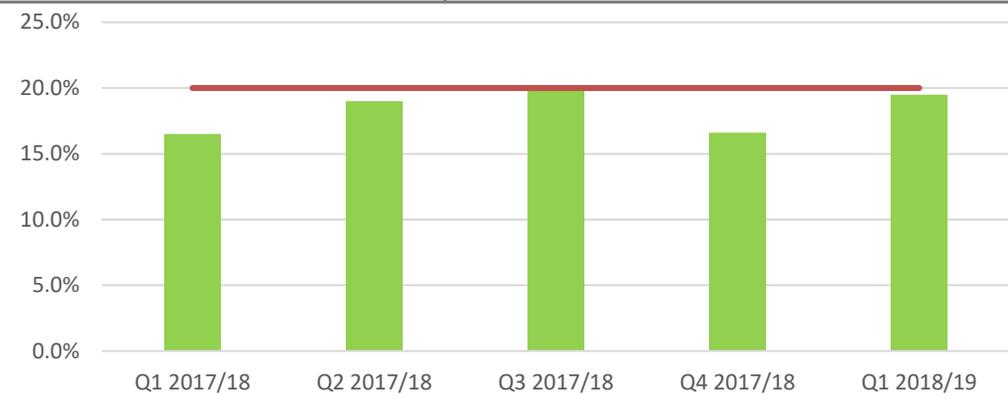
APPENDIX C: COUNCIL PLAN PRIORITY: LOOK AFTER VULNERABLE PEOPLE -- Q1 PERFORMANCE DETAILS

QUARTERLY MEASURES

Key Actions: Continue to improve and deliver early help services and statutory services to children and families, to ensure children are kept safe and their welfare is promoted.

KPI VP4: Percentage of referrals in 2018/19 which are repeat referrals within 12 months of the previous referral to Children's Social Care

Reporting frequency:	QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: GREEN
Service:	Children's Services	Indicator Type:	National	Benchmark: Statistical neighbours 22.6% (2016/17)
RAG Threshold:	Green if 20% or less		Amber if between 21% and 22%	Red if more than 22%
Period	Actual	Target	RAG	Direction of Travel (Trend)
Q1 2017/18	16.5%	20%	Green	
Q2 2017/18	19.0%	20%	Green	Deteriorated
Q3 2017/18	20.0%	20%	Green	Deteriorated
Q4 2017/18	16.6%	20%	Green	Improved
2017/18 Year End	17.9%	20%	Green	 Improved
Q1 2018/19	19.5%	20%	Green	 Deteriorated
Q2 2018/19		20%		
Q3 2018/19		20%		
Q4 2018/19		20%		
2018/19 Year End		20%		

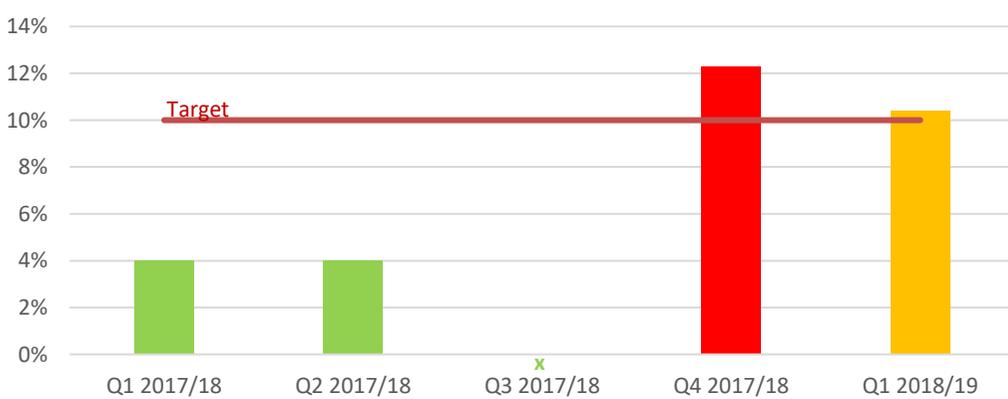


Commentary & Target Setting: The target set for 2018/19 remains the same as the previous year. The aim is to maintain performance this year and to perform better than statistical neighbouring authorities.

Key Actions: Through our Placements Strategy continue to ensure sufficient places are commissioned to ensure that children in care receive the highest quality care and support

KPI VP6i: Percentage of children who become subject to a Child Protection Plan for a second or subsequent time within 24 months

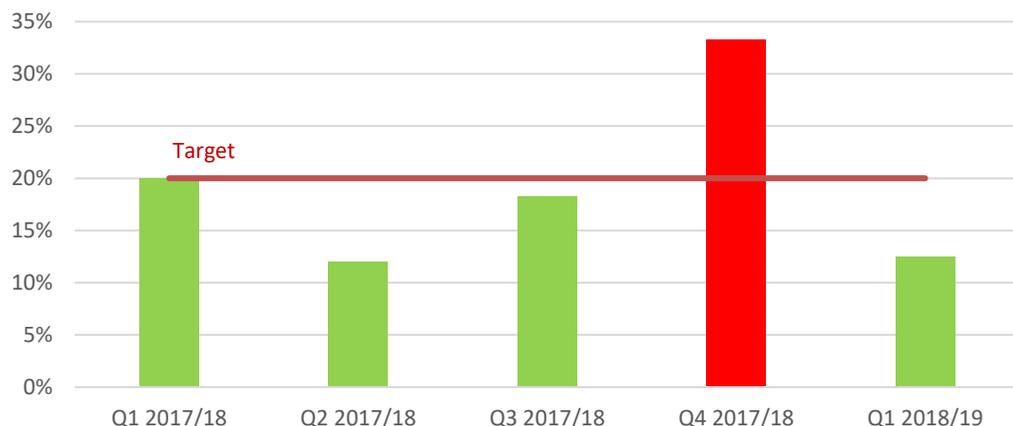
Reporting frequency:	QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: AMBER
Service:	Children's Services	Indicator Type:	Local	Benchmark: N/A
RAG Threshold:	Green if 10% or less		Amber if between 10 and 15%	Red if more than 15%
Period	Actual	Target	RAG	Direction of Travel (Trend)
Q1 2017/18	4.0%	10%	Green	
Q2 2017/18	4.0%	10%	Green	Static
Q3 2017/18	0.0%	10%	Green	Improved
Q4 2017/18	12.3%	10%	Amber	Deteriorated
Year end 2017/18	6.3%	10%	Green	 Improved
Q1 2018/19	10%	10%	Amber	 Improved
Q2 2018/19		10%		
Q3 2018/19		10%		
Q4 2018/19				
Year end 2018/19		10%		



Commentary & Target Setting: The target assigned for 2018/19 remains at the level set last year with active work with the chairs of conference and operational teams on cases to continue. During Quarter 1 2018/19, 5 of 48 children became subject to the Child Protection Plan for a second or subsequent time within the last two years.

KPI VP6ii: Percentage of children who become subject to a Child Protection Plan for a second or subsequent time ever

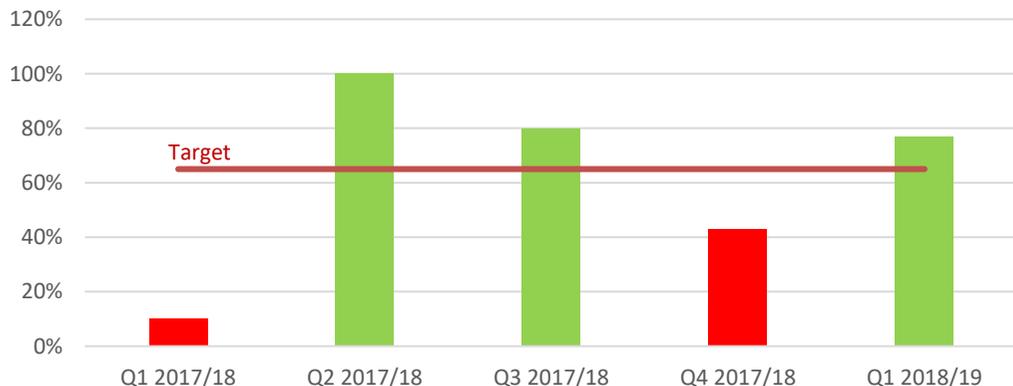
Reporting frequency:		QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: GREEN
Service:		Children's Services	Indicator Type:	National	Benchmark: Statistical neighbours 22.96% (2016/17)
RAG Threshold:		Green if 20% or less		Amber if between 21% and 30%	Red if more than 30%
Period	Actual	Target	RAG	Direction of Travel (Trend)	
Q1 2017/18	20.0%	20%	Green		
Q2 2017/18	12.0%	20%	Green		Improved
Q3 2017/18	18.2%	20%	Green		Deteriorated
Q4 2017/18	33.3%	20%	Red		Deteriorated
2017/18 Year End	23.1%	20%	Amber	↓	Improved
Q1 2018/19	12.5%	20%	Green	↓	Improved
Q2 2018/19		20%			
Q3 2018/19		20%			
Q4 2018/19		20%			
2018/19 Year End		20%			



Commentary & Target setting: The 2018/19 target remains the same as the previous year and if the target is achieved, performance will be in line or better than statistical neighbouring authorities. For quarter 1 2018/19, 6 out of 48 children became subject to a Child Protection Plan for a second or subsequent time ever.

KPI VP7: Percentage of children leaving care who achieved permanence (adopted, returned home or special guardianship order is granted)

Reporting frequency:		QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliar-Symons	RAG: GREEN
Service:		Children's Services	Indicator Type:	National	Benchmark: Statistical neighbours 70.8% (2015/16)
RAG Threshold:		Green if 65% or more		Amber if between 60% and 64%	Red if less than 60%
Period	Actual	Target	RAG	Direction of Travel (Trend)	
Q1 2017/18	10%	65%	Red		
Q2 2017/18	100%	65%	Green		Improved
Q3 2017/18	80%	65%	Green		Deteriorated
Q4 2017/18	43%	65%	Red		Deteriorated
2017/18 Year End	46%	65%	Red	↓	Deteriorated
Q1 2018/19	77%	65%	Green	↑	Improved
Q2 2018/19		65%			
Q3 2018/19		65%			
Q4 2018/19		65%			
2018/19 Year End		65%			

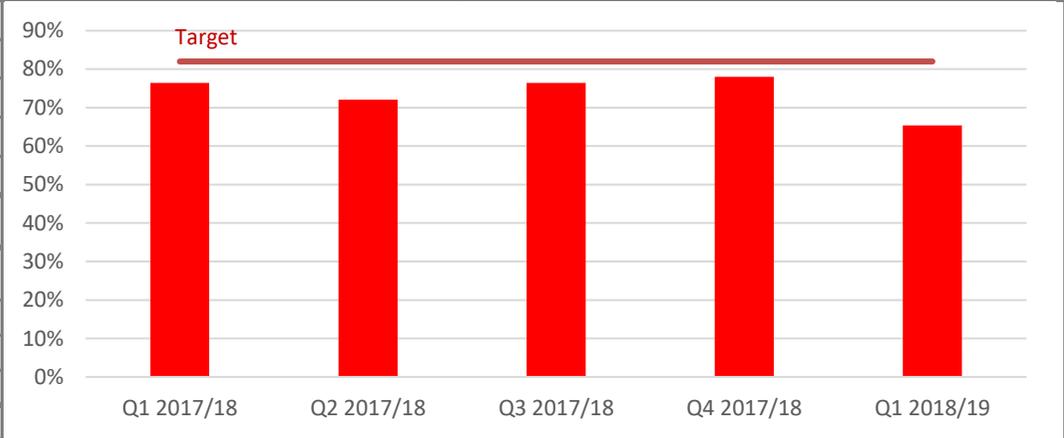


Commentary & Target Setting: The 2018/19 target remains the same as set for the previous year. The aim is for performance to improve compared to 2017/18. For quarter 1 2018/19, 10 out of 13 children leaving care achieved permanence.

KPI VP8: Percentage of child protection visits due in the period which were completed on time (within 10 days of the previous visit)

Reporting frequency:	QUARTERLY	Director: Jim Leivers	Executive Member: Pauline Helliari-Symons	RAG: RED
Service:	Children's Services	Indicator Type:	Local	Benchmark: N/A
RAG Threshold:	Green if 82% or more		Amber if between 78% and 81%	Red if less than 78%

Period	Actual	Target	RAG	Direction of Travel (Trend)	
Q1 2017/18	76.4%	82%	Red		
Q2 2017/18	72.1%	82%	Red		Deteriorated
Q3 2017/18	76.4%	82%	Red		Improved
Q4 2017/18	78.0%	82%	Red		Improved
2017/18 Year End	75.8%	82%	Red	↓	Deteriorated
Q1 2018/19	65%	82%	Red	↓	Deteriorated
Q2 2018/19		82%			
Q3 2018/19		82%			
Q4 2018/19		82%			
2018/19 Year End		82%			



Commentary & Target Setting: The 2018/19 target remains the same as set for the previous year with the aim of improving performance. Despite performance not achieving the target for Quarter 1, 85% of visits were completed within 15 days of the previous visit and all children are seen. When a delay occurs, it is only up to a maximum of 5 working days and there is justifiable reason for this, approved by service managers.

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TITLE	Educational Psychology Service Update
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 18 September 2018
WARD	None Specific;
DIRECTOR	Director of Children's Services - Interim Jim Leivers

OUTCOME / BENEFITS TO THE COMMUNITY

To update members on of the value and challenges faced by the Educational Psychology Service (EPS) in the light of the SEND Reforms and the development of a traded model of service delivery.

RECOMMENDATION

A traded service model is introduced to enable service growth and development.

SUMMARY OF REPORT

The Educational Psychology Service (EPS) provides psychological advice, intervention and support to children, young people and their families within Wokingham Borough. It supports Wokingham Borough Council in meeting its statutory duties in relation to the identification, assessment and support for children and young people with special educational needs and disabilities (SEND).

The demand of for Education Health and Care needs assessments has increased since the introduction of the Children and Families Act 2014 which coincided with a reduction of the EPS establishment. This paper outlines the role of the EPS in supporting the LA that go beyond the statutory functions related to SEND and suggests possible risks of limiting the service to a purely statutory function. The plan to trade with all schools in Wokingham from April 2019 presents opportunities and challenges, not least how to meet the statutory demands while retaining enough capacity to maintain a comprehensive traded offer. It draws attention to activities that in the future might be brought in house and therefore saving some expenditure elsewhere.

This report is intended to outline the role and responsibilities of the Educational Psychology Service in supporting the LA in discharging its statutory duties and the opportunities and pressures on the service in light of the proposal to trade with all Wokingham Schools from April 2019.

Background

For the purposes of this report the Educational Psychology Service (EPS) is defined as those employed as educational psychologists (EPs) and managed and supervised by the Principal Educational Psychologist (PEP). The service consists of 5.4 fte EPs (PEP, 2 SEPs, and 4 EPs). The whole service under the umbrella term Educational Psychology Service includes the Learning Support Service (LSS) (2.0fte) and the Early Years Inclusion Service (EYIS)(2.5 fte).

All WBC EPs are registered with the HCPC and are eligible for chartered status with the British Psychological Society. All our EPs are encouraged to develop specialist interests our current specialisms are, in Early Years, Sensory Impairment, ASD, LAC and Fostering (Attachment) this EP sits on Fostering Panel and is our link with the Virtual School, our other SEP leads on the assessment and support for young people post sixteen.

Core Value: The EPS will always seek to work in partnership with parents/carers their children, young people, other professionals and local authorities, and include their opinions when making any recommendations, the EP has a primary duty of care to any child or young person for whom advice is requested.

Early Intervention:

The greatest emphasis of EPS work is providing psychological assessment, intervention, advice and support to and for individual children. In order to achieve a better knowledge of the contexts in which most children are educated the EPS operates a link EP approach where each publicly funded school in the borough has a named link EP. In order to prevent the EPS from holding a waiting list each school attends a termly School Planning Meeting (SPM) managed by their link EP and attended by a LSS teacher and a member of Foundry College. This enables the school SENCO to prioritise and target support from the most appropriate service. They leave the meeting with dates for EP consultations, agreed interventions for transition annual reviews and signposting to other more appropriate services. The EPS is accessed through the completion of a Request for Involvement Form. Parent /carer informed consent is required prior to EP involvement with a child. The EPS offers a solution focussed consultation model of assessment and intervention, the introduction of the Signs of Safety model by Children's Social Care complimented our approach.

The EPS also offers school surgeries. This operates in similar manner to a GP surgery where teachers or TAs can discuss any concerns with their link EP. This early intervention enables school staff to discuss their concerns around unnamed children, groups of children and whole classes with the EP who then offers advice directly to the teacher/TA most concerned.

Demand for the EPS is high as can be seen in the table below. Please note this does not include any ongoing work with children already known to the service, group work or some statutory work "commissioned" by the SEN team such as assessment as a result of a change of placement request.

New Requests for Involvement between 1/9/14 and 31/7/15	New of Requests for Involvement between 1/9/15 and 31/7/16	New of Requests for Involvement between 1/9/16 and 31/7/17	New of Requests for Involvement between 1/9/17 and
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			31/7/18
213	264	222	271

Currently the primary needs identified as requiring EPS support are related to ASD, children presenting with traits suggestive of ASD but without a diagnosis, anxiety and emotional regulation often related to ASD and children who have experienced early life trauma. There is a need for a coherent strategy to support children, young people and their families with ASD or traits and associated difficulties.

In addition to activity on behalf of individual children and young people the EPS prioritises responding on request to any school or setting involved in a critical incident or sad event.

Mental Health and Well-being

Mental Health and well-being is an increasing area of concern. In response to some of this demand the EPS has developed and delivers group interventions. Each secondary is offered an Exam Stress group per year targeted at children who have been identified as having particular difficulties managing the pressures of GCSEs or A levels. The evaluations by the young people and children participating in these groups report that they feel better able to cope with the stress of sitting exams and they have strategies they can use that feel appropriate to them.

In addition the EPS runs a six day training course for Nurture Assistants annually, which trains TAs to deliver evidence based interventions for children with social and emotional and mental health needs. The programme is psycho-educational and practical and is based on the highly evaluated ELSA programme. To date the EPS has trained **77** Nurture Assistants whom are offered termly group supervision. Local evaluation has shown positive outcomes for children supported by Nurture Assistants.

Statutory Duties:

The Wokingham EPS supports WBC in discharging its statutory duty to provide psychological advice as part of Education Health and Care needs assessments.

Wokingham EPS submits **100% psychological advice within the statutory timeframes**. A statutory assessment takes on average 2-2.5 days to complete.

In accordance with the SEN Code of Practice the EPS also supports the annual reviews of children in year 5 and in year 9. Last academic year 2017/18 there were **71 children in year five and 68 in year nine**.

The service also supports the LA in presenting psychological advice to the SENDIS Tribunal on average **15 tribunals are lodged per academic year**, EP support to the tribunal process takes on average **7 days**.

EHC Needs Assessment	2014/15	2015/16	2016/17	2017/18
Assessments requested	99	110	136	167
Assessments agreed	66	80	106	116 (15 requests still to be considered at SEND panel)
Assessments	12	16	21	25 (average time)

competed by 1fte EP (as of July 24 th)				required to complete this work 2 days)
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[2018 National SEN analysis.pdf](#)

The specialist EYs Senior EP chairs the Early Years Support Panel. This is the mechanism by which WBC fulfils its statutory duty to respond to health service notifications of pre-school children who may go on to have special educational needs. This panel assesses need based on the information provided by health colleagues and allocates the appropriate services for further assessment and intervention. The EPS receives on average 31 **new pre-school cases** a year.

The EPS has representation on the SEND panel primarily but not exclusively through the PEP.

Measuring impact:

Measuring impact it is a perennial problem for the service when so many of our interventions rely on others to follow through and the increase in demand for statutory work diminishes the capacity of the service to offer direct interventions. We currently are trialling a simple measure of impact based on a three point scale at School Planning meetings (SPMs). Ideally we would have the support of the Intelligence and Data team to analyse the impact of the service. Service users like the service as demonstrated in our annual survey. Parents feel heard and our interventions helpful although the rate of return of those surveys is still very low. Seeking the views of parents in relation to work we have carried out as part of the statutory processes can be difficult as their satisfaction can be linked to the outcome of the assessment which is usually the “Holy Grail” and Education Health and Care Plan (EHCP). Our impact is evaluated in terms of school/settings perception of the improvements for the child/young person. Our involvement with parents and carers is also evaluated in terms of their perceptions of improvements and how the EP conducted their intervention and assessment and the accessibility of the service. We are trialling a child/young person evaluation this term.

Quality Assurance

All WBC EPs are registered by the HCPC and qualify for BPS chartered status. They attend fortnightly group supervision and have one to one supervision with the PEP every six weeks. Each term an area of need is chosen, discussed and any reports written by team members are critically reviewed. The PEP contributes to SEND panel on a minimum of a monthly basis therefore takes these opportunities to quality assure psychological reports submitted as part of the statutory assessment process. The EPS has a history of supporting the national bursary scheme to provide trainee educational psychologists with placement which provides close links with universities and brings current research into our small service. The PEP aims to attend the termly South of England PEP meeting which is a source of information, opportunity to share good practice, CPD and informal supervision.

CPD has been a challenge in recent years with no apparent funding available for appropriate CPD. The EPS has responded by trying to grow our own by using our trainees and our own specialist EPs to lead in-house CPD; however this can only go so far. When we think about trading it will be even more important to ensure the service is up to date and has the understanding and skill to deliver high quality interventions.

What else can the EPS offer?

Capacity is an obvious issue for almost every service as it is for the EPS. However by

looking beyond the obvious SEND statutory duties to where the EPS could support vulnerable children there could be the potential for savings elsewhere. The service has an obvious role in supporting inclusion. For example

- **More direct interventions with children and young people**

EPs are qualified to deliver appropriate evidence based interventions that could be cost effective for the LA. If by providing EP intervention a child successfully remains in mainstream education for one or two more years the LA could be the cost of an out of borough placement plus travel costs which in some cases can amount to tens of thousands. This saving could then be directed towards high quality in borough provision to maintain children in their local area. The EPS has tried to provide enhanced EPS support to in borough resource bases and specialist provision in order to increase capacity in these settings thus preventing children going out of borough for their education.

- **A further role for the EPS in Mental Health and well-being:**

In 2017-18 the EPS was asked to support the School's Link Project and the Psychological Perspectives in Education & Primary Care (PPEP Care) training programme. The EPS has supported these endeavours because of our links with settings however none of the Future in Mind funding has supported the EPS involvement. Mental health is a key priority however it cannot be supported without a more creative use of the funding available.

In addition to a limited number of one to one interventions, limited by capacity rather than expertise, the EPS is supporting Mental Health and well-being through the Nurture Assistant training, Exam Stress groups and a pilot project using a group CBT intervention with children in year six and their parents presenting with high levels of anxiety (evaluation to be completed in September). Members of the EPS are trained in CBT, Solution Focussed and Narrative Therapy. This area of our work is rarely recognised as the perception the EPS role is limited to supporting statutory work.

Mental Health Green Paper

Berkshire West CCG intends to make a bid to become a Trailblazer for the Mental Health Teams proposed in the Green Paper. The other two LAs, Reading and West Berks are keen to participate.

The outline plan is that each LA would include all their schools and therefore we would have three Mental Health Teams per LA. This could attract £326,000 we think per team.

The model of the Mental Health Team **must** :

1. Provide face to face interventions.
2. 500 CYP per year receiving an evidence based intervention per 8000 students/pupils for each team set up
3. Each school linked to the team must have a nominated Designated Mental Health lead
4. Providing consultation and training, working through the Designated Lead that supports a whole school approach
5. Working within/ towards an Integrated referral system with broader CYP mental health services

Other information about teams:

- **£326,000** per team available as an estimate covering pay and non-pay costs
- Nominal team to include **7.5FTE**

The model proposed by the three LA PEPs would involve an EP leading each Mental Health Team and overseeing and implementing many of the interventions. The mental health academy in West Berks that is widely promoted as a good model has brought EPs into their model as it was recognised that schools have particular relationships with EPs, confidence in their skills and systemic understanding of how schools operate.

The Mental Health Team will also consist of newly created School Mental Health workers who are going to be trained by Reading university from January 2019, a Band 7 or above Mental Health Practitioner from CAMHS who would offer supervision as per the Green Paper however in our model they would primarily be involved in managing risk, supporting and signposting to higher Tier CAMHS services and attending our Early Help Hub. We envisage this will be 0.5 fte per LA. As per the Green Paper the total team would therefore be multi-disciplinary and 7.5 fte.

- **Further support for Vulnerable Groups** –LAC and those fostered and adopted.

Our specialist EP supports the Virtual School and Foster Panel as well as highly rated training to Foster Carers. This is an in-house resource that is underutilised with support for these families commissioned from elsewhere.

Analysis of Issues

Time required to compete statutory work as this demand increases:

- means time spent supporting children and settings is reduced
- impact on capacity to trade
- Staff morale is low as opportunities to work directly with children and young people are reduced in favour of writing reports under tight deadlines.

Mental Health Green Paper –Trailblazer Bid

- The **risks** of WBC/EPs **not** being involved:
- The CCG and other LAs will go ahead without WBC
- The newly created Mental Health will deliver mental health interventions free to schools and settings and therefore cutting off a source of funding for the EPS/LA.
- The LA/EPs will have little or no oversight or control over what interventions are being delivered in schools and to whom.
- There is a risk the Mental Health Team becomes an extension of CAMHS and nothing changes for our children and young people with low to medium mental health needs.
- The Berkshire West CCG will go to another provider and further distance the LA from schools and our efforts of support and keeping oversight of the needs in the community to help us plan provision and interventions that are appropriate and cost effective.
- We miss out on the funding attached to the trailblazer which could in effect reduce the earning target required by the EPS while the traded model is embedding. It is likely that all CCGs/LAs will have to implement Mental Health Teams at the end of this two year pilot this provides an opportunity to devise a model that will work for our locality.
- Berkshire West CCG will approach another provider which is outside our influence.

Challenges if the Trailblazer bid is successful:

- Recruitment
- Office space/school space.

Striking a balance between statutory work, offering psychological services to support early intervention as well as supporting to children and young people with complex needs.

- The pressures on the public sector to do more with less presents an opportunity to look at how the EPS is used as a provider of some support that is currently commissioned by the LA from elsewhere as well as earning from schools and colleges. There is optimism within the service and LA that trading will provide financial stability as well as better outcomes for children. In order to be able to trade the service will need to meet the statutory demands and still have capacity to trade. The ambition to trade beyond the WBC boundaries is limited by the capacity to deliver. Continue as we are with the increasing statutory demands and we risk losing staff to private practice. Nationally recruitment of EPs is a challenge.

Recruitment and retention

- We need to have a three year plan to provide viable service with a range of development opportunities in order to attract and retain staff, the benefits of which are quality assured practice, positive relationships with stakeholders and better outcomes for children. The service needs to be in a position to cover the statutory demands and trade, this includes capacity for the PEP to develop strategy and the ability to cover maternity leave starting in December 2018 and long term illness which affected the service in the Summer Term 2018.

Introducing a fully traded model

- The EPS offers a wide range of training, however so far have not benefitted from full recoument into the service.
- Demand for the service has remained high. However there is friction between early intervention and the pressures of increased amount of statutory work and the timely completion of Education Health and Care needs assessments.
- There is a disconnect between the graduated approach towards assessment of SEND advocated in the Code of Practice and the strong push for assessment where a child *may* have special educational needs, as outlined in the Children and Families Act and nationally tribunals are being lost on "failure to assess" grounds. This presents a strategic challenge to the EPS and the LA as a whole particularly in the light of schools having to pay for early intervention and training to support inclusion. As yet it is difficult to predict the impact of the SEND reforms on the additional work created by the increase of age to 25.
- It is hoped that eventually by developing a traded model where earnings return to the service the service can grow and the demand for early and direct intervention from the EPS increases. However anecdotal evidence from services that already have a traded service note that for the first two to three years of the traded model there is a fall in demand as settings adjust. Initially many delay requesting EP support preferring to request statutory assessment sometimes on scant information and therefore get an EP assessment "free".

The ADCS paper below expresses concerns about the pressures on LAs to respond to SEND and supporting inclusion.

<http://adcs.org.uk/education/article/a-vision-for-an-inclusive-and-high-performing-education-system>

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

Other financial information relevant to the Recommendation/Decision

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

Reasons for considering the report in Part 2

List of Background Papers
NAPEP submission for the Education Committee inquiry into support for children and young people with special educational needs and disabilities (SEND). June 2018

Contact Elaine Munro	Service People Services (Children)
Telephone No Tel: 0118 908 8043	Email elaine.munro@wokingham.gov.uk



The Education Committee inquiry into support for children and young people with special educational needs and disabilities (SEND).

Submission on behalf of the National Association of Principal Educational Psychologists (NAPEP)

NAPEP seeks to support, advise and influence the leadership of educational psychology services and supports the continuing development of the profession in order to achieve the most positive, inclusive outcomes for children, young people and their families.¹

This submission has been prepared by:

Liz Robinson, Principal Educational Psychologist in Portsmouth City Council and Chair of NAPEP

(1) Assessment of and support for children and young people with SEND

1.1 Increase in assessments

NAPEP continues to fully support the aims and aspirations of the Children and Families Act, in particular the desire to place children and families at the heart of the process of assessment. Educational Psychology Services nationally have noted an increase in person centred planning, with many services being instrumental in the delivery of training to settings and SEND teams as well as contributing to the process. As part of the assessment process co-production meetings with parents and professionals, including educational psychologists are seen as very beneficial; face to face discussion can clarify and solve issues arising during the assessment process and lead to smart solutions about how best to meet need bearing in mind the context in which the context is educated.

There has been a noticeable and significant increase nationally in EHC needs assessments since 2014. It is understood that the number of children with complex needs is increasing but that does not explain the totality of the increase of assessments. The process of assessment is obviously not without substantial costs in terms of finance and time. The increase is placing a burden on Educational Psychology Services and other professionals providing statutory advice for EHC assessments which draws them away from early intervention work, creating a vicious circle.

There is a disconnect between the graduated approach towards assessment of SEND advocated in the Code of Practice and the strong push for assessment where a child *may* have special educational needs, as outlined in the Children and Families Act and tribunals are being lost on "failure to assess" grounds. One Principal Educational Psychologist has quoted the outcome of a tribunal which the Local Authority lost on "failure to assess" grounds:

¹ www.napep.info

" without the benefit of an Educational Psychology assessment the LA and school cannot be confident that needs are being met or can be met by the current school. More needs may be identified following an EP report and strategies suggested to meet needs"

Some EP services report that in their Local Authorities there is a perception that it is almost better to submit a request for an EHC assessment with scant information because that leaves some doubt as to whether the child in question may have special needs. This is hugely frustrating.

Schools and academies are expected to provide external agency support for their pupils. EP teams provide a level of core support and/or schools commission EP support on a traded basis. Many if not all Principal EPs are aware of parental complaints that they have to wait a long time to access support from an EP through their child's school. There is a wide discrepancy between the amount of time that schools and academies commission from EP services. It can range for a day a week to a day a term within the same Local Authority. Lack of access in a timely manner to EP support and intervention is contributing to the increase in statutory assessments and is driving the entire system into a more reactive rather than proactive early- intervention mode.

There has been a rise in parental requests but also in requests made by SENCOs on behalf of parents. Through their relationships with schools and academies Principal EPs and EPs have been informed by SENCOs that they may make a request for an EHC assessment on behalf of a parent in order to be seen as supportive to the parent or to prevent damage to relationships, even when they do not think it is necessary.

Parents tell us that they feel that the need to request statutory assessment in the absence of a more graduated response to assessment or because they lack confidence in schools to meet need, linked to funding issues (described below). The writer of this submission conducted a strategic review of SEND provision in two neighbouring local authorities and spoke in depth with parents of pupils with SEND. Parents believe that there are numerous advantages to having an EHCP.

One parent stated:

"EHCPs appear to be the magic ticket to services and support"

1.2 The evidence base for "specificity" in recommendations

NAPEP absolutely supports the value of having a "golden thread" from aspirations, outcomes, needs and provision to ensure that the child or young person and their family can see a way to achieving their goals as they grow up.

The Special Educational Needs and Disability Code of Practice (January 2015) makes it clear that advice written for an Education, Health and Care assessment must be clear, accessible and specific. Equally, the Code is clear that the content of the EHC plan must describe provision that is detailed and specific and should normally be quantified, for example, in terms of the type, hours and frequency of support and level of expertise.

The requirement for specificity is well understood; educational psychologists are aware of the challenge to be faced, potentially in a SEND tribunal, by barristers and SEND panels if specificity of provision is considered to fall short of the standard. Whilst advice writers understand the imperative for specificity, it does pose a dilemma when EPs find they are sometimes expected to provide SEND teams with a level of detail that can go

beyond the available evidence base . Some interventions will be very prescriptive about who should deliver them and how often but many are not. EPs have commented that

" its' the number of minutes that seem to count; the strategies and approaches seem to get dismissed".

EPs have experienced co-production meetings in which they had been pressed for a professional view about whether a group of 2 or 4 pupils is required, or whether 40 minutes twice a week is required, or 30 minutes three times a week, for example. The truth is that this level of specificity is very often spurious. Other factors are more important than the specific number of minutes dedicated to the interventions, relationships, motivation and attention span being obvious examples and Educational psychologists will draw on their knowledge of theories of learning and memory to inform recommendations. Additionally, advice about intervention should be based on the child's observed capacity to engage with learning on a 1:1, small group or class basis. This is could be summed up by a decision to use practice based evidence where there is an absence of evidence based practice. Co-production meetings with parents, professionals and SEND officers have the potential to be an excellent forum for settling these issues.

1.3 Educational Psychology workforce capacity

At a time when there has been a significant increase in statutory assessment, many educational psychology services are carrying vacancies and are struggling to recruit². This is starting to impact on the ability of Local Authorities to complete statutory assessments within 20 weeks. The reasons accounting for this situation include:

- **The limited supply of newly qualified EPs**

There has been an increase in the number of EP training places each year since 2014 (from 120 funded places in 2014 to 150 for Sept 2018). This will result in an increase in the supply of newly qualified EPs from 2019 but this will not be sufficient to offset the number of EPs retiring or choosing to leave LA posts.

The increase in training places is welcome, but will not resolve the current capacity issues. Even if there was a significant increase in the supply of newly qualified EPs, this would, at best, be a very short-term answer to the current capacity issues. In the longer term, challenges would remain due to other factors as outlined below.

- **The impact of the changing balance of work on LA EP retention**

All EPs undergo extensive training in order to deliver a wide range of psychological knowledge, skills and interventions. Statutory SEND work is an important area of EP work and EPs make a critical professional contribution to the statutory SEND processes. However, statutory SEND work represents only a small part of EPs' broader professional expertise and is only one of the ways in which EPs can contribute to improved outcomes for children, young people and families.

The increased focus on statutory SEND work has left many EPs in local authorities feeling that they cannot develop their professional skills and experience in the fullest way.

1.4 Support for children and young people with SEND

The amount of support provided in an EHC plan will be dependent upon the individual child and their needs. Many plans contains large numbers of recommendations about provision and it is worth reflecting on the

² The capacity of Educational Psychology services to deliver statutory SEND work: Recommendations from SE19 SEND Network Steering Group Task and Finish Group – January 2018

extent to which it is feasible to deliver everything in a plan for a child. Or if feasible, is it desirable? What is the cost to the everyday experience for that child in school? Does school feel like a series of interventions or a cohesive and integrated experience? Is there an implicit assumption that the more advice about provision and interventions the better the plan? Is there a fear of litigation somewhere down the line if an EP is deemed to have omitted a significant piece of advice about provision? EPs feel that they are perceived by some parents and professionals as gate-keepers to resources and admit to feeling uncomfortable about this. They, or other advice writers may feel blamed if a request for an EHC assessment is declined or if a plan is not issued especially if the amount of provision does not tip over the funding threshold of £6,000.

EPs have commented that they do not always see all the provision outlined in a plan, in place. Schools hint that they cannot provide all the provision in some cases. If this is the reality, it is time to face it.

In many local Authorities outcomes for pupils with EHC plans are better than those for pupils on SEN Support. NAPEP considers that this may relate to funding issues as schools are finding that element 2 funding is completely tied up with support to pupils with EHC plans, leaving little for other pupils with SEND. This situation is a reality nationally. Principal Educational Psychologists know about this from the work their teams are doing in schools. SENCOs feel uncomfortable about it and are asking for help.

Action is required to ensure that pupils with SEND are included in mainstream schools (reference the rising number of pupils with autism who are excluded from school). More training and outreach support is required for all schools, especially secondary schools in order to build capacity to support pupils with SEND. Parents talk to Educational Psychologists about their concerns around transition to secondary school, fearing their child may not cope in a larger setting. There can be less flexibility regarding support in secondary schools. It takes staff longer to get to know individual pupils and this is difficult for pupils with SEND particularly those with social communication difficulties, autism and or social, emotional and mental health needs. Unless training and support issues are addressed schools will lose confidence and motivation to support pupils with SEND when the numbers of pupils with SEND in increasing. Parents will also lose confidence and the proportion of pupils with EHC plans in special schools (as opposed to mainstream schools) will continue to grow. The number of pupils educated in out of area independent schools will also rise at a huge cost to the public purse.

(2)The transition from statements of special educational needs and Learning Disability Assessments to Education, Health and Care Plans

All statements and LD assessments were to be transferred to EHC plans by 31st March 2018. Whilst this may have been achieved Principal Educational Psychologists are aware that the process for a proportion of parents and children and young was less person centred than would have been desired due to the high numbers of plans involved. The workload has been immense for SEND teams as well as advice providers .

(3)The level and distribution of funding for SEND provision

In 2017 the Association of Directors of Children's Services (ADCS) issued a high needs funding survey³ to all Directors of Children's Services. Across the 85 LAs who responded, the planned high needs block budget for 2016/17 was £2.95 billion and the actual spend was £3.08 billion. 68 local authorities reported an overspend totalling £139.5 million The most common means of managing an overspend were: utilising Dedicated Schools Grant (DSG) reserves; transferring funding from the schools and early years block; and/ or carrying the high needs block deficit forward.

Local authorities were asked about the specific issues which were driving demand and cost pressures in the high needs budget and from the received responses, three themes emerged:

³ ADCS High Needs Fund Survey Summary <http://adcs.org.uk/sen/article/high-needs-fund-survey-summary>

- the increase in numbers of children with SEND related to the extension of support to young people up to the age of 25 and early identification of additional needs, particularly in the early years;
- increasing complexity of need; and
- a lack of capacity within mainstream settings to provide a graduated response to additional needs before turning to statutory processes. There is a perception among schools that funding for special educational needs is inadequate. Special Educational Needs Co-ordinators (SENCOs) have commented that EHCPs are seen as a means to ensure funding is targeted at pupils who need support. However the unintended adverse consequence is that it becomes increasingly challenging to meet needs for pupils on SEN Support.

NAPEP recommends that continued support around the implementation of the SEND reforms is required, that the financial impact resulting from the reforms are addressed and a funding system that adequately reflects the needs of children with SEND is put in place.

(4)The roles of and co-operation between education, health and social care sectors

The Children and Families Act has encouraged greater dialogue and cooperation between Education, Health and Social Care though systems are still less joined up than the aspirations of the 2014 Act. It is acknowledged that the reforms were the most significant change since Warnock and the 1981 Act and change will be incremental. More work is required to ensure that Health and Social Care needs and provision are fully included in EHC plans and there is an accountability structure in place for Health and Social Care provision as well as Education. The 2014 Act described how services should be designed around the needs of children and families and not around the convenience/needs of service structures. This remains an issue still. Many families cope with multiple appointments on a weekly basis which is one of the reasons why educational psychologists will assess children in their usual setting and meet parents there as it is more convenient. In addition it provides much useful contextual information that contributes to an "ecosystemic assessment" - a strength of Educational Psychology assessment.

(5)Provision for 19-25-year olds including support for independent living; transition to adult services; and access to education, apprenticeships and work

Educational Psychology Services have embraced the opportunity of working with young people up to the age of 25 and sees the 0-25 age range encompassed in the SEND reforms as very positive step which can help prevent the "cliff-edge" at 18. Planning for adulthood needs to start sooner, and at least by the age of 14 for pupils with EHC plans. Outcomes need to be tailored to the PFA outcomes by key stage 4 as these provide a far more helpful focus than the four areas of the code of practice. Adult services need to actively engage in planning for a young person from the age of 14. Schools need to think beyond 16.

Working with young people in the 19-25 age range has highlighted for educational psychology services some of the anomalies that make life more challenging for young people with SEND. For example young people with high functioning autism may need help from Adult Social Care teams but do not meet criteria for Adult Learning Disability teams and yet this is where their needs will be best understood and catered for.

Access to Social Care teams and some services (for example, support for students at university) may require standardised cognitive assessments linked to IQ "thresholds". Principal Educational Psychologists are working to address this; access to support at school or special school provision is not contingent upon IQ scores and nor should it be so for young people once they leave school.

Conclusion and recommendations

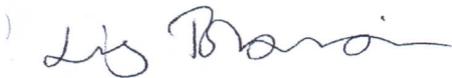
Members of NAPEP support the aims and aspirations of the SEND reforms which have brought about positive changes. However, there have been some unintended consequences, particularly in relation to shifting the focus of SEND work and creating a drift to a new 'front door' of requesting an EHC needs assessment. This has shifted the skills and energy of EPs (and the wider SEND workforce) towards statutory work and away from early intervention, prevention and strategic work. It has also often contributed to an increased focus on statutory processes rather than on co-production and agency.

The role of educational psychologists places them in a unique position of being able to view the SEND landscape from the perspective of parents, children, schools and the local authority. We can see the pressures on all stakeholders in the EHC assessment process, the concerns parents still describe about whether the needs of their children will be properly identified and met, access to assessment, advice and support, the concerns from schools about training and workforce capacity, and the biggest concern of all being the issue of funding for schools and local authorities. All of the factors listed above work together within an interconnected system. Principal Educational Psychologists are working at local and regional levels to help to address these issues and wish to do so at national level also.

1. EHC assessments were designed for those children and young people with the most complex, long term and severe needs. Further clarification in relation to the Children and Families Act's definition of when to initiate an Education Health and the disparity with the graduated approach towards assessment described in the Code of and Care needs is required.
2. There is a need to ensure that non-statutory, preventative EP work is part of commissioned/funded LA EP work, or is commissioned adequately by schools and academies, as it can play an important role in reducing the need for statutory assessments. The focus needs to shift back to non-statutory work, in order to build parent/carer and organisational confidence, meet children's needs and reduce the need to request statutory assessments.
3. Four years in to the Children and Families Act it is time to take stock of "specificity" and share good practice about what is appropriate and helpful.
4. The time allocated to individual EP statutory Advices should be given careful consideration. It is recommended that LAs commission pilots to explore the ways that EPs could contribute more effectively to the statutory assessment process, building on existing work in some LAs. This could include ways of making the process of EHC plan writing more person-centred and collaborative, reducing the need for long written EP reports and enabling EPs to contribute their advice in more direct and succinct ways. Best practice with regard to co-production meetings should be shared and adopted nationally.
5. Increasing the supply of newly qualified EPs is necessary but it is not sufficient to resolve the current capacity issues (impacting on EHC assessment deadlines). It is recommended that LAs continue to press for an increase in the overall number of EPs trained each year.
6. It is recommended that Local Authorities explore ways of ensuring that EPs have opportunities to use the full breadth of their professional skills and knowledge which will help promote good outcomes for **ALL** pupils with SEND including, possibly especially, those at **SEN support**. This will also help with recruitment and retention issues in the profession

7. Linked to (6) Schools and academies require more training and support for ALL pupils with SEND if we are to promote Inclusion. Enhanced work-force capacity is require to prevent EHC assessments being the panacea for supporting SEND.
8. NAPEP recommends that the financial impact resulting from the reforms are addressed and a funding system that adequately reflects the needs of children with SEND is put in place.
9. More work is required to ensure that Health and Social Care needs and provision are fully included in EHC plans and there is an accountability structure in place for Health and Social Care provision as well as Education.
10. Planning for adulthood needs to start sooner, and at least by the age of 14 for pupils with EHC plans.
11. Outcomes need to be tailored to the PFA outcomes by key stage 4 as these provide a far more helpful focus than the four areas of the code of practice.
12. Adult Services need to actively engage in planning for a young person from the age of 14.

Liz Robinson



Service Manager, Education Support and Principal Educational Psychologist

Portsmouth City Council

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Wokingham Borough Council's Educational Psychology Service (EPS)

Evaluation 2016/2017

Wokingham Borough Council's Educational Psychology Service (EPS) conducted a survey to gain feedback from schools on the quality and effectiveness of their service during the school year 2016/2017. Responses were received from 15 schools in the Wokingham Borough, 13 Primary Schools, 1 Special School and 1 Pupil Referral Unit. The surveys were completed by 14 SENCo's/Inclusion Managers and 1 Assistant Head Teacher.

Schools have provided their comments on the value of work they receive, ways to improve the EPS, training they have accessed and their training priorities for the next academic year.

In summary:

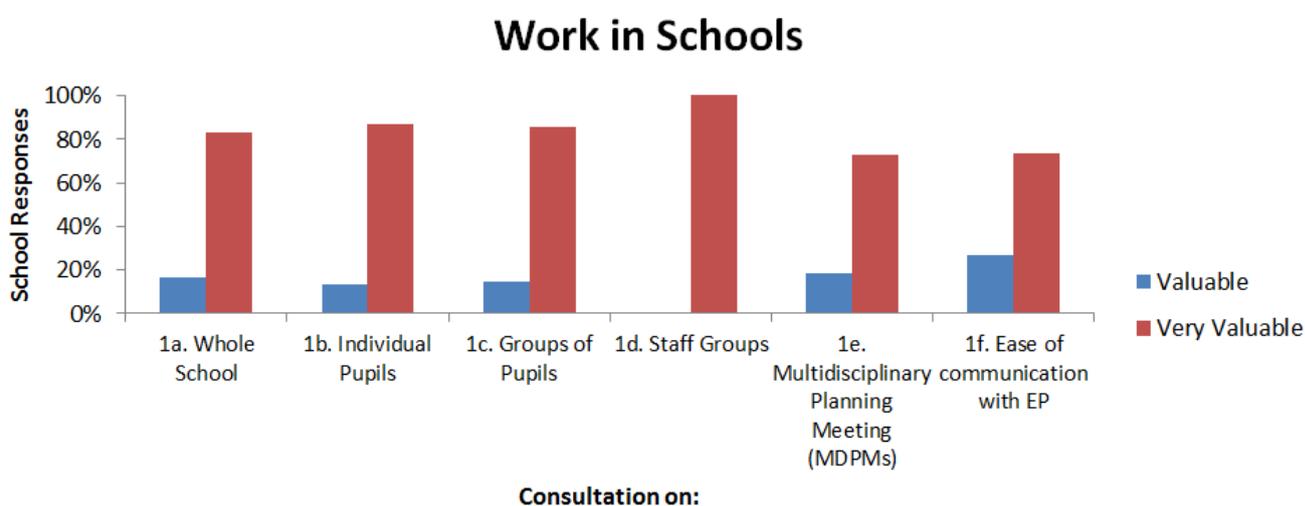
- All schools who received work in schools from the EPS rated it as valuable or very valuable.
- Schools found the following work with the EPS useful; relationship with EP; advice; training; meetings/surgeries; working with individual pupils and parents and statutory assessments.
- Suggestions to improve the EPS mainly focused on access to training and Educational Psychologist Availability. Many schools expressed their satisfaction with the EPS.
- 46.7% of schools had accessed in school training from the EPS, all rated it as being very valuable.
- Two schools had accessed training at a central location, with Attachment training rated as valuable and the Managing Anxiety rated as being very valuable.
- Training priorities for the coming year can be generalised into three themes; specific disorder, knowledge based and strategies based training.
- Nine schools provided additional comments offering praise and thanks to the EPS and specific EP's.

Work in Schools

Schools were asked to rate how valuable they thought work with the EPS has been. The responses are summarised below in graph and table form.

Key findings show:

- All types of work were rated as being valuable or very valuable.
- All 15 schools accessed work with individual pupils, and 86.7% found it very valuable.
- Across all 15 schools, the ease of communication with EP's was rated as very valuable by 73.3% and valuable by 26.7%.
- Six schools accessed work with staff groups, and 100% found it very valuable.



Consultation on:	Responses	Not Valuable	Less Valuable	Valuable	Very Valuable
1a. Whole School	6	-	-	16.7%	83.3%
1b. Individual Pupils	15	-	-	13.3%	86.7%
1c. Groups of Pupils	7	-	-	14.3%	85.7%
1d. Staff Groups	6	-	-	-	100%
1e. Multidisciplinary Planning Meeting (MDPMs)	11	-	-	18.2%	72.8%
1f. Ease of communication with EP	15	-	-	26.7%	73.3%

Overall Value of Psychological Input to School

1. What work with the EP have you found particularly useful?

Comments from schools can be generalised into six categories, with many respondents making multiple comments. The categories are given below, with examples:

1. Relationship with EP

- *Although she is not always able to meet in school, we are often in contact via email and phone so I feel well supported in this respect*
- *We appreciate the fact that we know our EP very well and she knows our children well*
- *Clear and efficient communication with our EP when I have a query about a child or a specific SEN issue*

2. Advice

- *Useful advice received from our EP about how to support individual pupils*
- *Advice on strategies from observations and consultations*
- *Feedback and confirmation on our practice and effectiveness of strategies used - suggestions on additional strategies*

3. Training

- *Staff training (including ADHD, ASD and Precision Monitoring)*
- *The year 6 anxiety group which also allowed us to run a parallel group so we could support lots of children*
- *Strategies given to TAs in workshop sessions*

4. Meetings/Surgeries

- *Attending MDPMs and gaining useful advice at these meetings*
- *School Planning Meetings and also SEN surgeries with [EdPsyc] are always very helpful & productive*
- *Surgeries have been popular with our staff*

5. Working with Individual Pupils and Parents

- *Cognitive assessments to help clarify degree of Learning Difficulty to help*
- *EP meetings with parents are also very valuable*
- *Strategies for supporting individuals who have been referred and assessed*

6. Statutory Assessments

- *EP attendance at TAFs, TACs and EHCPs has been incredibly useful*
- *Guidance with my first EHP review - very helpful!*
- *Support towards any referrals we make*

2. What could be done to improve the service on offer to schools?

Comments from schools fell into three categories, with some respondents making multiple comments regarding how the EPS service could be improved. Many schools expressed their satisfaction with the service they are receiving, whilst others offered ideas for improvement around training and EP availability. Two schools expressed queries/concerns in response to this question. Categories and key comments are given below:

1. Satisfied with EPS

- *It's a good service and we are served well by our allocated EP*
- *I think it's great - can't think of anything to improve on*
- *Honestly can't think of anything!*

2. Training

- *Perhaps schools joining up together for further training opportunities from the EPS*
- *Access to more resources (via Network meetings?)*
- *Sharing ideas/what works well with others*

3. EP Availability

- *More EPs and so a lesser workload for each of them would help!*
- *To retain our current EP for consistency of service for both school and parents*
- *Easier referral system or offering anonymous advice more often*
- *It has sometimes been difficult for the EP to fit meetings/observations in as she has a very limited amount of time to offer us*

Queries/Concerns

- *If an EP is a specialist in one particular area, can they offer staff training at different schools? Or do we have to rely on our link EP to provide us with training?*
- *I am concerned that recently the Pre-referral checklist for the Autism Assessment team has changed and now states: 'Make sure there's been educational psychology involvement in the school through assessment, observation or detailed consultation.' This means that we are now making referrals to the Educational Psychology Service when we wouldn't normally be doing so*

Training and Development

3. Have you received training or staff development this year in which an Educational Psychologist was involved?

46.7% of respondents had received training/staff development within school, and two schools had received multiple courses. All schools who had attended training rated it as being very valuable. A school who had received ASD training commented “*all staff members said it was really helpful and gave them a better understanding of the ASD and ways to support the children*”. Two schools received courses at a central location. Similarly this was seen as being valuable or very valuable, however the attachment training felt “*too rushed*”. Additionally, one further school had ASD training planned.

a) In school:

Course:	Responses	Very Valuable
Working with Girls with ASD	1	100%
Precision Monitoring	2	100%
ADHD	1	100%
Anxiety	1	100%
ASD	2	100%
Precision Teaching	1	100%
Working Memory	1	100%

b) At a central location

Course:	Responses	Valuable	Very Valuable
Attachment	1	100%	-
Overcoming Anxiety	1	-	100%

4. What area of training would you consider a priority for your school/cluster for the coming year that Educational Psychologists can be involved in?

Priorities for future training from the EPS can be categorised into three groupings, with topics of interest shown below:

1. Specific Disorder Training

- Attachment Disorders
- Autism Spectrum Disorder strategies
- Anxiety
- Dyslexia training

2. Knowledge Based Training

- The role of the Educational Psychology Service
- An understanding of the types of activities/assessments EPs conduct when assessing children, including help to understand and interpret data from Cognitive Assessments
- Working Memory (and support for those with a weakness)
- Sensory Processing
- Precision monitoring / teaching

3. Strategies Based Training

- Increasing resilience
- Behaviour management
- Rapid Phonics training
- Supporting children with more complex behavioural needs e.g. linked to traits of autism; low self-esteem due to academic weakness

Any other comments:

10 out of 15 schools provided further comments, all giving praise and/or offering thanks to the Educational Psychologists for their help and support.

"Thanks for all your help and support this year, [EdPsyc]!"

"[EdPsyc] and [EdPsyc] are fantastic. They are very professional, easy to talk with and always reliable."

"Thank you for all your help this year and hope you all have a lovely summer."

"[EdPsyc] is brilliant. Cool, calm and collected! Gives well thought through and measured advice."

"[EdPsyc]'s support has been invaluable to both myself individually and to our school. We have also been lucky enough to have [EdPsyc] supporting us this year under the guidance of [EdPsyc]. The strategies and support plans the EP's have helped us to implement throughout the year have enabled our pupils to develop and progress and I look forward to continuing this support next year."

"We are really pleased with the level of input, advice and support we receive from both the EP Service and Learning Support Service. We know that they are at the end of an email for quick snippets of advice and feedback when needed. It is very helpful and reassuring and we would like to thank you as we know that you are VERY busy."

Thank you again for all the support you give our children and us at the staff. It's great to have someone to bounce ideas off and give us extra advice.

"The EP handover from [EdPsyc] to [EdPsyc] was smooth and seamless - a consistent provision: thank you."

"...all the support she gives the staff and children at our school. She knows our school and our children well and can offer advice that successfully meets the needs of individuals in a ..."

"The EP service does a fantastic job! Thank you all."

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TITLE	Annual Review of the Corporate Parenting Board
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee
DATE	18 September 2018
REPORT PREPARED BY	Jasmine Grimshaw Service Manager Corporate parenting

SUMMARY

Wokingham Borough Council is committed and determined to improve the life experiences of our looked after children and care leavers by narrowing the gap in the outcomes between looked after children and young people and their peers. We are ambitious and aspirational for our looked after children, young people and care leavers and are determined to support them to maximise their potential.

The Corporate Parenting Board Annual Report provides assurance that we are making progress towards that goal.

This report sets out how Wokingham Borough Council has worked to fulfil its responsibilities over the last year using both qualitative and quantitative data and the feedback of the children and young people in our care and those who are currently leaving care.

PURPOSE OF REPORT

To present the Corporate Parenting Board Annual Report 2017/18 as part of our assurance to Corporate Parenting Board of delivery and impact for Children in Care and to recommend updated Strategic Priorities for 2018-19

RECOMMENDATIONS

1. Agree and endorse the annual Corporate Parenting report
2. Note the recommendations and strategic delivery action plan
3. To agree the new strategic priorities for 2018 -19
4. Request six monthly updates on the progress of the 2018/2019 action plan
5. It is recommended that all Corporate Parenting Board agenda items and minutes reference which priority it relates to in order to easily identify minuted progress against the priorities.

Corporate Parenting Board Annual Report and Impact Statement 2018 – 2019

1. Introduction

Wokingham Borough Council is committed to becoming an “outstanding” Corporate parent, and has a legal responsibility to children in care and those leaving care. As Corporate Parents we must replicate the care and support provided by a ‘good parent’. We do not underestimate the challenges this poses but we know that for our children in care and care leavers, their experiences in childhood and through their teenage years are critical in shaping their future happiness and setting the foundations for what they can achieve throughout their adult lives. Good parenting is vital, which is why the role of Corporate Parent is one of the central responsibilities of the Council. As an innovative council we must provide good opportunities for the children and young people in our care to fulfil their potential.

Looked after children are among the most vulnerable children in our community. They are unable to live at home with their immediate family, for any number of reasons, and they become looked after by Wokingham County Council. This may be through a voluntary agreement with the child’s parents or through a court order. Whatever their journey into care looks like, most looked after children will have experienced some form of neglect, harm or emotional distress in their lives before becoming looked after.

Research shows that outcomes for children and young people who are in, or have left care, remain worse than for other children and is something for which we must take collective responsibility. They often do not do as well at school, are less likely to go on to higher education, more likely to be not in education, employment or training (NEET) and are over-represented in youth offending institutions. There is also a long term impact when looked after children become parents themselves.

Good Corporate Parenting requires ownership and leadership at the most senior level and this includes elected members. As corporate parents, it is the responsibility of all elected members to be satisfied that there is a joined up, effective and holistic approach to meeting the needs of looked after children and care leavers through policy and planning. This means that when policy is being set or plans are agreed it is important to consider opportunities for improving outcomes for looked after children. The Corporate Parenting Board leads for the Council in fulfilling this responsibility, but it is also important that each Councillor is aware of the vital role that they can play. This can be through scrutiny, through input at council meetings and through day to day engagement with the local community including schools, health care providers and other organisations in local areas. There is also an interface with District colleagues and wider partners, for example, housing.

This report sets out how Wokingham Borough Council has worked to fulfil its responsibilities over the last year using both qualitative and quantitative data and the feedback of the children and young people in our care and those who are currently leaving care.

The Children in Care Council reviewed the council's delivery of the Pledge and reported on this to the Corporate Parenting Board.

The report provides the rationale for the Corporate Parenting Board's strategy in 2018/19.

2. Key information

Corporate Parenting is the term used to refer to the responsibility of the Council to provide the best possible care and protection for children and young people who are in care. At the core of this responsibility is the duty to provide the type of support that any good parent would provide for their own children.

All Councillors should be aware of their corporate parenting responsibilities and must:

- Have a clear understanding and awareness of the issues for looked after children and care leavers in the authority area and those placed out of area
- Champion the interests of looked after children and care leavers in all they do
- Ensure looked after children and care leavers have a say in how decisions are made about the services that affect them, and so that they can influence those decisions. This includes councillors engaging with the looked after council and the leaving care council
- Provide meaningful work based training opportunities, including apprenticeships for care leavers within the Council and its partners and contractors to improve their future prospects
- Ensure children placed out of county receive an equal service
- Ensure that the Council, as corporate parent, is keeping the promise it has made in the Corporate Parenting Pledge, and the Care Leavers' Charter
- Require evidence of improving positive outcomes and aspirational progress for Wokingham looked after children
- Ask how all elements of council business have an impact for looked after children
- Make connections and links between council plans, strategies and decision-making for looked after children
- Consistently challenge "Would this be good enough for my own child?"

The Legal Framework: Legislation and statutory and non-statutory guidance covering the responsibilities of local authorities and their partners for children in care is extensive. The legal framework covers all aspects of a child's journey through care, including health, education and ensuring the child's voice is heard in the care process. The framework also includes regulations and guidance relevant to

children's homes and fostering services providers. The below pictorial representation of this framework rightly places the child in care at the centre:



3. Our strategic priorities 2017 - 2018

Our strategic priorities in 2017-18 were:

- i. To ensure the strength and effectiveness of the role of the Corporate Parenting Board thus its impact on the Corporate Parenting function of the Council as a whole
- ii. To strengthen the voice of children in care and care leavers in planning, reviewing and decision making
- iii. To consolidate progress and continue to improve the timeliness of permanency for children in care across the range of permanent options
- iv. To improve provision for care leavers in Wokingham
- v. To improve educational outcomes for children in care and care leavers in Wokingham
- vi. To improve health provision for children in care and care leavers in Wokingham

This report is structured under the heading of each of these priorities to outline what has been achieved in the last year.

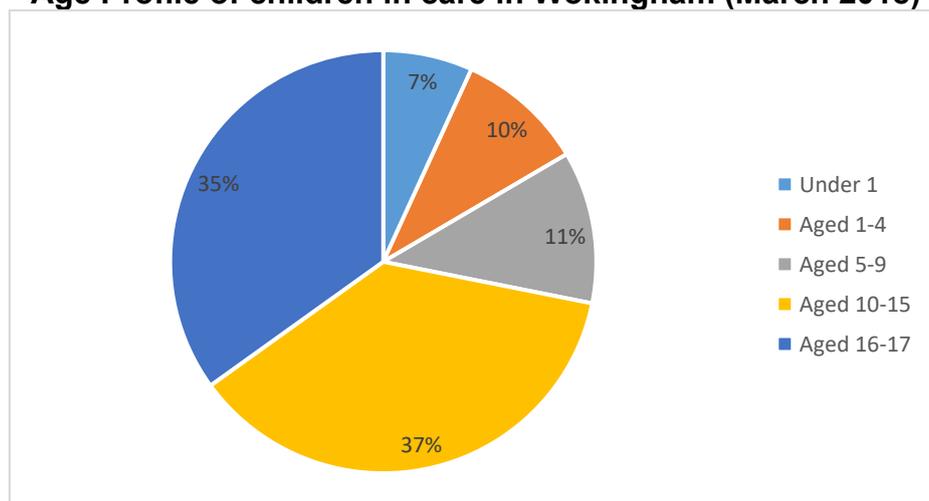
4. Contextual information on the children in care

Headline data
<ul style="list-style-type: none"> At the end of January 2018, there were 103 Looked after children which have shown an increase of 32% between March 2017 (78) and January 2018 (103). The number of unaccompanied asylum seeking children (UASC) is steadily increasing with 11 UASC in care at the end of January 2018.

The number of children care in Wokingham has increased by 38.5% children in care In April 2017 there was 78 children in care and as of May 18 there are 108 children in care .

Children in care: Rate per 10,000 Children								
Area	2011	2012	2013	2014	2015	2016	2017	2018
Wokingham	21.0	20.0	24.0	20.0	20	20	20.6	25.8
SE Region	46.0	47.0	47.0	48.0	49	52	51	Not available
Statistical neighbours	37.9	37.8	37.9	39.4	39.6	40.6	42.8	Not available
England	58.0	59.0	60.0	60.0	60	60	62	Not available

Age Profile of children in care in Wokingham (March 2018)



There remains a higher number of children in care that at the older age band however since 2017 there is a reduction of aged 16-17 year old from 43% to 37% and a reduction of aged 10 -15 years old from 43% to 35%.

Ethnicity profile of children in care						
Ethnic Group	March 2013	March 2014	March 2015	March 2016	March 2017	March 2018
White	69	63	62	65	54 (70.1%)	74 (71.8%)
Mixed	8	6	4	6	5 (6.5%)	7 (6.8%)
Asian or Asian British	5	4	6	7	8 (10.4%)	7 (6.8%)
Black or Black British	1	0	0	1	4 (5.2%)	5 (4.9%)
Other ethnic groups	3	2	2	4	6 (7.8%)	10 (9.7%)
Total	86	75	74	83	77	103

There is a proportionate number of children from ethnic minority backgrounds with 28.3% of our children in care coming from ethnic minority backgrounds which is a similar number to those in the community of Wokingham

Gender profile of children in care												
Age group	March 2013		March 2014		March 2015		March 2016		March 2017		March 2018	
	Boys	Girls										
Under 1	1	3	0	2	2	2	2	1	1	1	5	2
Aged 1 - 4	9	4	10	3	1	3	5	4	1	3	6	4
Aged 5 – 9	6	9	3	3	2	6	2	2	3	2	10	2
Aged 10 - 15	22	11	23	15	27	16	19	21	18	15	20	18
Aged 16-17	13	8	12	4	12	3	20	7	19	14	20	16
Aged 18+	0	0	0	0	0	0	0	0	0	0	0	0
Total	51	35	48	27	44	30	48	35	42	35	61	42
	86		75		74		83		77		103	

National data shows a mix of around 55% boys and 45% girls, yet Wokingham's data continued to show boys slightly over-represented in the mix of children who were in care (61% boys and 39% girls). The chart suggest that boy in their mid-teens are over-represented in CIC in Wokingham

The Legal Status of our children in care						
Legal Status	March 2013	March 2014	March 2015	March 2016	March 2017	March 2018
Care order – interim	18	13	4	8	7	25
Care order	38	36	41	43	44	39
s20 of Children Act 1989 (parents request)	29	21	24	23	22	37
Placement order	1	5	2	7	3	2
On remand, detained etc	0	0	0	0	1	0
Emergency order or police protection	0	0	3	0	0	0
Total	86	75	74	81	77	103

The number of children coming into care under Section 20 has increased, the number Of care orders has dipped which may attributed to the increase of the number of Alternative orders sought that is Special Guardianship orders. The number of

% of children at 31st March with 3 or more placements during the year

As of 31st March	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Wokingham	11.9	*	*	12.5	9	11	11	12	17	Not published
Statistical Neighbours	12.09	12.12	10.45	10.99	10.2	9.1	11.33	10.4	10.89	Not published
England	11.1	11.4	11	11	11	10	11	10	10	Not published

Source: DfE – Local Authority Interactive Tool

*-% suppressed as below 5

Data has not been published for 2018

Children missing from care

	2014/15	2015/16	2016/17	2017/18
Number of children missing from care between 1 st April and 31 st March	10	14	12	17
Number of missing incidents between 1 st April and 31 st March	32	54	51	58
Number of children absent from care	10	9	1	8

between 1 st April and 31 st March				
Number of absent incidents between 1 st April and 31 st March	18	26	11	10
Number of return interviews accepted between 1 st April and 31 st March	Not recorded	Not recorded	27	25
Number of return interviews completed between 1 st April and 31 st March	Not recorded	Not recorded	26	23

5. Overview of Progress

(i) To ensure the strength and effectiveness of the role of the Corporate Parenting Board and thus its impact on the Corporate Parenting function of the Council as a whole

As identified below, the Corporate Parenting Board have regularly reviewed a number of items in order to monitor progress and improvement. The below table captures the information and inputs received, which support the Board to fulfil its duties;

CPB Date	Agenda items and actions discussed
May 2017	<ul style="list-style-type: none"> •
July 2017	<ul style="list-style-type: none"> • CICC Update • Notification of CIC Activity day and events • CPB Annual report • CLA medical process update • CPB training • Report on care leavers independent living skills • Foster carer recruitment and retention • Data Set children in care
September 2017	<ul style="list-style-type: none"> • Parenting board annual report • Apprenticeship updated • Education strategy • Child in care sufficiency • Stay and put
December 17	<ul style="list-style-type: none"> • Virtual head teacher report 2016-17 • Stay and put policy and procedures • University funding for care leavers
January 2018	<ul style="list-style-type: none"> • Data performance • Update from children in care council
March 2018	<ul style="list-style-type: none"> • Wokingham Borough councils emotional well-being strategy 2018-19 • Sufficiency strategy for children in care and care leavers 2018 -2022 • Child in care savings • Life story and direct work with young persons and carers

Key achievements

- Implementation of the stay and put policy
- Independence skills programme is up and running

- Sponsorship and support/awards for CIC celebration event took place and further event on 29th August has been organised
- The CPB endorsed Council tax exemption for foster carers and Care leavers
- Social workers have SMART phones

Partnerships

As a good corporate parent, we use our leadership role in statutory boards to ensure that outcomes for children in care and care leavers are improved year on year. The key to ensuring that children in care receive the best possible service is to work in partnership with other agencies from the moment children first receive services from us. The below are some of the boards/partnerships that contribute to the quality of service that children in care and care leavers receive.

Health and Wellbeing Board

The Health and Wellbeing Board provides oversight and accountability for improving the health outcomes of children in care and care leavers.

The Corporate Parenting Board Annual Report goes to Wokingham Safeguarding Children Board. The safeguarding board has a protocol in place with the Health and Wellbeing Board to ensure information is shared and all partner agencies appraised of developments.

Wokingham Safeguarding Children's Board

The LSCB scrutinises the safeguarding of children in care, and will hold the CPB to account in this regard. The Corporate Parenting Board will report to the LSCB annually for multi-agency support and challenge

Community Safety Partnership

The Community Safety Partnership is made up of the key organisations responsible for keeping the borough safe. The partnership includes: Thames Valley Police, the Borough Council, Thames Valley Probation, Berkshire West Primary Care Trust, Thames Valley Police Authority and Royal Berkshire Fire and Rescue Service. Priorities include hidden crimes and their impact on vulnerable people and their families, which includes work on domestic abuse and hate crime.

Local Family Justice Board

The aim of Local Family Justice Boards is to achieve significant improvement in the performance of the family justice system in local areas.

In recent years the Family Justice Board has contributed to the significant improvement in the timescales for progressing children's cases through the court, achieving permanence in a timely manner.

Children in Care Council

Members of the Children in Care Council are young people who have left care or who are currently in care who work with both the Corporate Parenting Board and officers to advise and support the delivery of services to children in care and who hold the Council to account for the standard and quality of the care provided.

(ii) To strengthen the voice of children in care and care leavers in planning, reviewing and decision making

Wokingham Council is fully committed to putting the experience and feedback of our children in care and care leavers at the heart of our system in order to inform service improvements and strategic priorities, and to ensure a meaningful connectivity and accountability to our children. We are committed to developing as many innovative ways as possible to encourage the widest range of children and young people to influence the actions of Corporate Parents to drive the activity of Corporate Parents and the Service.

The annual children in care survey were sent out in 2017. We were able to draw from it themes to help us identify areas where we need to do more.

The survey was sent out to all Wokingham's children and young people in care aged 8-17 years old. The survey asked;-

- To look at each of the 6 sections of the Pledge, *Where you live, Your Education, Your Health, Your Activities, Your Voice* and for those 16 and over *Becoming an Adult*, and say if they think the promises in that section have been kept.
- Explain how the Pledge has helped You Say if they think any other promises should be added to the Pledge.

What do children in care tell us?

The positives of this survey were that;-

- On average, 87% of young people said the promises in the Pledge had been kept. An 11% increase on the previous year.
- The majority of the responses in Your Education, Your Health, Your Activities, and Your Voice were positive, with a big increase in satisfaction around Education
- Young people are clearer on who their Advocate, Corporate Parent and Independent Reviewing Officers (IRO) are and how to contact them.
- Nearly all young people have IT equipment and are helped to have a healthy life style

Children in care Pledge Survey	<ul style="list-style-type: none"> • Only half the young people said that they had a copy of the Pledge. • Across five of the six areas of the pledge most young people generally feel the promises have been kept, the least positive section continues to be 'Where you Live'. Although some improvement is reported, many young people expressed concern that they don't meet or have enough information about new carer's before
Recommendations	<ul style="list-style-type: none"> • Our recommendations: • Provide all Children in Care with a copy of the Pledge and information on how to get involved in the Children in Care Council if they are interested • Look at new ways of incentivising young people to complete the annual children in care survey – so that their voice is heard. • Young people to be given more information about new carers and where possible a chance to meet them before moving in • Wokingham continues to try and reduce changes of social worker • Young people's individual wishes about Life Story work are fully explored and understood • Young people to have a say in choosing their school • Social Workers check that young people have Passports and know where their Birth Certificate is - where there is a problem they work out how to resolve it

What is next?

The response rate to the Annual Survey was not as high as we would expect with just 24 responses out of a total of 80 surveys sent out so we need to identify new ways of engaging the children and young people in the surveys, including producing the survey in an accessible format for children and young people who use other forms of communication.

The Children in Care Council suggested that we should do the survey as an electronic survey through Survey Monkey or a similar e-survey tool which we will consider alongside them in designing the next survey.

When issuing the Annual Survey, we will ensure that a link to the Pledge is also attached.

We are aware that Children in Care council do not represent the diversity of children in care and we will be exploring ways to better improve this.

Young people and care leavers have asked to be part of foster care preparation and on-going training. This will be facilitated in 2018-19.

(iii) To consolidate progress and continue to improve the timeliness of permanency for children in care across the range of permanent options

Length of time in care					
Time in care so far	Number of children as at 31 March 2014	Number of children as at 31 March 2015	Number of children as at 31 March 2016	Number of children as at 31 March 2017	Number of children as at 31 March 2018
Under 1 year	19	25	29	19	54
1 up to 2	24	11	14	14	13
2 up to 3	8	17	7	9	5
3 up to 4	6	7	13	7	6
4 up to 5	3	3	7	11	6
5 up to 6	5	2	3	5	8
6+	10	9	10	12	11
Total	75	74	83	77	103

The above table shows that the duration of children's time in care is shortening.

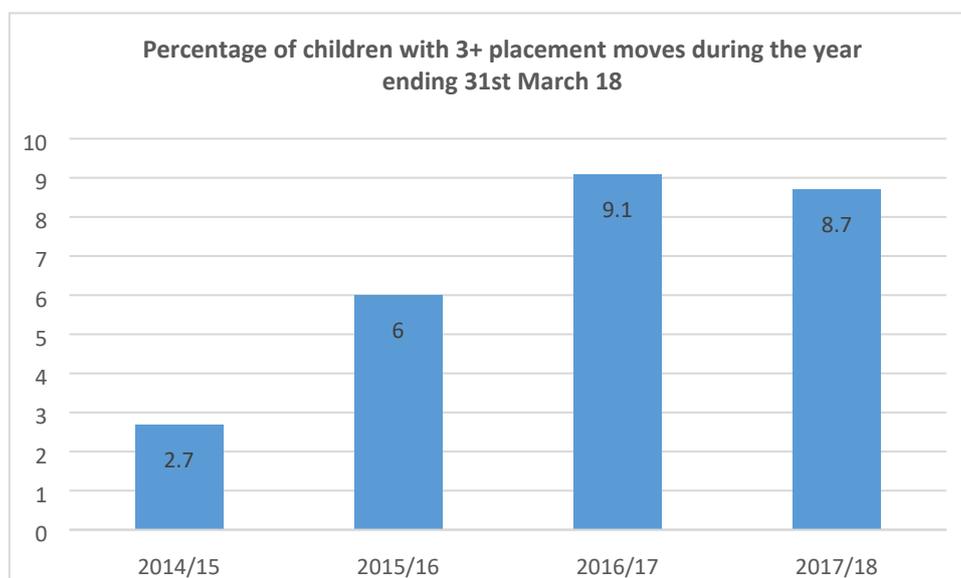
Area	2013	2014	2015	2016	2017
Hampshire	14	15	17	14	14
Windsor and Maidenhead	13	17	25	24	20
Hertfordshire	14	17	16	17	18
Cheshire East	16	17	16	X	19
Bracknell Forest	17	19	24	21	23
Surrey	21	22	25	21	26
Oxfordshire	18	23	23	20	26
Rutland	32	26	48	16	49
Wokingham	23	30	27	34	40
Buckinghamshire	26	30	34	27	30
West Berkshire	20	32	29	27	22
Statistical Neighbours	19.1	21.8	25.7	25.9	24.7
England	12	13	14	14	14

X=data suppressed to protect confidentiality
2018 data for statistical neighbours not yet available

The data around children placed within Berkshire and other authority areas shows as follows (Note: this figure excludes 2 children who have short breaks);

Area	Number of children at March 18	%
Placed In Berkshire		
Berkshire	67	65
Placed outside of Berkshire		
Buckinghamshire	1	1
Dorset	4	4
Essex	1	1
Gloucestershire	1	1
Hampshire	5	4.9
Isle of Wight	2	1.9
Kent	6	5.8
London	7	6.8
Nottinghamshire	1	1
Somerset	1	1
Staffordshire	2	1.9
Surrey	3	2.9
West Sussex	1	1
Wiltshire	1	1
Total	103	100%

The percentage of children looked after who have had three or more placements during the year ending 31st March 2018 has increased compared to previous years.



The number of changes of social worker our children in care have experienced over the last year are as follows; 24 of 77 (31%) have had 1 consistent social worker; 23 of the 77 (30%) have had 2; 30 of the 77 (39%) have had more than 2 social workers in the past 12 month

Key achievements

- As of 31st March 2018 Wokingham Borough council have a total of 50 fostering households. 46 children with foster carers including 3 stay and put 9 family and friends foster carers with 1 stay and put 2 Regulations 24/25 placements and 7 short break foster carers
- Mainstream foster carers are 74% occupied
- .The CPB have been very supportive and interested in and committed to the recruitment and retention of foster carers and this is having a significant impact, a recent visit to a Mosque found 3 persons interested in fostering particularly UCAS.
- All local children new into care 2017-18 have been placed with Wokingham Borough Council approved Foster Carers.
- 1 young person was returned from a residential unit and placed with Wokingham foster carers with a view to rehabilitate him home
- .There remain still a small number of young people in our care who are living in residential children's homes, all of whom are receiving education as part of that residential package. 2 of those young people will over the next 2 years step down into shared care arrangements between foster care and boarding school arrangements. There is a small cohort of young people in residential placements whose needs means they require full time medical provision and of whom the likelihood is they will remain through into adult transition in those or similar placements. The CPB will in the year 2018./19 be responsible for tracking the progress of the 2 who can step down into foster placements to ensure that this is done in the most timely fashion, sensitive to the children's needs
- In the year 2017/18 we had 2 young people who were made subject to secure orders, now stepped down to specialist residential care. One returned them to foster care and due to move onto semi-independent living
- In the period 2011/18, the social work team responsible for the majority of children in long-term care has significantly stabilised in terms of staffing. The team currently has expanded by one social worker and one PA The team is stable which has reduced the changes of social workers. There are currently two locum covering maternity leave.
- Adopt Thames Valley went live in December 17 and this has
 - Increased capacity and resources;
 - Given access to a bigger pool of adopters and children;
 - Provided better value for local authorities through economies of scale in the recruitment and assessment process for adopters
 - No increase in spend and potential savings for local authorities through placing children with adopters quicker.
- The IRO service continues to improve and offers greater continuity of IRO to our children in care,
- Throughout 17/18 CPB received regular reports and updates regarding the Housing Strategy and suitable accommodation for young people.
- Going forward, the Care leaver offer, is currently in draft form, financial support to Staying put providers and those young people wishing to go to university being is now up and running

- A new local provision for young people to access supported housing open in March 2018 (Reading Road)

What is next?

- Adopt a formal scheme which incentivises foster carers to stay in touch with care leavers who have lived with them and their family
- Target to recruit 10new foster carers in 2018/19.
- Recruit to 2 post for specialist foster carers
- Source our own in house residential unit
- Publish the local care leaver offer
- Improve permanency of placements, to give children a sense of continuity and belonging
- Improve the way we commission our placements to ensure that we get the right placement, at the right time in the right place and for the right price

(iv) To improve provision for Care leavers in Wokingham

The Children in Care Council facilitated a survey to ask care leavers if the Council has delivered on the promises set out within the **Care Leaver's Charter**. There were 0 responses to this survey despite encouragement from their PA. A priority for 2018/19 will be to ensuring the offer for young people who are NEET is comprehensive and enables a pathway through work experience, traineeships, internships and into apprenticeships where this is appropriate

Key Achievements

- Ensuring pace and delivery of Young People's Housing Strategy
- Formalising the pathway/offer for adult education
- Maximising the Children's Centre offer to young parent care leavers
- Establish mentoring scheme to lead to sustainable and meaningful relationships for those leaving care and beyond
- We offer care leaving support to all relevant young people up to the age of 25.
- We have developed an Independent Living Skills training programme which has been accredited for both foster carers and young people.
- We have increased the establishment for personal advisers by 1 FTE and successfully recruited to the post.
- Members consider the Housing Strategy for Care Leavers regularly. The strategy is based on three priorities
 - Early Intervention – advice and provision of early help
 - Provision of a range of accommodation and support options
 - Cohort tracking – data collection, planning and development
- In 2016/17 there was good continued partnership working between Housing and Social Care and where leavers care were identified as having priority they would be able to choose the area for their housing. Care leavers with children are provided with suitable housing.
-

What is next?

- Fully embed the council tax exemption for all our care leavers
- Task and finish group has been established to maximise all corporate and external opportunities to provide work experience, apprenticeships and training opportunities for care leavers and older teenagers.
- Increase the levels of care leavers classified as in employment, education or training (ETT) by increasing the levels of support and opportunities available to them.
- Publishing of the Local offer for care leavers which will crystallise for professionals and young people the support and offer.

(v) To improve the educational outcomes for children in care and care leavers in Wokingham

There is a decrease in the number of outstanding PEPS however this relates to a recording issue rather than PEPS not taking place

PEPs*	2013/2014 (as at 31 March 2014)	2014/2015 (as at 31 March 2015)	2015/16 (as at 31 March 2016)	2016/17 (as at 31 March 2017)	2017/18 (as at 31 March 2018)
Children in care	75	74	83	77	103
Children in range for PEP (aged 2 years 8 months to 17)	63	68	66	70	60
Children in range with a recent PEP (During current or previous academic term)	55 (87.3%)	54 (80.6%)	60 (90.9%)	69 (98.6%)	53 (88.3%)
Total number of PEP's outstanding	8 (12.7%)	14 (19.4%)	6 (9.1%)	1 (1.4%)	7 (11.7%)

*These figures are taken from the March 2018 Children's Social Care Performance Pack which reports only those whose paperwork has been completed and entered on mosaic.

As a local authority we are ambitious for those in our care. As corporate parents we must strive to ensure that education is an absolute priority and we must support young people every which way to ensure that they have every opportunity to learn available to them.

All relevant young people have personal education plans and are supported by the virtual school

The Corporate Parenting Board receives annual results from Key Stage 2, Key Stage 4 and the equivalent of Key Stage 5 and updates from the Virtual Head.

Key Achievements

- As far as possible all of our children in care are in 'good' or 'outstanding' schools.
- No children were newly placed in schools graded to requiring improvement or requiring special measures as judged by Ofsted
- We currently have 2 young people at university and 2 more hoping to attend from 2018
- Where children are placed in out of Borough Placements, particular attention is paid to ensuring effective support and additional resources are deployed as soon as they may be needed.

- Monitoring and reporting on children in care exclusions is prioritised with the Virtual Head receiving immediate notification or early warning of likely exclusions so interventions can be actioned
- The Virtual School monitors attendance and reports through Virtual School Head any issues of attendance patterns or potential exclusions.
- A dedicated Education Welfare Officer for children in care follows up on attendance issues.
- We have a dedicated Educational Psychologist to offer children in care additional support where required.
- The educational offer for 2 year olds follows the child regardless of whether or not they are in care
- The introduction of EGov's e-PEP system

What is next?

- The implementation of new allowances for children in care and care leavers who go to college and not university
- The tracking of Looked at school and excluded to via the introduction in September 18 of the Welfare calls system
- Corporate Parenting Board to anonymously track individual progress and achievement of children and young people in care and members to take interest in a small cohort each.
- Develop and enhance expertise with the virtual school staff via ongoing training, particularly around enhancing the 'attachment aware school agenda
- Build links with the National Network for the Education
- The embedding of the EGov's e-PEP system
- Broaden the scope and impact of training for social care staff and foster carers, with reference to educational issues for children in care, to special guardians.

(vi) To improve health provision for children in care and care leavers in Wokingham

We are required to provide information on the emotional and behavioural health of children and young people in their care. This data is collected by us through a Strengths and Difficulties Questionnaire (SDQ) and a summary figure for each child is submitted to the DfE through the SSDA903 data return.

	2014/2015 (as at 31 March)	2015/16 (as at 31 March)	2016/2017 (as at 31 March)	2017/2018 (as at 31 March)
Children in care	73	83	77	103
Children aged 3 years or under	9	11	4	16
Children aged 17	8	9	18	21
Children in range for SDQ	56	55	40	35
Children aged 4-16 with a recent SQD	33 (58.9%)	22	39	32
Total number of SDQ's outstanding	23	33	1	3

As at 31st March 2018, the number of SDQs outstanding increased to three.

The below table identifies the timeliness of health assessments completed within the previous 12 months.

	2013/14 (as at 31 March)	2014/15 (as at 31 March)	2015/16 (as at 31 March)	2016/17 (as at 31 March)	2017/18 (as at 31 March)
Total LAC	68	73	83	77	103
Completed within past 12 months	46 (67.6%)	39 (53.4%)	70 (84%)	73 (94.8%)	96 (93.2%)

There has been a slight drop by approximately

The below table identifies dental checks completed on time

	2013/14 (as at 31 March)	2014/15 (as at 31 March)	2015/16 (as at 31 March)	2016/17 (as at 31 March)	2017/18 (as at 31 March)
% dental checks completed on time	81.8%	89.6%	31.1%	91.1%	95.7%

Performance continues to increase by 4%

The below data shows consistently positive performance with regard to children in care being registered with a GP or health centre

	2013/14 (as at 31 March)	2014/15 (as at 31 March)	2015/16 (as at 31 March)	2016/17 (as at 31 March)	2017/18 (as at 31 March)
LAC with GP or Health Centre recorded	100%	100%	95.2%	98.7%	93.4%

The strategy set out some of the existing and potential challenges for the Council as Corporate Parents in ensuring the health needs of children in care and care leavers are well provided for.

Key Achievements

- Social workers are able to access advice from CAMHS worker weekly who then can advise on referrals to local tier 2 counselling services
- At the end March 2018, 93.2% in care during the year had a up to date annual health care checks.

What is next?

- Embed the new protocol outlining joint working between health (CIC nurses) and Children's Services.
- Continue to work with health to ensure the strength difficulty questionnaire is routinely used to inform health assessments and will consequently support the plans to ensure children's emotional and mental health needs are met.
- All children to have access to emotional health support as identified in a timely manner
- Task and finish group to be set up to survey emotional wellbeing needs of children in care for gap analysis
- Exploration of models to develop CIC specialist CAMHS provision / emotional wellbeing including how we reach services to CIC outside Berkshire. Links to Futures in Mind developments

Conclusion

In summary, overall there has been an incremental improvement in the services providing for our children in care and care leavers. There have been significant changes in the personnel delivering these services which will in time mean a stronger, more committed and motivated team working with our long term children in care and care leavers. Foster carers generally feel more supported but there remain issues such as a review of their fees embedding the new Staying Put policy and recruitment of new foster carers.

For children in care and care leavers there are now strong foundations in place which is evidenced by increased placement stability, children returning to Wokingham from external placements and a slight increase in Staying Put arrangements. There are, however, many opportunities ahead to ensure those in their early teens are prepared for leaving care by an enhanced focus on work experience, further education and grants to support them in doing so.

The new Corporate Parenting Action plan will ensure the 'critical friend' role in tracking the promised developments and ensuring a focus on improved outcomes for all of our children in care. To this end, the new Corporate Parenting Board will develop strong working relations with the Children in Care Council.

The new strategic priorities for 2018-19 are set out below.

Our Strategic Priorities 2018 – 2019

- i. Health opportunities and promotion
- ii. Promotion of emotional health and wellbeing, development and link to "futures in mind"
- iii. Good quality care and accommodation
- iv. Children in care receive the best educational support
- v. Care leavers will have further education, training or employment at 18 and live in safe / stable accommodation
- vi. Training for members and Corporate Parenting Board

Recommendations

- 1. Agree and endorse the annual Corporate Parenting report**
- 2. Note the recommendations and strategic delivery action plan**
- 3. Agree the new strategic priorities for 2018-19**

- 4. Request six monthly updates on the progress of the 2018/2019 action plan**
- 5. It is recommended that all Corporate Parenting Board agenda items and minutes reference which priority it relates to in order to easily identify minuted progress against the priorities.**

Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

Priority Themes	Action	How	Target	Update
<p>1 improve the timescales for securing permanency and to ensure that all children and young people looked after are provided with care arrangements that deliver continuity, consistency and security of care and support which positively promote their attachment to parents/carers/adopters and an individual sense Of security, self-esteem and identity.</p>	<p>1 CPB receive a permanency strategy which outlines the proposals around permanency for all children</p> <p>2.For all children place in care under interim care order or section 20 (children Act 1989) a permanency plan should be established prior to the second statutory review and confirmed within a further 6 months</p> <p>3.No more than 6 months for the public law outline (pre proceedings</p> <p>4.26 weeks for care proceedings to conclude.</p> <p>5.Where long term fostering is the right permanency option for a child this should be with care who will commit to caring for the child at least through to end of leaving care entitlement</p>	<p>Quarterly reports to CPB for the board to evidence that all children in care are provided with permanent plans.</p> <p>Bespoke training for all social workers /PA</p>	<p>July 18</p> <p>Training reaches 100% by July 18</p>	
<p>2. Promotion of Emotional Health and Wellbeing Development and link to ‘Futures in Mind’</p>	<p>1. All children to have access to emotional health support as identified in a timely manner.</p>	<p>Data sets indicating SDQ compliance is 100%.</p>	<p>CPB and agencies easily identify gaps and data targets are addressed.</p> <p>November 18</p>	

Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

	<p>2. Task and Finish Group set up to survey emotional wellbeing needs of CIC for gaps analysis.</p> <p>3. Exploration of models to develop CIC specialist CAMHS provision/emotional wellbeing including how we reach services to CIC outside Berkshire. Links to Futures in Mind developments</p> <p>4 multi agency partners sponsoring a project to find alternative ways to manage the risk and repeat escalation of high risk behaviours</p>	<p>Survey mechanisms of CIC and other bespoke services identify types of provision required.</p> <p>Analysis of using existing resources and gaps analysis. CIC feedback to devise potential models of service delivery.</p> <p>Review the care pathway in and out of the hospital and tier 4 to reduce re – attendance and re admission Identify gaps in community provision to meet the needs of these young people that will identify recommendation and if necessary, support a business cases for alternative services as required Provide a strong local needs analysis of current high intensity users that creates a profile of these young people lives, services use and costs</p>	<p>October 2018 model and findings identified</p> <p>November18</p>	
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Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

		Audit of cases of high intensity users		
3. Good Quality Care and Accommodation	<p>1. Improvement in the recruitment and retention of local foster carers by supporting and championing a new Recruitment and Retention Strategy.</p> <p>2. Develop Business Case to present/promote with local business and Public Sector Organisations regarding the benefits of adopting Fostering Friendly Policies.</p> <p>3. The board will track the progress of the children placed more than 20</p>	<p>The Board approves and receives updates of marketing and recruitment on a 6 monthly basis.</p> <p>CPB and wider council to promote businesses to contribute to the local offer</p> <p>Wokingham become a foster friendly organisation</p> <p>CPB and wider Council to promote fostering in local business</p>	<p>Marketing techniques are supported through wider Council mechanisms -</p> <p>July 18</p> <p>March 19</p> <p>Members are equipped and confident to promote fostering with ward and community settings -</p>	

Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

	<p>miles from Wokingham Borough Council to ensure that they have access to all the same opportunities as those in borough.</p> <p>4. Quarterly Housing Strategy updates to the Board regarding the progress of housing for each relevant young person.</p> <p>5. Residential strategy</p>	<p>Information and data updated at each Board to improve performance.</p> <p>The building of care leavers supported accommodation in WBC introduction of developing new ways to provide care leavers with the personal support networks they need to thrive; piloting ‘Staying Close’ – a variant of Staying Put for those leaving residential care; and testing out alternative models of delivery for leaving care services</p> <p>For Children’s Services to design and implement it’s</p>	<p>March 19</p>	
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Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

		<p>own children's residential service Invest to save opportunity</p> <p>Step down project for vulnerable young people from secure accommodation or hospital</p> <p>For WBC to look after its own children</p> <p>Improved KPI's</p>		
84	<p>4. Children in Care receive the best educational support.</p>	<p>1. Children and young people's progress tracked through Secondary School and Virtual School and are held to account for children who are not fulfilling their potential.</p> <p>2. CIC attendance is 95-100%.</p> <p>PEP's completed on time.</p>	<p>Virtual School and CPB monitor data and identify progress issues via the Virtual school board with CPB providing reps. VSH provides detailed plans on school support provided i.e. reading progress and tuition resources.</p> <p>Monitoring attendance and action when required. Children are not allowed to take time out of school unless approved by CSC.</p>	<p>Children are monitored and services ongoing</p> <p>95-100%</p> <p>95-100%</p> <p>To be maintained</p>

Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

	<p>3. Reduction of CIC exclusions from school.</p> <p>4. No CiC without school place on roll without escalation/exploration.</p> <p>5. Work experience and apprenticeship opportunities developed.</p> <p>6. Virtual School monitors and develops services to ensure school readiness for pre-school CiC.</p>	<p>Work with schools to prevent and refuse exclusions. Agreement or Policy amendment with schools.</p> <p>To maintain good practice of Children in Care should have a school place and escalation to DCS or Chief Executive if this does not happen where there are complex difficulties.</p> <p>Members will work with CiC, Apprenticeship Manager and Here 4 U to develop opportunities in the borough within Wokingham Borough Council and externally in the community.</p> <p>Monitoring of data and establishment of appropriate pre-school provision and training for foster carers.</p>	<p>Task and Finish Group meeting 3/5. CHT attending.</p> <p>To be maintained</p> <p>October 18</p>	
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Appendix 1: Corporate Parenting Board Priorities and Action Plan 2018-19

<p>5. Care Leavers will have further education, training or employment at 18 and live in safe/stable accommodation.</p>	<p>1. Twice per year feedback to the Board by the Leaving Care Service outlining where each young person is, what support they are receiving and a sense of their trajectory to independence.</p> <p>2 Designing an effective local offer for care leavers, in collaboration with care leavers, that sets out the range of available services and how to access the including information about both their statutory entitlements as well as any discretionary support that a local authority chooses to provide.</p> <p>2. Independent Living Skills Programme.</p>	<p>Develop into a quality check. PA's to reach out on assessing levels of support to Care Leavers</p> <p>CPB and wider council promote local business to work in partnership with the care leaver local offer</p> <p>Delivery of developed Living Skills Programme.</p>	<p>July 18</p> <p>Designed March 2017</p>	<p>Maintain the ongoing delivery</p>
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TITLE	Childcare Sufficiency Strategy
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 18 September 2018
WARD	Non Specific
DIRECTOR	Director of Children's Services - Interim Jim Leivers

OUTCOME / BENEFITS TO THE COMMUNITY

Wokingham Borough Council fulfils its statutory duties to ensure sufficient childcare for local families who are in education, employment or training. Children who are 3 or 4 years old, have access to a free early education place, which is at least 'Good'. Eligible 2 years olds can also receive a free early education place that is at least 'Good'. Eligible families who are in work, can access 30 hours of free childcare locally.

As a result, families are supported to return to – or stay in – work, thus reduce the likeliness of Wokingham children growing up in poverty. Children make good progress in their early education, which has a lasting effect throughout their lives.

RECOMMENDATION

To adopt the report as a final version.

SUMMARY OF REPORT

Wokingham Borough Council meets its statutory duties in respect of ensuring sufficiency of childcare and early education entitlements for 2, 3 and 4 year olds – including the extended 30 hour entitlement. Since its implementation last September, 85% of providers are now able to offer the 30 hours of free childcare to local working families. Childcare provision in Wokingham is very good, with 95% of providers being judged Good or Outstanding by Ofsted. This is above national averages. As a result, the percentage of children achieving a 'good level of development' at the end of their Foundation Stage is 76%, which is also above the national average. Unsurprisingly therefore, parental satisfaction is high, and parents generally feel that they have access to appropriate high quality provision for their children.

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)	0		
Next Financial Year (Year 2)	0		
Following Financial Year (Year 3)	0		

Other financial information relevant to the Recommendation/Decision

N/A

Cross-Council Implications

N/A

List of Background Papers

Childcare Sufficiency Report 2017

Contact Patricia Davies, Emma Slaughter	Service People Services (Children)
Telephone No Tel: 0118 974 6121, Tel: 0118 974 6324	Email patricia.davies@wokingham.gov.uk, emma.slaughter@wokingham.gov.uk

Executive Summary

Wokingham Borough Council (WBC) 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 the vast majority of parents being satisfied with the childcare they receive. Parents would like more flexible provision – including provision that is open for longer hours (beyond 9am – 5pm) and more childcare during school holiday times.

From September 2017, eligible parents were able to receive an additional 15 hours of free childcare for their 3 or 4 year olds, in addition to their universal 15 hours, from the term after their third birthday until they start school. The Local Authority therefore attracted an additional duty to ensure sufficiency of this entitlement.

Funding arrangements for the 30 hours are clearly established by DfE and childcare providers have considered how they can deliver the free '30-hours offer' flexibly to create financially sustainable provision. Nearly all providers (>85%) are able to offer the 30 free hours to eligible parents. Most working parents buy additional hours and services (such as meals) to create a better fit with their working lives, and this in turn helps to make the provision financially sustainable. This is important for the longevity of the offer, as the amount received by providers for the funded hours is significantly lower than what they 'sell' childcare hours for within the private market (see pg15).

Wokingham Borough has a vibrant and diverse supplier market which responds quickly to changing patterns of demand – an example of this is that within the first year of the 30-hour additional entitlement being introduced, 85% of providers are offering this, and >60% of Childminders are now offering it, too. The Council provides support and guidance to ensure that providers are well equipped to rise to the challenge of the new extended entitlement. There has also been additional focused support during the Summer term, specifically aimed at increasing the 30-hour offer, and take up. This has taken the form of a street campaign and marketing week, workshops and roadshows – both for parents and providers (new and existing).

Newly introduced statutory duties – quick summary

This section establishes what WBC 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. WBC 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 but less than £100,000.

WBC 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) which took 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.
- 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

Definitions

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.

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.

- Over 3,600 children take up the free childcare entitlement.
- where children who use WBC childcare live
- the take up of the free provision for disadvantaged 2 year olds
- take up of the universal offer for 3 year olds

	Total No. of Pupils	Sum of Universal Paid Hrs p/wk	Sum of extended Paid Hrs p/wk	Sum of total hours per term
Free Entitlement in schools	817	11994	2819	192569
Totals for all settings except maintained schools	2709	34976	8710	623500
PVI group settings	2576	33952	7471	593735
Childminders	133	1024	1239	29765

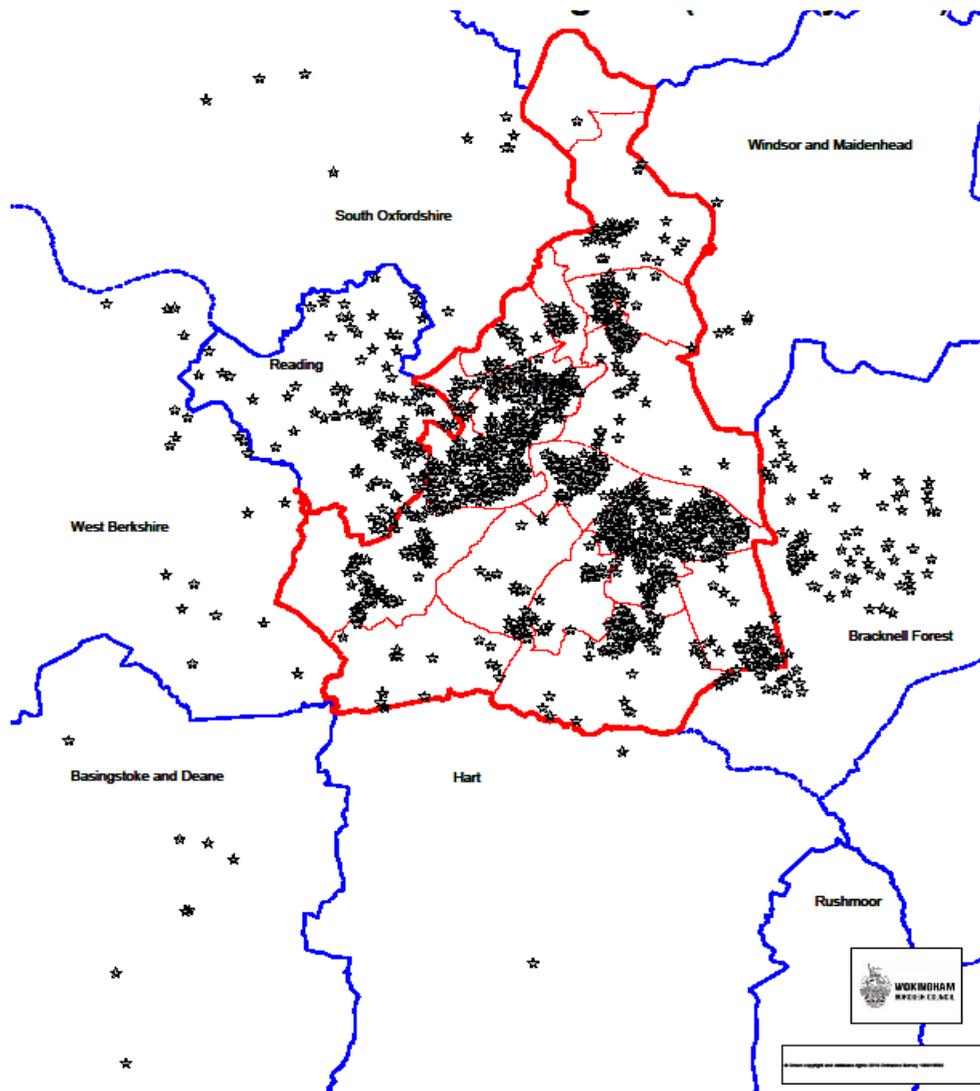
There are 3,659 3 and 4-year-old children taking up their free early education entitlement (at June 2018) in the WBC area.

Of these, 2,709 attend PVI settings or are placed with child minders.

There were 140 2 year olds taking up free entitlement in June 2018, and this is expected to rise to 223 in September 2018 (70% of eligible 2 year olds)

Of these children, 379 are from outside of the Wokingham borough – this is an increase from 6.7% last year, to 13.99% this year. The percentage of school pupils from outside of the borough, is 7.8%.

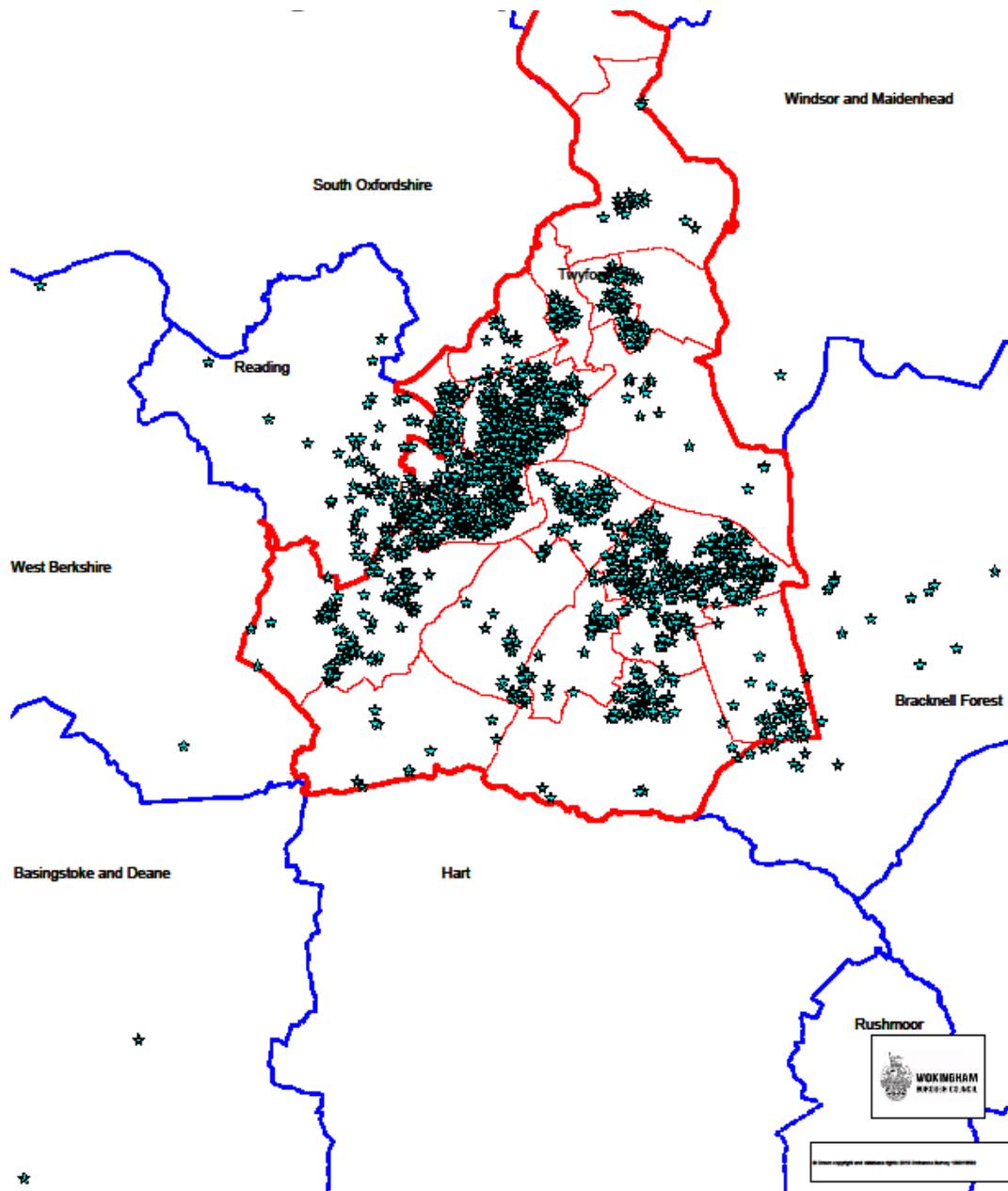
Homes addresses of children using WBC Early Years Provision: 2,3 and 4 year olds accessing funded childcare Jan 2018



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

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

Funded 2, 3 and 4 year olds within schools with early years provision – Jan 2018



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

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 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 educational attainment gap that can start to occur from this age. In Wokingham Borough, an average of 270 children were eligible each term during the last year (April 2017-March 2018)

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	68.7%

July 2018 ended with 140 2 year old children in funded education places. The summer term is typically a low count term, due to 'place blocking' by rising 4/5 year olds. This represents a 63% take up rate, against the DWP eligibility projections. September 2018 is set to see 223 pupils

placed in funded education places, which represents 70% of all eligible 2 year olds against this same list.

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	2016	2017
100	102	100	100	103	101	100

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 Borough. 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 Borough parents receive good childcare according to a variety of measures.

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

Childcare Type 0-4 year olds	As of 31st March 2016 No. Providers	As of 31st March 2017 No. providers	As of March 31st 2018 No. providers
Day Nursery	32	34	36
Pre-School/ Nursery	34	32	31
Maintained Nursery School	1	1	1
School with Specialist Nursery Provision	1	1	1
Independent School Nursery Class	6	6	6
Childminder (Funded)	255 (21)	236 (41)	229 (65)
Specialist Provision	1	1	1
After School Club	40	43	44
Breakfast Club	25	27	29
Holiday Club	31	33	33

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.

Several settings have increased their general capacity, and/or increased their capacity to accommodate funded children/families.

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.

Where challenges to a setting's sustainability have arisen, this has typically been due to:

- 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;

Childminder numbers have fallen slightly in line with national trends. This is thought to be due to increase in costs such as start-up costs and training, but also due to the perceived increased demands on Childminders (documentation, requirements of the EYFS etc.). In addition, there are increased challenges to the job, compared to previous years, such as greater scrutiny from Ofsted and higher expectations of standards and quality. Whilst these aspects have provided some challenges, they have also helped to raise 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 62 as of 1st July 2018.

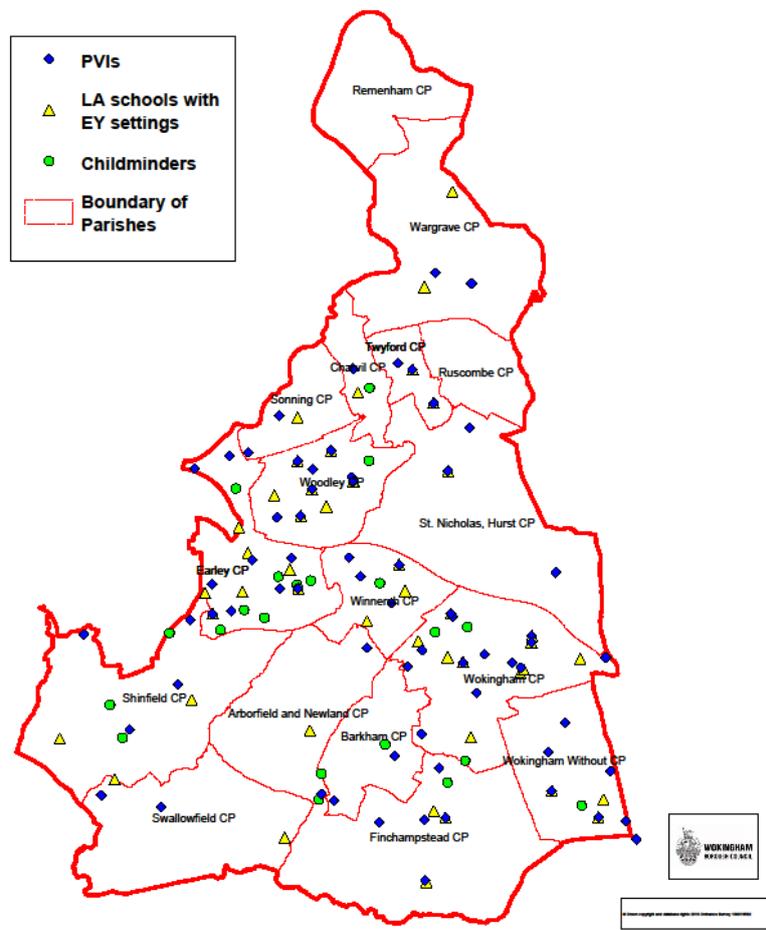
There has been an increase in all types of out of school provision with 94% of primary schools in Wokingham Borough now offering this service to parents. The remaining 6% offer after school activity clubs.

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 65% 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 Borough childcare provision map

PVIs, school settings with early years provision and Childminders in Wokingham Borough, who offer funded hours for eligible children and families.



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 WBC's key priorities is for all children under 5 years to attend an early years provider who are judged by Ofsted to be at least good. At 1st July 2018, 95% of childcare provision on Non-Domestic Premises (NDP) in Wokingham Borough was judged as 'good' or 'outstanding' which is in line with national norms (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 Borough are good or outstanding as opposed to 89% nationally.

13 out of 14 maintained schools with nursery classes are judged to be good or outstanding by Ofsted. Our Maintained Nursery School has an Outstanding judgement, and 86% of children attend a Primary school which is 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 2017	Change from 2016 (%pts)	Change from 2014 (%pts)	% of pupils in academies 2017
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 Borough	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 Borough (%ges)

Target	2012/13	2013/14	2014/15	2015/16	2016/17
Early Years Foundation Stage Profile-Percentage of children reaching a Good Level of Development (GLD)	48	61	70	75	76
Early Years Foundation Stage- Percentage of children attaining the Three Prime Areas	67.5	77	83.1	83.6	85
Narrowing the Gap- Percentage difference in GLD between pupils eligible for FSM and those who are not eligible	23	24	20	20	Awaiting data
Percentage of early years settings judged by Ofsted to be Good or Outstanding	87	87.5	94	96	96
Percentage of 3 & 4 year olds in settings judged good or better by Ofsted		76	82	85	85
Percentage of child minders judged by Ofsted to be Good or outstanding	81	85	92	95	96
Percentage of 2 year olds eligible for the Free Entitlement placed in Good or Outstanding settings		69	95	96	90
Percentage of children accessing the Early Years Pupil premium	New indicator in 2015		54	72	74

Table to show performance in Wokingham Borough

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 of the Prime areas of learning (Personal, social and emotional development; Physical development; and Communication and language) as well as in the areas of Literacy and Mathematics.

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	2017
Wokingham Borough	61	71	68	76	82
England	44	52	53	54	55

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 Borough

Cost of Childcare in Wokingham Borough 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 at the 'point of delivery', 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 £4.39. The difference between the average market rate of a place and the actual funding rate is £1.27 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. These must not be excessive however, and must be 'optional' charges for the parent – i.e. they must not be a 'condition' of taking up a funded place.

Childminders generally charge an average of £5 per hour, so again the free entitlement funding does not meet the market rate for an early years place. However, the funding is for education and care and does not include consumables such as trips and activities, which can be charged for. Childminders also have flexibility to stretch the offer across the year if it meets the needs of their parents.

Childcare and support for children with SEND

Childcare and support for children with SEND

Wokingham Borough has very 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 Borough 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 service works with all providers and staff in Wokingham's Early Years sector - offering advice and support on ensuring inclusive practice. 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.

Between them, the Early Years SEN Service and Early Years Childcare service 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 contributes towards the cost of specialist support for the child in the setting; training/staffing/equipment/resources etc. Providers may apply for EYIF when a child has additional needs which are significantly different to those of other children, and that are impacting on the providers' ability to meet those needs. Parents must agree to the EYIF application.

An average 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.

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 & Childcare service has Advisors who can provide advice and guidance to settings and providers around ensuring 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 from 3 years old until statutory school age. The children can then have their needs met through specialist teaching and support when they transition into the school.

Dingley's Promise is a specialist early years provider which delivers support to children under 5 years 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 commissioned contract with WBC.

Dingley's Promise currently offer as many 15 hour free entitlement places as possible to parents of children with additional needs and disabilities but have no plans to extend this to 30 hours currently. 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 therefore.

Parent Survey

Parent Survey summary

Parents were surveyed mid 2018. At that point, almost all were satisfied with provision (99%).

Where parents cited factors that would increase their satisfaction even more so, extended hours (before 9am and/or after 5pm), more staff, and more holiday provision were the top three factors cited. However, the majority felt that nothing further was required, as they were satisfied with their current provision.

A survey of parents' views was carried out in 2018. Key results are summarised below.

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

Satisfaction level	%
Completely satisfied	42
Very satisfied	22
Mostly satisfied	27
Somewhat satisfied	11
Mostly dissatisfied	0
Very dissatisfied	0
Completely dissatisfied	1

The one respondent who felt completely dissatisfied, was disappointed that there was not a nursery provision for her youngest child on the school site where her eldest child attended. This parent is being supported by the Early Years and Childcare service to find alternative suitable early years provision in her local area.

For those who ticked 'Somewhat satisfied' or 'Mostly satisfied', when asked what factors could improve their satisfaction, over half ticked '*Nothing – I am completely satisfied*'.

For those who provided an indication of what could improve their satisfaction levels, 36% felt increased staffing levels, 27% cited more childcare options out of term time and/or beyond the 9am-5pm timeframe, and 9% cited '*Location – easier to get to*' or '*Location – on school grounds*'.

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. Providers in Wokingham are offering the extended offer in a variety of sustainable packages.

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 Early Years & Childcare service works on a one-to-one basis with providers to develop a suitable business model that meets the needs of providers in terms of financial viability and sustainability, but also of parents taking up the entitlement.

The analysis and evidence indicates that needs are met. The Wokingham Borough childcare market is flexible and benefits from proactive childcare providers operating across all categories of provision.

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 (number of 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 one 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 was estimated that around 1350 children living in Wokingham Borough will be eligible for the extended entitlement. The reality has shown to be much less than this.

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

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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 bespoke package of support is offered including briefings, group or individual 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 funding.	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 childminders	Threat to occupancy if local needs of working parents are not met resulting in possible reduction of numbers.	A bespoke package of support is offered including briefings, group or individual surgeries, individual business support meetings, new provider support, access to website

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
					tools, individual advisor support
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	A bespoke package of support is offered including briefings, group or individual surgeries, individual business support meetings, new provider support, access to website tools, individual advisor support
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 five days per week, 38 weeks of the year.	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. Working in partnership with childminders. Holiday sessions could be	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 entering the school and less places would be available for parents.	Sector specific briefings and group surgeries on 30 hrs regulations and implementation, individual business support meetings to discuss different models of delivery. Access to tool kit and case studies which cover extended

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
			offered in partnership with another provider to stretch the offer.		entitlement in a school setting. Support to work in partnership with other providers, access to dedicated area of Wokingham Borough 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 days during term time.	Current business model is heavily reliant on parents paying for additional hours and services. The extended entitlement would reduce this opportunity or result in high charges to parents for additional hours and services.	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 to offer.	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 the school later, thus resulting in reduced income for the school.	Standard support package. Access to a specific tool kit and case studies to support the extended entitlement in a school setting.
Childminders	Childminders can offer flexible hours during the day and	Childminders are relatively new to	Opportunities for new childminders to have guaranteed places by	Funding rate has been lower than the hourly rate normally charged,	A bespoke package of support is offered including briefings,

Provider Type	Current Strengths	Current Weaknesses	Opportunities to deliver 30 hours	Possible Threats to Business	Business Support Provided by WBC
	across the year. They are used to working with parents to meet individual needs.	offering funded places.	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	however increase in funding rate is now nearer to the market rate.	group or individual surgeries, individual business support meetings, new provider support, access to website tools, individual advisor support

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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 Borough 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 increase considerably 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.

This means we have a potential surplus of 153 x 15 hour places

This is potential hours if sufficient providers offer fully funded places – we know that not all do, but as 54% ($2,700/5000$) of offered hours must be available as extended hours and 85% of providers are offering the extended entitlement there is no fundamental barrier to the offer being achieved. 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 WBC – creating new and using available information to better understand local childcare sufficiency

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 WBC 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:

Historically, a somewhat volatile market which has been characterised by small-scale providers, with very low profit margins and a variety of 'management structures'. However, an increased level of 'formalisation' and scrutiny in recent years has led 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) which has resulted in a much more stable landscape in the past 2-3 years. 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.

Early Years Team Involvement to develop the market, particularly to encourage the 30-hour extended offer:

- Delivered 'Getting Ready for 30 hours' workshops for 103 participants
- Delivered 8 (3 PVI 1 school 2 childminder) in depth 30 hour briefings for a total of 219 participants.
- Offered visits to individual providers to support their decision making process. 124 so far have taken up this offer over the last year
- Provided telephone/email support for providers throughout their decision making process.
- Developed dedicated section of a website to support providers to make decisions.
- Attended 7 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.

- Bid for and was awarded £17k to promote the 30hour offer locally (to both providers and parents)
- 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 WBC will continue to support investment in the early years sector.

Direct Investment

National Funding

WBC has secured funding for capital investment in three early years providers (two in Woodley and one in Crowthorne (Wokingham Without)) and is working with them to secure implementation of their schemes.

Wokingham Borough Council funding

WBC 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 developed an on-site nursery.

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.

WBC provides advice and guidance to any Independent School that wishes to extend their offer on their own sites.

Out of borough provision

Wokingham Borough 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 WBC is directly involved supporting capital investment into the sector.

- Continued support to providers with a view to increasing the % that offer the extended entitlement
- Individual meetings with schools to maximise use of nursery classes and wraparound care
- A further round of Parent Roadshows to promote the 30-hour offer
- Publicise to parents through website and social media
- New capital builds to be monitored and reviewed
- 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 of childcare for Wokingham families. There is a willingness by providers to deliver the extended entitlement in flexible and innovative ways. The economics of the childcare market are such however that they are dependent on additional services and hours to make the provision sustainable.

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

Parents are generally very satisfied with the quality and availability of the current early years provision. Further work is required in order to ensure that particularly vulnerable groups (e.g. those with SEND) are adequately catered for, and that parents are satisfied with provision. Of particular note, is the increase in the amount of children accessing Wokingham provision from out of the borough. Whilst this is not currently impacting sufficiency, it is noteworthy nonetheless.

TITLE	Primary Place Strategy 2018
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 18 September 2018
WARD	(All Wards);
DIRECTOR	Director of Corporate Services – Graham Ebers Interim Director of Children's Services – Jim Leivers

OUTCOME / BENEFITS TO THE COMMUNITY

Through the actions outlined in the strategy, the council's statutory duty to ensure there are sufficient primary school places will be met.

RECOMMENDATION

That the committee note the contents of the adopted Primary Place Strategy 2018.

SUMMARY OF REPORT

The Wokingham Primary School Places Strategy 2018 was adopted by the council's Executive on 28th June 2018 and therefore this report is for information only. Both the report below and the attached strategy are as provided to the council's Executive when the report was considered.

The Council has a duty to ensure there are sufficient school places and has a detailed infrastructure plan which sits alongside the planning strategy. This ensures that school places are provided alongside new developments and sufficient new capacity is available to support new communities.

The report and attached Wokingham Borough Council Primary School Places Strategy 2018 to 2028 set out an analysis of the need for primary school places in the context of statutory duty and ongoing, large-scale residential development in the borough. In doing so, it considered the timing of the planned infrastructure provision. It looks at needs and responses in the short (3 year), medium (5 year) and long term (10 years). It shows:

- That in the medium and long term the current projections indicate the need for additional school places is linked to the provision of new housing.
- There may be a need to rationalise provision because while the adopted Strategic Development Locations (SDLs) and future Local Plan Update housing is expected to lead to additional demand originating in the new developments, the projections indicate other areas will see static or declining demand. This is consistent with (and indicative of the success of) the Wokingham Borough Core Strategy intent to focus growth into the SDL areas, where infrastructure can be provided through provision planned when the Core Strategy was devised and approved. This will be constantly monitored.
- That while there is no case to increase capacity in the North, Earley or South East Planning Areas, there are local pressure points in the Wokingham Town West

(Wokingham Town and Winnersh), South West (Shinfield and Arborfield) and Woodley Planning Areas.

- That South West and Wokingham Town West areas have needs that can be met through the new provision planned in the SDL areas. This points to the development of these schemes continuing according to established timetables, but with a need to manage the number of new places delivered locally, to ensure all schools continue to be sustainable.
- That Woodley requires additional provision, initially at least as bulge accommodation for September 2020, leading into permanent accommodation if the rise in population is sustained. This points to a need for a local working party of key stakeholders to agree how to address this issue.
- There are risks of both over and under provision because the child yield of new housing can only be estimated through projections and modelling until homes are occupied, but these can be mitigated through contingency planning.

Capital costs are already budgeted for in the 10 year vision, using resources secured through Section 106 agreements for SDL schemes and government grant. Revenue costs will be built

Background

1. The Council has a duty to ensure there are sufficient school places. Where additional places are required, they can be provided through school expansion or the creation of a new school.
2. The Council has a detailed infrastructure programme which sits alongside the planning strategy as set out in the adopted Core Strategy and Managing Development Delivery Local Plans. This ensure that necessary infrastructure, including school places, is provided alongside new developments and is able to support new communities. All four Strategic Development Locations include planned schools. Some of these have already been development, whereas others will be provided as development progresses.
3. One key purpose of the Primary School Place Strategy to consider the detailed timing of projects within the infrastructure programme; that is when the planned additional school places are required to support the projected demand. The capital programme is aligned with this need.

In addition to considering the planned infrastructure alongside the SDLs, the Strategy also reviews the sufficiency of school places in other areas of the borough. The positive planning approach to strategic development and infrastructure means that unplanned impacts are limited and manageable

The previous strategy

4. Wokingham Borough's current (before the adoption of the 2018 Strategy) Primary School Strategy covered the period from 2016 to 2018. It established the need to provide additional capacity in Earley, Woodley and the south west of the borough (as temporary provision until the new SDL school was ready), in addition to developing the agreed SDL school programme.
5. In accordance with the strategy the Council has:
 - Let contracts to expand three primary schools (Beechwood and Highwood primary schools in Woodley and Loddon primary school in Earley)
 - Gained Planning Consent for a fourth primary expansion programme in Earley (Aldryngton Primary School)
 - Created temporary provision to enable a planned new primary school to open in the south west of the borough (Shinfield) in advance of the completion of the permanent premises.
6. The three primary school expansion projects are all now offering additional places, and are expected to complete this year (2018/19). The fourth expansion project (Aldryngton) was subject to further scheme development. Although Planning Permission was awarded the level of need in Earley has not risen to a level to require the implementation of the scheme. Thanks to Loddon School being expanded we no longer need to expand Aldryngton, and may even have an excess of places in the short term as a result.
7. The Shinfield temporary provision was ready for use in 2016, but was not required that year. Although 30 children had to be diverted to schools out of the area on offer day, parents found alternative places for their children in established schools in surrounding communities before the start of the new school year that September.

Currently the permanent base for the school is nearing completion on the Shinfield West development site, (and is now expected to open in 2019).

8. The SDL primary school programme facilitates the delivery of 7 new primary schools (1 in North Wokingham, 2 in South Wokingham, 2 at Arborfield and 2 in the South of the M4 (at Shinfield & Spencer's Wood) SDLs) – all of which are planned with futureproofing capacity for additional forms of entry. To date this programme has led to the opening of the Montague Park Primary School in 2016 (South Wokingham SDL) and the construction of the permanent Shinfield West Primary School in Shinfield (South of the M4 SDL) (planned to open in 2019). Scheme development work has progressed in line with the SDL build out programme and planning consent has been awarded to the Matthews Green Primary School (North Wokingham SDL) and an application has been made for Planning Consent for the Arborfield Primary School (Arborfield SDL). Both the Matthew Green and Arborfield schemes are on programme to open in 2020.

Housebuilding and births

9. During the period of the last primary school places strategy residential development has recovered to the levels anticipated in the Core Strategy. This followed lower growth in the initial planning period for the Strategic Development Locations reflecting the past economic cycle. In the 3 year period leading up to the strategy (2013 to 2016) an average of 528 new homes per year were built in the borough. Given the number of new homes built in the period 2016 to 2018 and the number of homes in construction, it is expected that the average rate of development will be over 1,000 homes per annum for the 3 year period 2016 to 2019. Although the housing market is notoriously cyclical, the expectation is that the borough will continue to see the rate of development exceed 1,000 dwellings for the immediate future. This reflects the number of permissions held by developers and builders and the current level of activity. In the longer term delivery is likely to remain in the 950 to 1,000 homes per annum range, as expected.
10. However, the number of live births in years feeding Reception class admissions in the strategy period fell from 1,936 in 2011/12 (starting school in September 2016) to 1,769 in 2013/14 (starting school in September 2018). This was a fall of 170 children or 9%. The impact of this fall in birth numbers has more than offset the increased demand due to children moving into the area, and consequently in 2018 there were unused Reception class places in all 7 planning areas in the borough on offer day. The average for the next 3 years (2014 to 2017) is 1,836 (with a peak of 1,908 children in 2015/16) – any sustained increase in Reception rolls in the period 2019 to 2022 would be dependent on children moving into the area. The 2015/16 peak in the number of births (entering school in September 2020) largely reflects increases in Woodley and the South West – areas of significant house building but where birth numbers fell back in the subsequent year (2016/17).
11. The following table shows births by area since the peak years (2009 to 2012), with the South West and Woodley highlight. As can be seen Woodley represents the only significant challenge for 2020, as this is a single, very high birth number year.

	Born September 2011 to August 2012	Born September 2012 to August 2013	Born September 2013 to August 2014	Born September 2014 to August 2015	Born September 2015 to August 2016	Born September 2016 to August 2017
Area	<i>Starting School September 2016</i>	<i>Starting School September 2017</i>	<i>Starting School September 2018</i>	<i>Starting School September 2019</i>	<i>Starting School September 2020</i>	<i>Starting School September 2021</i>
Earley	342	326	282	286	293	286
North	234	267	208	225	228	210
South East	172	158	145	159	158	134
South West	331	280	298	289	312	301
Wokingham Town and Winnersh	506	518	483	513	511	521
Woodley	351	323	353	322	406	353
Total	1,936	1,872	1,769	1,794	1,908	1,805

12. In line with the adopted Core Strategy Local Plan most new homes up to 2026 will be constructed in one of the four adopted Strategic Development Locations. In the first three years of the strategy (2018 to 2021) it is expected that 3,777 new homes will be built in the borough.

13. The future need for additional school places is likely to be driven by families moving into the new homes in SDL areas. The detailed infrastructure programme which sites alongside the Strategic Development Locations, means that provision is already planned to accommodate this future demand.

Projecting Need

14. The strategy uses data from a number of sources including the projected rate of housing completions and national population and household projections to understand the potential make up of new families. This enables us to consider the likely impact of new housing on the demand for school places.

Analysis of Issues

15. The projection points to specific areas of need. Two of these (Wokingham Town / Winnersh and the South West) are in areas associated with proposed Strategic Development Location schools, where the detailed infrastructure plan already includes new schools, which have futureproofing for an additional form of entry each. The analysis supports the delivery of these schools on their current timetables – i.e. in 2020.

16. The third is Woodley, where approximately 600 homes have been built in the recent past and a further 300 are expected within the next three years. However, no further large-scale development is planned in the area and there is limited opportunity for significant development. Consequently the projected high level of demand (particularly in 2020) may reflect the short term impacts of the new homes, and in the long term demand may fall back to current levels (in an area where an additional 45 places per year / 315 places in total are being delivered through two expansion projects).

17. Unlike the Strategic Development Locations, there is currently no detailed infrastructure plan for Woodley. The strategy therefore proposes that a working party of key Woodley stakeholders is formed to consider the short, medium and long-term needs in the area and agree how to address them.
18. The analysis underpinning the strategy points to a considerable degree of uncertainty as to the number of children who will need primary school places in future. The number is very much dependent on the child yield of new housing. Whilst the location of most housing is known, the composition of households can only be estimated and therefore the demand for school places can only be looked at similarly. A flexible strategy, with contingency arrangements for both over and under-shooting projections, best addresses these uncertainties.

Indicative programme

Period	Woodley	South West (Arborfield)	South West (Shinfield)	Wokingham Town / Winnersh
Autumn / winter 2018	Stakeholder working party	Scheme tendered School organisation process starts	Scheme completed Sponsor recruitment starts	Scheme tendered Sponsor recruitment starts
Winter / Spring 2019	Proposals agreed	School partner appointed Construction underway	School partner appointed	School partner appointed Construction underway
Summer 2019	Scheme planning	Construction underway		Construction underway
September 2019			School opens	
Spring / Summer 2020	Delivery of 1 st phase scheme	School handed over		School handed over
September 2020	Bulge provision opens / 1 st phase of expansion	School opens		School opens

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?
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Current Financial Year (Year 1)	£2,400K £30K	N/A Yes	Capital Revenue (DSG)
Next Financial Year (Year 2)	£16,684K £204K	Yes N/A	Capital Revenue (DSG)
Following Financial Year (Year 3)	£9,217K £459K	Yes N/A	Capital Revenue (DSG)

Other financial information relevant to the Recommendation/Decision

The capital funding for the Woodley provision will come from funds identified for the Aldryngton Primary School project, which is currently on hold, and does not form part of the works package proposed.

The spend is based on an assumption that initially the council will commit to a bulge class or classes with an expectation that if the evidence indicates a need for permanent expansion, the school will continue to grow.

The capital expenditure for the new SDL primary schools is managed through arrangements established for SDL infrastructure so is not identified above. It is though fully set out in the Medium Term Financial Plan (MTFP). The relevant extract from the MTFP for 2018/19 is set out below. The programme requires some re-profiling of agreed schemes but can be contained within the overall allocation.

Provision will be made in the Dedicated Schools Grant Growth Fund for these schools for the 2019/20 and 2020/21 years at the appropriate time. The provisional amounts will include for 3 new SDL schools and 1 bulge class in this period.

The expected Growth fund budget for 19/20 is £800k, and it is unknown if the National Funding Formula will be implemented as proposed by the DfE in 2020/21. The Schools forum will need to approve and can reject the council proposals for the Growth fund in 2019-20 and (in view of the uncertainty around the National Funding Formula) it is unknown what the process will be beyond 2019-20. Therefore the following risks to the council's funding needs to be highlighted and are listed below:

Any spend on the Growth fund within or over the expected approved amount of £800k will need to be communicated to the Schools Forum for a decision. They can approve or reject a request to carry forward any overspend and, if agreed, fund it from the next year's budget (assuming there are sufficient funds). If it is rejected the spend will need to be funded from the General Fund.

In the event that the Schools Forum reduce or reject the council's Growth fund proposal the council can make an application to the Secretary of State to overrule their decision. It is likely that if the Growth Fund budget proposals exceed £800k, this application will be rejected.

The financial implication to the General fund could be 2019-20 £204k and in 2020-21 £459k (figures taken from the financial analysis in this report).

MTFP Capital Programme for the delivery of primary school places.

CAPITAL SERVICE BUDGETS				
Scheme description	Year 1 2018/19	Year 2 2019/20	Year 3 2020/21	Total of scheme
Basic Needs Primary Programme Extension/new build projects to provide additional places throughout the Borough to meet need	3,122	1,641	5,715	10,478
Primary strategy - Arborfield Primary school New build project to provide additional places throughout the Borough to meet need	500	1,000	8,000	9,500
Primary strategy - Highwood Primary school Extension project to provide additional places throughout the Borough to meet need	475	0	0	475
Primary strategy - Loddon Primary school Extension project to provide additional places throughout the Borough to meet need	475	0	0	475
Primary strategy - Montague Park Furniture and fittings for future years	56	37	34	127
Primary strategy- Shinfield west FFE Furniture and fittings for future years	44	44	44	132
Primary strategy - Spencer's Wood Primary School New build project to provide additional places throughout the Borough to meet need	650	4,046	3,546	8,242
Primary strategy - Wheatfield Pri. Sch Furniture and fittings for future years	27	22	22	71
Primary strategy - Windmill Pri. Sch Furniture and fittings for future years	27	27	22	76
Primary strategy - East Park Farm Furniture and fittings for future years	27	27	27	81
Primary strategy - Matthews Green New build project to provide additional places throughout the Borough to meet need	1,200	8,200	4,046	13,446

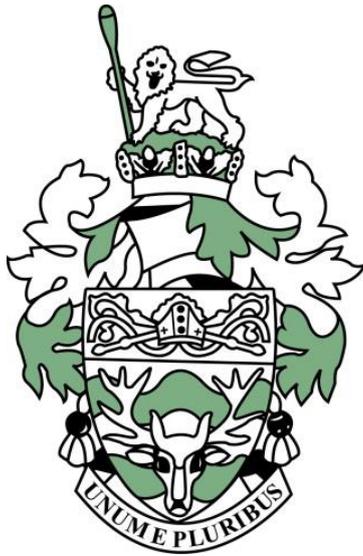
Cross-Council Implications (how does this decision impact on other Council services, including properties and priorities?)
The Arborfield SDL school will also include a new community use All Weather Pitch. The Matthews Green School project includes a community centre and has the potential to include a community use all weather pitch.

Reasons for considering the report in Part 2
N/A

List of Background Papers
Primary School Planning Strategy 2016 to 2018
Draft new National Planning Policy Framework 2018

Contact Piers Brunning, Patricia Davies	Service People Services (Children)
Telephone No Tel: 0118 974 6084, Tel: 0118 974 6121	Email piers.brunning@wokingham.gov.uk, patricia.davies@wokingham.gov.uk

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WOKINGHAM BOROUGH COUNCIL

Wokingham Borough Council Primary School Places Strategy 2018 to 2028

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1 Executive summary

1.1 The key points in the strategy are:

- That in the medium and long term the current projections indicate the need for additional school places is linked to the provision of new housing. Although adopted Strategic Development Location (SDL) and future Local Plan Update housing will lead to a new population geography overall demand may not change or any borough level increase may be less than the new provision required to service new developments. This points to a need to create new provision where demand rises and a possible need to rationalise provision in other areas to ensure schools are sustainable.
- That while there is no case to increase capacity in the North, Earley or South East areas, there are local pressure points.
- That South West and Wokingham Town West areas are local pressure points but their needs that can be met through the new provision planned in the SDL areas.
- That Woodley requires additional provision, initially at least as bulge accommodation for September 2020, leading into permanent accommodation if the rise in population is sustained. This points to a need for a local working party of key stakeholders to agree how to address this issue.
- That the Council's Core Strategy has been successful, as the permanent infrastructure required to meet needs associated with new housing was planned into the new SDL developments from the outset and now forms the core provision that underpins this strategy. Growth outside the SDL areas is manageable, and in the case of Woodley requires special arrangements to look at needs, because there is no adopted infrastructure plan for this area.
- There are risks of both over and under provision because the number of children who will live in new housing cannot be known in advance, but these can be mitigated through contingency planning.
- The management of new provision (whether as a new free school or as an annexe to an existing school) will be determined on a case by case basis, dependent on the balance of local interests. Capital costs are already budgeted for in the 10-year vision, backed by resources secured through S106 agreements for SDL schemes. Revenue costs will be built into the Dedicated Schools Grant Growth budget in appropriate years.

2 Introduction

2.1 The council has a duty to ensure there are sufficient school places. Where additional school places are required, they can be provided by school expansion (including onto a second site) or the creation of a new school. Where a local authority takes the view that a new school is required it must seek proposals for a new Free School.

2.2 The strategy sets out:

- To review the need for primary school places over a 3, 5 and 10 year planning horizon.
- To consider the need for school places in areas associated with the Strategic Development Locations (SDL) to inform the timing of the new primary schools agreed as part of the Council's adopted Core Strategy for the period up until 2026.

- To propose actions to ensure there are sufficient primary school places in the right places to serve Wokingham Borough’s growing communities, outside of SDL associated areas.
 - To consider longer-term needs (10 year plus) that will inform the development of the Local Plan Update.
- 2.3 The needs analysis and action planning will be at a borough, planning area and community level.
- 2.4 The strategy is based on the 2018 Roll Projection, the 2014 base ONS Population Projection, Wokingham Borough Planning Policy, the draft National Planning Policy Framework 2018 (NPPF) and the Wokingham Housing Trajectory.

3 Context

Current schools and projects

- 3.1 Wokingham Borough has 54 primary phase schools, offering 16,281 places. They include 28 Community Schools, 13 Voluntary Controlled and Aided schools, and 13 Academy or Free Schools.
- 3.2 In response to rising demand in the borough the Council has both opened and expanded primary schools and one Free School under the national programme has opened (Ewendons in the Wokingham Town Council area). Currently three primary school expansion projects (Loddon Primary in Earley and Beechwood and Highwood Primary schools in Woodley) are nearing completion or well advanced. A new primary school in Shinfield (the Shinfield West School) will be completed in 2018 (planned opening in 2019). Two other school schemes are well developed and could open in 2020 (Matthews Green in the North Wokingham SDL and Arborfield in the Arborfield SDL. A full list of SDL schools is provided in Appendix B.

National policy on new provision

- 3.3 New schools will normally open as Free Schools. Under the “Free School Presumption” requirements (S6a Education and Inspection Act 2006, as modified by the Education Act 2011) the Free School sponsor is determined by the Secretary of State for Education (after a process in which the Local Authority can invite proposals, determine which one it favours and make recommendations to the Secretary of State). The Local Authority is responsible for procuring the site and building and for meeting start-up costs.
- 3.4 Alternatively, new schools may be provided under the DfE’s Free School programme, where individuals and bodies wishing to set up a new Free School make proposals directly to the DfE. The national programme operates through bidding “waves” and currently there is no opportunity to bid to open a new Free School. School delivered through the national route benefit from capital and start-up funding from the DfE.
- 3.5 School sites can also open as second sites of established schools, including maintained schools (and the Council would be responsible for initial capital and revenue funding).

4 Strategy organisation

- 4.1 The strategy is based on three planning horizons:
- 3 years (to 2021/22) is those projects that will be delivered within that period and implies that scheme planning and delivery should start immediately.

- 5 years (to 2023/24) is those projects where site acquisition and initial scoping can occur, but it is not expected they will be delivered in the initial 3 years.
 - 10 years (to 2028) will capture expected demographic growth over this period and implications for the Local Plan Refresh.
- 4.2 The strategy will be updated regularly within the strategy period, dependent on changing circumstances.
- 4.3 The analysis is conducted against the seven Wokingham Borough primary school Planning Areas: Earley, North, South East, South West, Wokingham Town West, Wokingham Town East and Woodley (see Appendix A for further details). For some purposes (where data sets inhibit further division), Wokingham Town East and West (which includes Winnersh) are analysed together as Wokingham Town.

5 Forecasting future demand

Roll Projection model

- 5.1 The Council has a long established roll projection model that uses historic relationships between births by ward and primary school Reception classes and transition rates (known as cohort survival rates) between school years to generate future rolls. These are then aggregated to provide projections for each planning area. The model has been tested, but is not intended to provide a reliable projection for individual schools. For example, projected admissions are not capped at school capacity. It also only uses live birth data to derive Reception numbers, using the last available birth numbers (2016/17, feeding into the 2021/22 School Year Reception class) to drive Reception numbers for later years (i.e. from 2022/21 onwards).
- 5.2 These factors mean that the model is most valuable in the short term and outcomes needs to be evaluated rather than adopted without being set in a wider context.
- 5.3 The model for future Reception numbers is very much driven by numbers born by ward. Recent data here is set out in Appendix G. It can be seen that recent birth number are markedly down compared to the period ending in 2012 (from a peak of 1,936 births to a low of 1,769 children in 2013/14).

Future housing

- 5.4 The model does incorporate the impact of future housing, where a constant annual supply rate applies. However, one piece of contextual information is whether or not future housing rates will mirror historic rates. The high number of new homes planned for the borough requires analysis because of its expected impact on the level and distribution of the need for primary school places. Currently over 1,000 new homes are being built each year onto an existing housing stock of over 64,700 homes (an approximate 1.5% increase each year). The full housing trajectory is set out in Appendix H.
- 5.5 To satisfy NPPF requirements it is likely that around 850 new homes per year will be required. Key to the current process is the “Objectively Assessed Need” – the number of homes that should be delivered in a rolling five-year period to meet needs. This has been assessed in a number of ways, but in future, the number of new homes required will be the product of a formal Local Housing Need assessment set out through the NPPF.
- 5.6 The major part of the assessed need is generated by the household projection for Wokingham Borough (from the Department of Housing, Communities and Local

Government) in this period. The household projection is in turn driven by the national (Office of National Statistics or ONS) population projection for the Borough.

- 5.7 The population projection takes account of births (see Appendix G for the most up to date information – the most recent population projection is based on 2014 data) and movement. As can be seen from Appendix I Wokingham Borough is an area to which young families move, but which also see movement out by young adults and older individuals (likely to be “empty nesters”).

Affordability factor housing

- 5.8 Part of the Local Housing Need calculation is an adjustment to reflect affordability of housing. This is intended to increase the supply to make homes more affordable and allow for concealed households. Initial work indicates this could be in the order of 255 homes out of the (approximately) 850 Local Housing Need requirement per year. These homes could deliver additional children to the number projected in the ONS projections (but may also work to reduce average household size, rather than to increase the local population). Earlier assessments of the Objectively Assessed Need used different planning assumptions, but ended up with very similar figures.
- 5.9 The projections underpinning the strategy use the impact of this additional housing, only on top of the standard roll projection, as this is most consistent with the ONS projection plus additional housing impact line. This is explored further in Appendix F.

Strategic Development Locations

- 5.10 In line with the WBC Core Strategy most new housing will be built in the designated Strategic Development Location areas up to 2026 (so in Wokingham Town, Arborfield and Shinfield, with significant housing development in Woodley (albeit recently largely completed)). The Local Plan Update will consider how development is managed to take account of needs going beyond 2026.

Office of National Statistics Projections

- 5.11 As noted above the need for approximately 2/3 of the requirement for new housing is ultimately driven by the ONS population projection. The ONS projections for children aged 5 to 11 are:

- 2021 (3 year) – no change in demand from 2018
- 2023 (5 years) – negligible decline from 2018 demand (-1.2%)
- 2028 (10 years) – static – unchanged from the 5 year projection (2023)

- 5.12 The projection indicates that approximately 2/3 of new housing will not lead to an increase in primary school rolls. These new homes are though necessary to ensure there are sufficient homes to meet needs generated by the projected increase in the number of households.
- 5.13 The “affordability” component of the Local Housing Need assessment is therefore critical to the impact of new homes on the need for school places.

The impact of “affordability” factor housing

- 5.14 While the NPPF derives the additional housing (the 1/3 that is in addition to the supply driven by the household projection) from the “affordability” of local housing, earlier assessments derived a similar level of overall need, taking account of other factors such as economic growth.
- 5.15 The Council evaluates the impact of new homes through a model that considers the high initial child yield associated with new housing and the lower, long-term child yield

rates associated with established residential areas. This model (developed with consultants working for developers) indicates a possible outcome (looking only at the “affordability” housing) could be:

- 2021 (3 years) – 331 additional children (1 ½ forms of entry)
- 2023 (5 years) – 465 additional children (2 forms of entry)
- 2028 (10 years) – 735 additional children (3.5 forms of entry)

5.16 This indicates a markedly lower additional need (at a borough level) than the capacity planned for the SDLs. Currently this is planned as follows:

- 2021 (3 years) – 1,050 places (5 forms of entry)
- 2028 (10 years) – 2,100 places (10 forms of entry)

5.17 The scale of the individual planned housing developments and the need to provide places close to homes inevitably means that new housing developments will require significantly higher capacity than indicated by figures derived from the Local Housing Needs calculation. This in turn means that there is a need to plan for a possible reduction in demand across existing residential areas and therefore to have plans to manage surplus capacity. This is purely a logical corollary of the known pattern of occupancy of new developments and the projected population totals – real world outcomes could be very different.

Policy implications

5.18 It also indicates that the evidence of need must be considered at the point school developments are authorised. Second schools in large developments should be subject to particular scrutiny.

5.19 Contingency plans need to consider both how additional capacity could be provided and how new capacity can be managed if built in advance of need. The former could include plans to expand schools (new and existing) or to accelerate the provision of new schools. The latter could include plans to make use of premises temporarily until demand has risen sufficiently to make new schools viable (if the number of children that move into a new development is significantly less than the number expected at the point the decision to tender is taken). They might also include proposals to restrict use of new premises to ensure that new provision does not arrive in such a way as to threaten the viability of existing schools.

5.20 One option to manage this risk is to plan new schools to open in temporary premises, with permanent premises to follow. This would ensure that school opening could be more closely tied to the admissions rounds, rather than to the lengthier capital project delivery timetable. This would make it more likely school opening would coincide with sufficient local demand to make the new school viable. Conversely though this would increase total spend, lead to greater disruption for schools as they moved between premises and would present a challenge securing suitable sites (preferably away from the new school construction sites). This option is therefore not recommended.

6 Three year planning horizon (2021/22)

6.1 Between the 2009/10 to 2011/12 academic years, after a near decade of growth, live births in the Borough peaked, with a high point of 1,936 births in 2010/11. From 2012 onwards the number of births in the Borough declined by 9% to 1,769 in 2013/14. Although 2015/16 (starting school in 2020/21) returned to over 1,900 births the average of the last 5 years births (1,830) is 100 children **less** than the average for the

preceding 5 years (1,926) (2007/08 to 2011/12 compared to 2012/13 to 2016/17). This is despite the high levels of house building seen in recent years.

- 6.2 This fall in births has led to a fall in the number of applicants for places in 2018. Roll projection indicates most areas will have sufficient capacity in this period. Where future rolls are led by births without any significant housing impact, Reception class intakes can be expected to be flat over this period, with some local surplus capacity.
- 6.3 The most challenging areas (from the standard roll projections) are:
- **Woodley**, where a deficit of 67 Reception places is projected in 2020/21 (albeit this reduces to an 8 place deficit in 2021/22).
 - **Wokingham Town (East and West)**, where a surplus of 35 Reception places (5%) is projected for 2021/22.
 - **South West**, where a surplus of 13 Reception places (5%) is projected in 2021/22.
- 6.4 Appendix C shows the Borough Projections and capacity (current and planned) for Reception and whole school rolls and capacity.
- 6.5 Appendix D shows the Reception and whole roll projections for Woodley, Wokingham Town and Winnersh and the South West
- 6.6 Appendix E shows Reception and whole roll projections for the areas where no action is proposed (Earley, North and South East areas).
- 6.7 All three areas are currently experiencing the impact of rapid house building so additional children will arrive with the new homes.

Woodley

- 6.8 This area has sites in development that will bring in the order of 300 new homes from 2018 to 2021 (and there may be delayed impact from recently completed housing – where families moved in with pre-school age children). However, this scale of development is not expected after this period because there are no identified large sites in the area where significant numbers of new homes could be created. These 300 additional homes are the last homes in a series of developments in the area in recent years that have built in the order of 600 homes on sites across the Woodley area. In the long run development on this scale could add in the order of 30 additional place need per year with a significantly higher short-term impact. This is though a small proportion of the total number of homes in the area.
- 6.9 Woodley is therefore an area of challenge. It is likely that any additional capacity in the Woodley area would need to be delivered through school expansion. The area is densely developed with a limited range of potential development sites available. The current information points to single year “bulge” in 2020/21 for up to 3 classes and a need (at least in 2021/22) for additional capacity, of up to 1 FE (30 places per year).
- 6.10 There is a need for caution though, as the high numbers (and in particular the 2020/21 projection) may reflect high numbers of children associated with new development. Developments have high initial child yield rates, but these decline over time. The recent high build rate may mean that this is a short-term spike rather than a long-term increase. This would point to a need to manage additional demand but in a way that does not lead to long-term oversupply. One way to achieve this would be to identify a school or schools that could offer two bulge classes on the basis that this would lead into a permanent expansion, if the higher numbers were sustained after

2021/22. The alternatives are not to create additional capacity (and to rely on capacity in adjoining areas) or to create the additional capacity in permanent accommodation (despite the risks associated with long-term oversupply).

- 6.11 The recommendation here is that a working group is set up of local stakeholders to consider the long-term needs of the area and to develop plans to manage needs in future (which may be short or long-term arrangements).

Wokingham Town West

- 6.12 This area includes the Matthews Green North Wokingham SDL area and the former Hatch Farm Dairies site (now known as Hatchwood Mill). It may also be impacted by developments in the Wokingham Town East area (including the western part of the North Wokingham SDL (now Mulberry Grove and Keephatch Gardens) and the Montague Park development (the first phase of the South Wokingham SDL).
- 6.13 The Wokingham Borough housing trajectory indicates that an additional 2,000 homes will have been built by the end of the 2020/21 year in the Wokingham Town / Winnersh area.
- 6.14 Although, this development could (using the housing child yield model) generate up to 650 additional children by 2021, with a long-term impact of 420 children (or a peak of 3 forms of entry (FE) and a long-term impact of 2FE), a significant proportion of these children will have been captured in the standard roll projection. This in effect takes the impact of historic house building into account, through the transition rate from births to school and the cohort survival rates (the proportion of children born in a ward arriving in Reception classes and the moving up the next year group each year respectively). Where these are positive (e.g., more children arrive in schools from each ward than were born to parents living in the ward) this indicates children have moved into the area, and this movement may reflect house building locally. Given this it is likely that demand, including the impact of new development can be met with an additional 1 FE places (with a risk of up to 2FE additional places required).
- 6.15 The likely level of demand can be met in the planned Matthews Green School (opening 2020), with reserve plans to create additional capacity through use of part-completed accommodation at Montague Park School and by further expansion of the Matthews Green site (as per the planning consent for the site). Note that the Matthews Green School could open offering 60 places, on the basis that the additional accommodation would be provided before the initial 210 places are exhausted.

The South West

- 6.16 This area has two SDL areas within it – Arborfield Garrison and South of the M4. The first SDL school, the Shinfield West school is planned to open in 2019 (the premises were ready for 2018 opening but there were insufficient pupils). The second school, in the Arborfield Garrison SDL, could open in 2020. The management of SDL facilities is outside the scope of this strategy (the Council has well developed procedures for the co-ordination and delivery of SDL infrastructure). The critical point here is that there will be insufficient capacity without at least one of the two planned schools. Given the scale of planned developments in both SDLs, the projected impact of rising birth rates locally and the physical separation of the Arborfield and Shinfield areas (they are not within walking distance of one another) there are good grounds to think that both schools are required. It may be appropriate to seek to open both schools as 1 form of entry initially to ensure they and other local schools have viable rolls.

7 Five Year Period (until 2023/24)

- 7.1 The birth data ends in 2016/17, feeding into the September 2021 Reception intake. The standard roll projection model uses the last live birth data to generate future years (until 2024/25). It is therefore important that other data sources be used to provide an indication of the likely changes after that point. An assessment of need until 2023/24 therefore has to consider the impact of housing and ONS (Office of National Statistics) population projections for the end of this period.
- 7.2 ONS 2014 base projections indicate a static projection for the primary age range.
- 7.3 The borough level housing analysis (set out above) indicates a need for 465 additional places in this period. This will effectively be met by the new Shinfield West Primary School. However, other schools will be required, because the new communities serve larger areas that cannot be adequately serviced from existing schools.
- 7.4 Given this (and on the basis that new schools will open in Wokingham Town, Arborfield and Shinfield in the first three years) it is recommended that no additional capacity is required in this period (but that the demand be kept under review in view of the significant number of homes planned). Development work for new schools in Spencers Wood and the second Arborfield School, at least, will proceed in this period.

8 Ten Year Projection to 2028

- 8.1 Development in this period will be in line with the emerging Local Plan Update. This will determine new residential areas in addition to those identified in the current Core Strategy. While these are not yet agreed, the volume of new housing will follow the trajectory established through the Local Housing Need assessment process.
- 8.2 For the purposes of this analysis it is assumed that the affordability component will remain constant, although this will be subject to review during the period (so may increase or decrease).
- 8.3 The projection overall shows a 6% surplus against current capacity. This indicates that any new capacity needs to be delivered where necessary and when there is a clear local need and that if the distribution of population changes, there may be a need to decommission capacity in some areas to keep schools viable.

9 Managing New Provision

- 9.1 As noted above new school sites can be managed as annexes to existing schools, or as new Free Schools. It is proposed that the Council adopt a flexible approach, considering each scheme separately. Proposals for both new Free Schools and Annexes to existing sites will be developed and approvals sought dependent on officers' assessment of the balance of interests locally. Funding proposals
- 9.2 Capital costs for schemes in the strategy are already within the Council's 10-year vision.
- 9.3 The Woodley proposals are new, but substitute for existing Aldryngton Primary School proposals within an identified "Basic Needs Primary Programme" budget.
- 9.4 Revenue costs will be met from the Council's Dedicated Schools Grant Growth fund. Costs will begin to be incurred from the 2019/20 year onwards.

10 Indicative programme

Period	Woodley	South West (Arborfield)	South West (Shinfield)	Wokingham Town / Winnersh
Autumn / winter 2018	Stakeholder working party	Scheme tendered School organisation process starts	Scheme completed Sponsor recruitment starts	Scheme tendered Sponsor recruitment starts
Winter / Spring 2019	Proposals agreed	School partner appointed Construction underway	School partner appointed	School partner appointed Construction underway
Summer 2019	Scheme planning	Construction underway		Construction underway
September 2019			School opens	
Spring / Summer 2020	Delivery of 1 st phase scheme	School handed over		School handed over
September 2020	Bulge provision opens / 1 st phase of expansion	School opens		School opens

11 Appendices

Appendix A: Schools and Planning Areas

Primary Planning Area	Schools	Ward (best fit)	Parish / Town Council (best fit)
Earley	Aldryngton Primary, Earley St Peter's CoE, Hawkedon Primary, Hillside Primary, Loddon Primary, Radstock Primary, Whiteknights Primary,	Hawkedon, Hillside & Maiden Erlegh	Earley
North	Colleton Primary, Crazies Hill, Polehampton CoE VC Infant, Polehampton CoE VC Junior, Robert Piggott CoE VC Infant, Robert Piggott CoE VC Junior, Sonning CoE VA Primary, St Nicholas CoE VC Primary, Charvil Piggott CoE	Charvil, Hurst, Remenham, Wargrave and Ruscombe, Sonning & Twyford	Charvil, Hurst, Remenham, Ruscombe, Wargrave, Sonning & Twyford
South East	Finchampstead CoE VA, Gorse Ride Infant, Gorse Ride Junior, Hatch Ride Primary, Nine Mile Ride, Oaklands Infant, Oaklands Junior, St Sebastian's CoE	Finchampstead North, Finchampstead South, & Wokingham Without	Finchampstead & Wokingham Without
South West	Coombes CoE Primary, Farley Hill Primary, Grazeley CoE VA Primary, Lamb's Lane, Shinfield Infant and Nursery, Shinfield St Mary's CoE VA	Arborfield, Barkham, Shinfield North, Shinfield South, Swallowfield,	Arborfield and Newland, Barkham, Shinfield, & Swallowfield
Wokingham Town East	All Saints CoE VA Primary, Keep Hatch Primary, St Teresa's RC VA Primary, Wescott Infant, Westende Junior, Evendons, Montague Park,	Norreys & Wescott	Wokingham
Wokingham Town West	Bearwood Primary, Emmbrook Infant, Emmbrook Junior, Hawthorns Primary, Walter Infant, St Paul's CoE VC Junior, Winnersh Primary, Wheatfield Primary, Windmill Primary	Emmbrook, Evendons, Winnersh	Wokingham & Winnersh
Woodley	Beechwood Primary, Highwood Primary, Rivermead Primary, South Lake Primary, St Dominic Savio RC VA, Willow Bank Junior, Willow Bank Infant, Woodley CoE VC Primary	Bulmershe and Whitegates, Coronation, Loddon & South Lake	Woodley

Appendix B: SDL plans

The SDL masterplans include 7 primary schools:

SDL	School	Opening	Capacity
South Wokingham	Montague Park Primary School	Opened 2016	420 places plus 210 available in a part completed building.
South Wokingham	2 nd school (south of the railway)	TBC	opening date to be determined
North Wokingham	Matthews Green Primary School	2020	210 (option to expand to 420)
South of the M4	Shinfield West Primary School	2020	420 plus nursery
South of the M4	Spencers Wood Primary School	TBC	Up to 420 places
Arborfield	Arborfield Primary School (Garrison site)	2020	420 places (+210 places if required)
Arborfield	Arborfield Primary School (Hogwood Garden Village)	TBC	420 places (+210 places if required)

The schools are planned to serve the SDL communities but places will be available to all applicants in line with oversubscription criteria. In most cases the S106 agreements require relatively early delivery, on the basis that there was no expectation when they were agreed that there would be capacity in existing local schools for children generated by the developments.

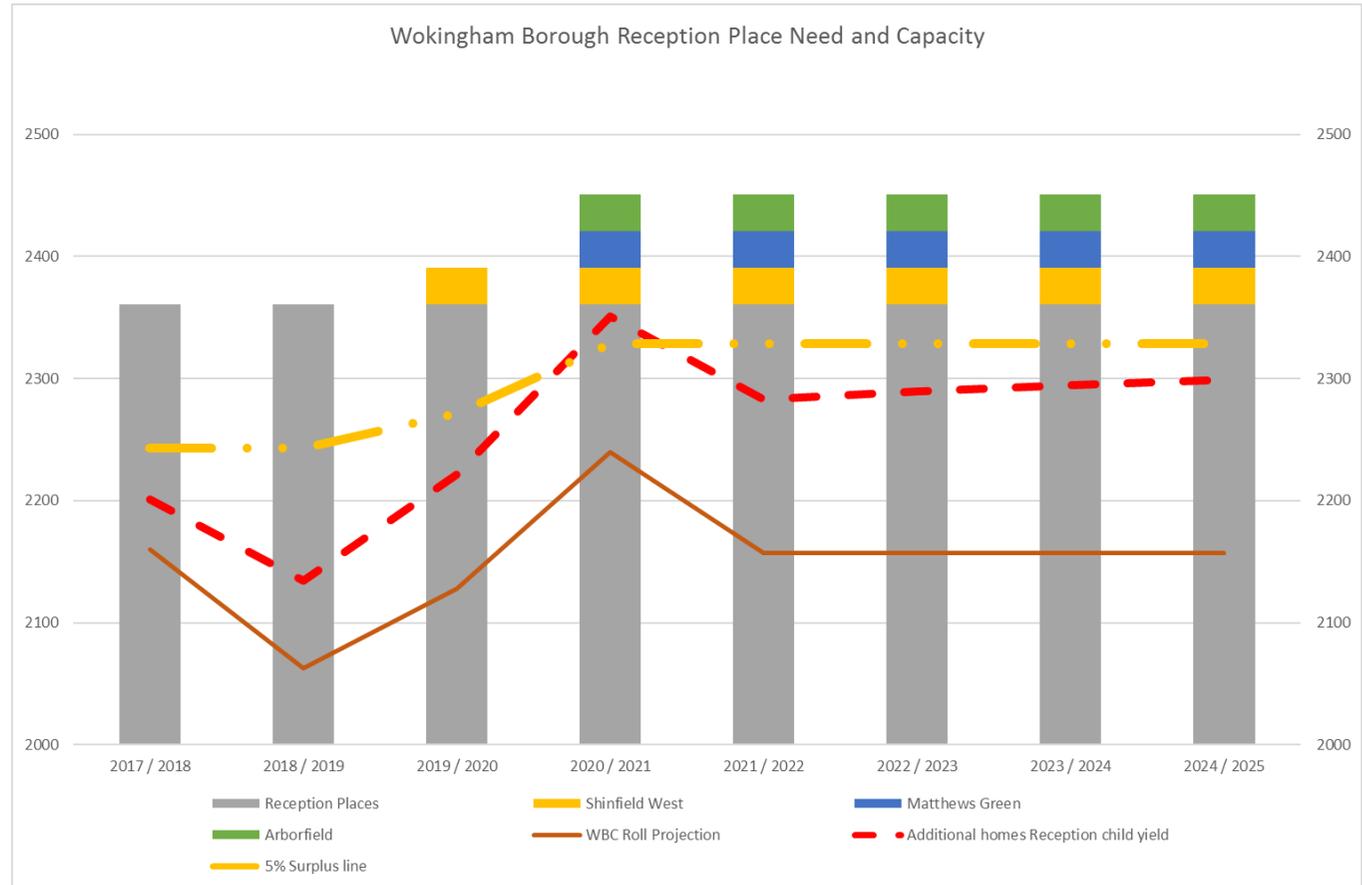
While the data indicates an issue in Woodley that may require resolution in the initial three years of the strategy, this is not an area where significant residential growth is expected after this period (see Housing Numbers below). There is therefore no expectation that growth in rolls will continue beyond this point.

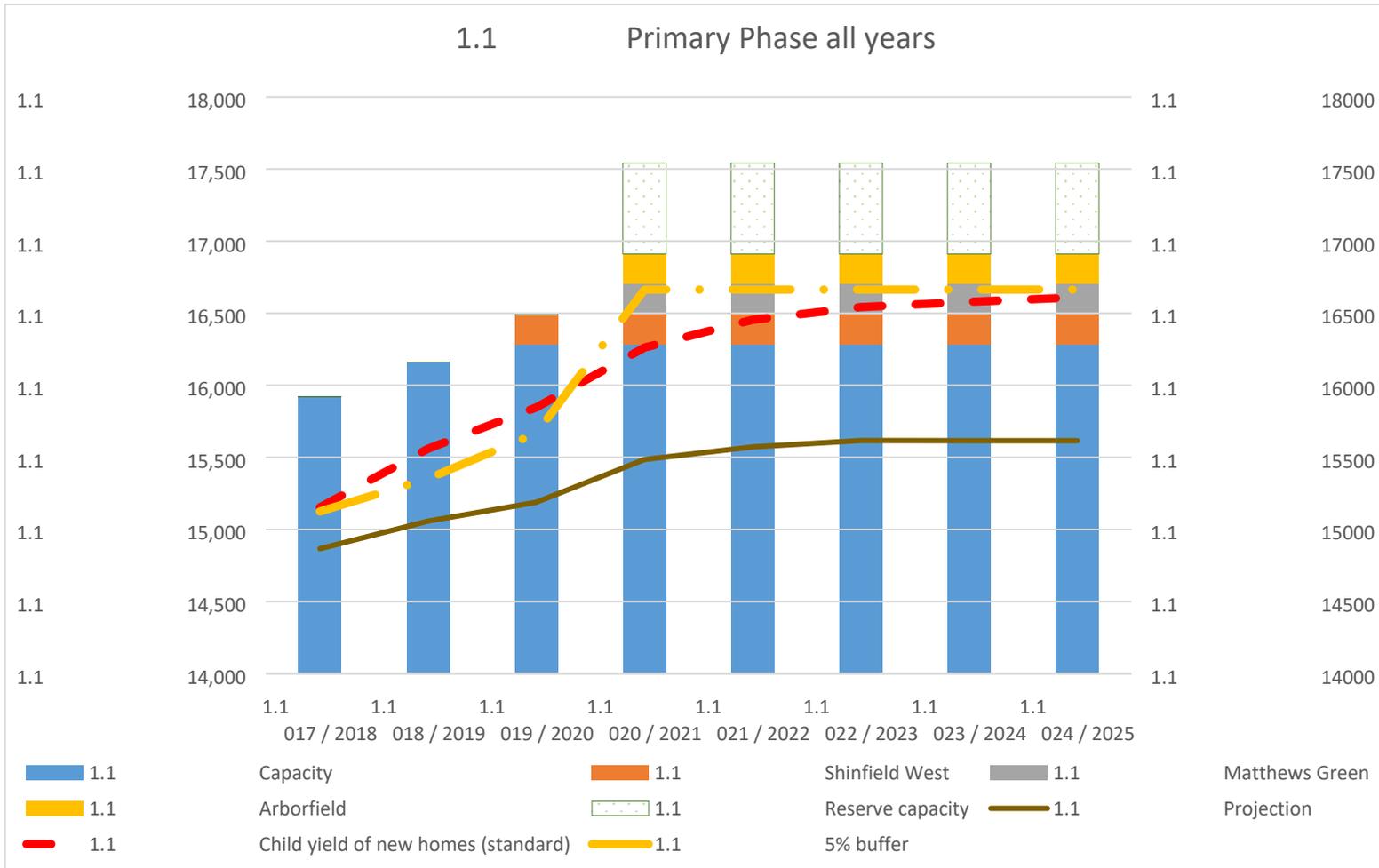
12 Appendix C: Roll projections

The projections indicate that at a borough level there will be sufficient capacity for Reception children, without any additional capacity, but that additional capacity will be required to meet the needs of older children generated by ongoing development. This reflects the higher rolls in some older age groups that are the product of the higher birth numbers in the borough in years that fed these academic years.

Note that the capacity figures are based on constraining the size of new schools to avoid over provision while the developments they are built to serve are built out.

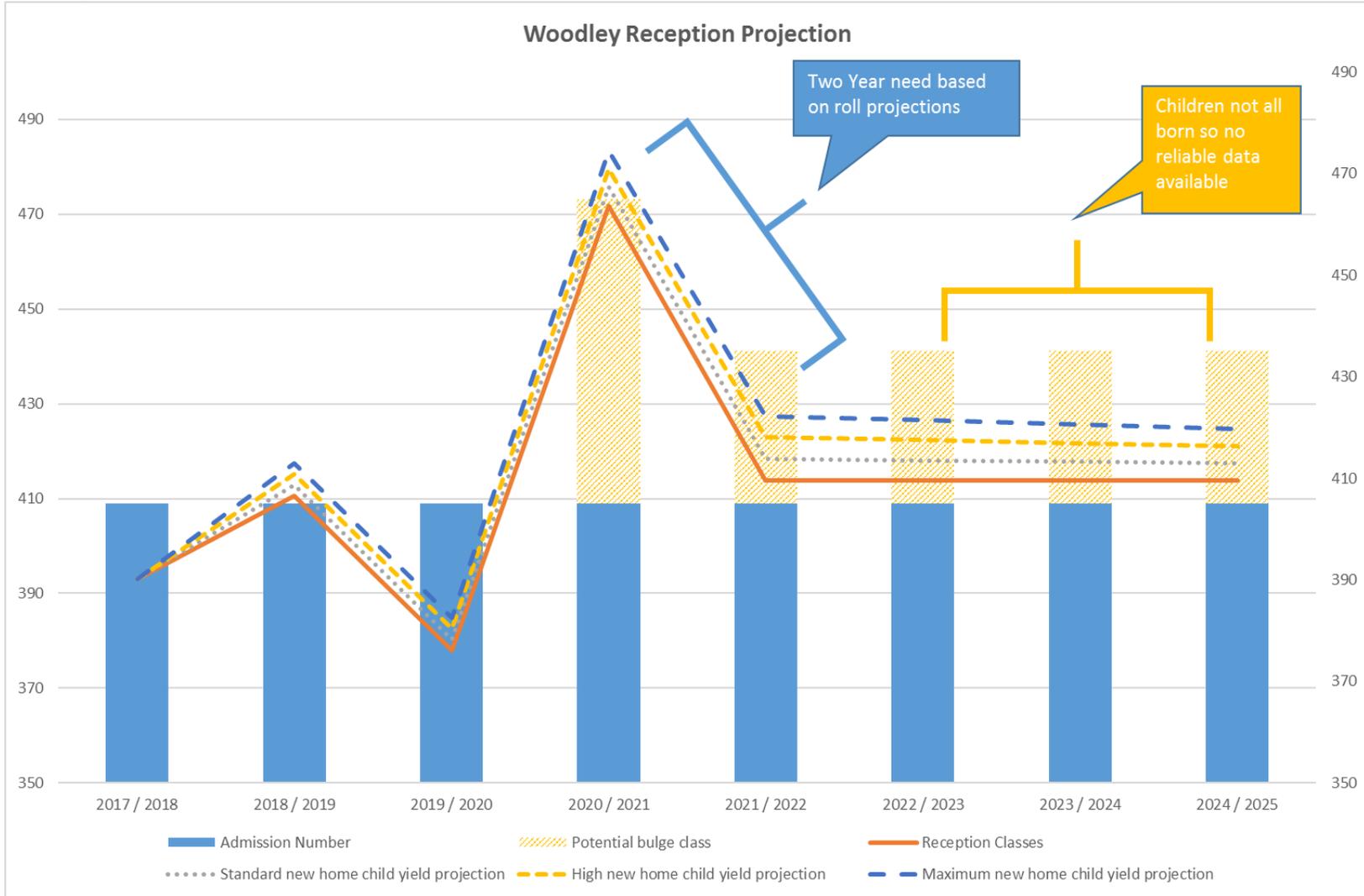
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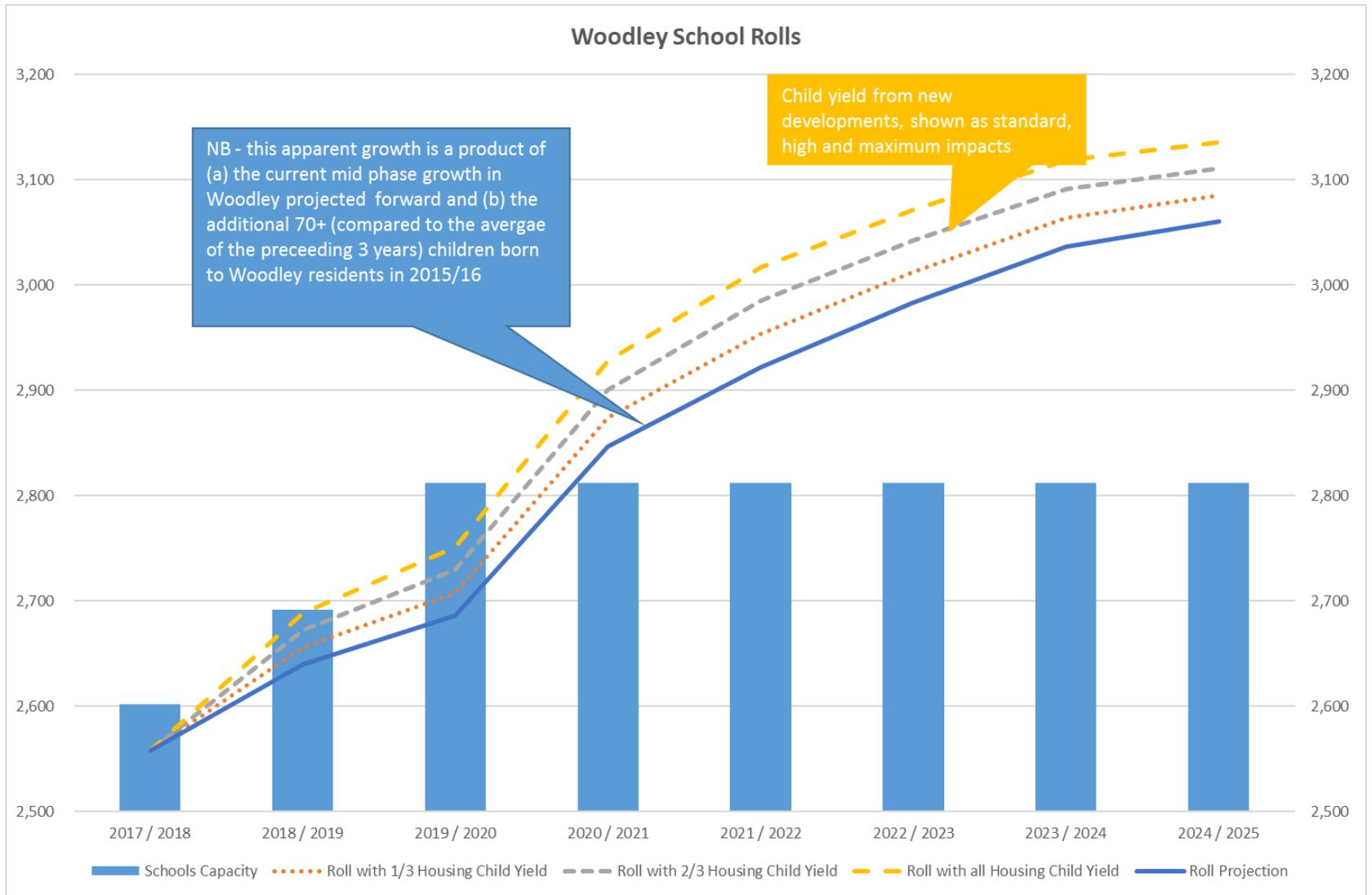




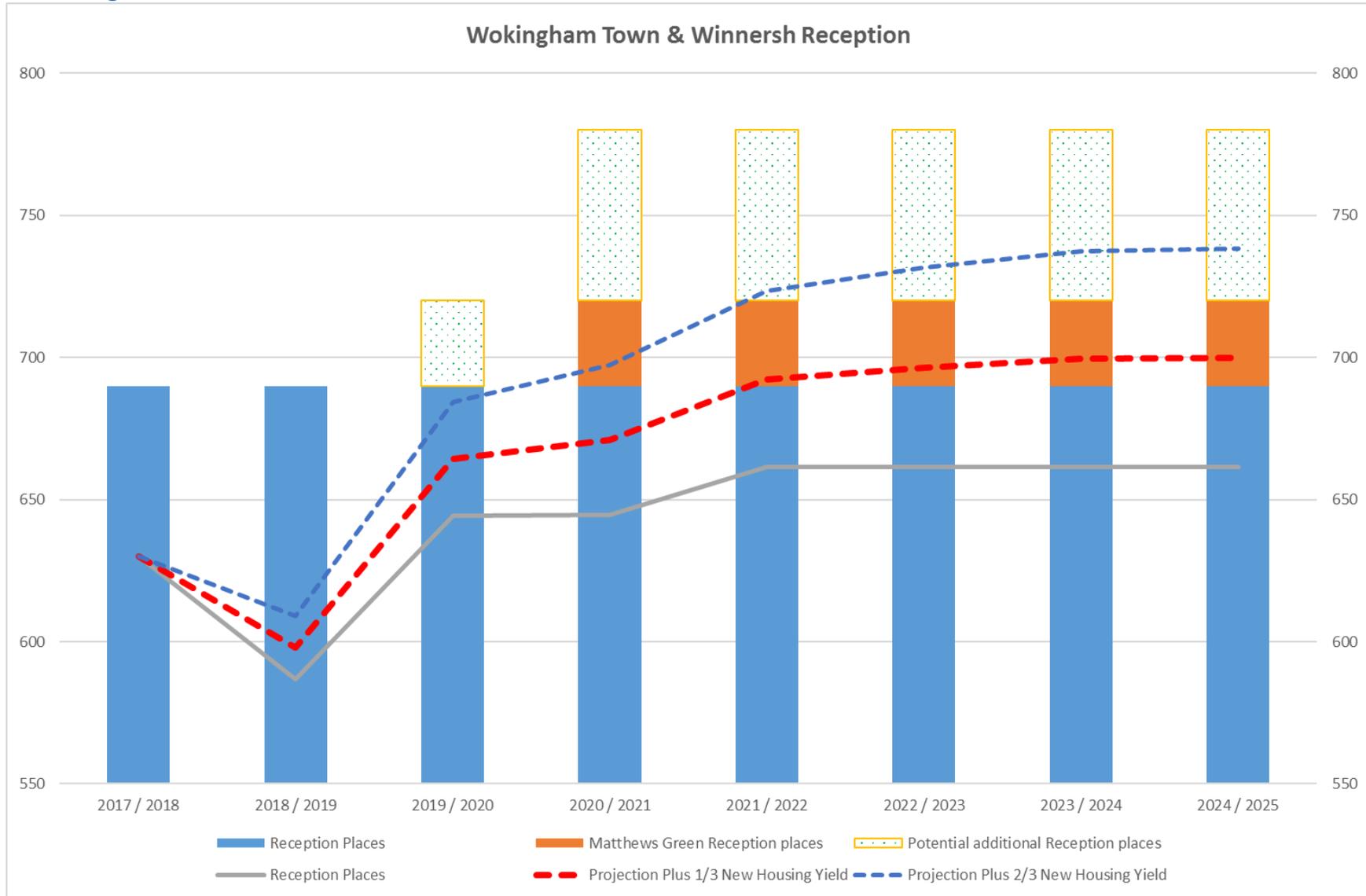
Appendix D: Projections for areas where action is required
Woodley

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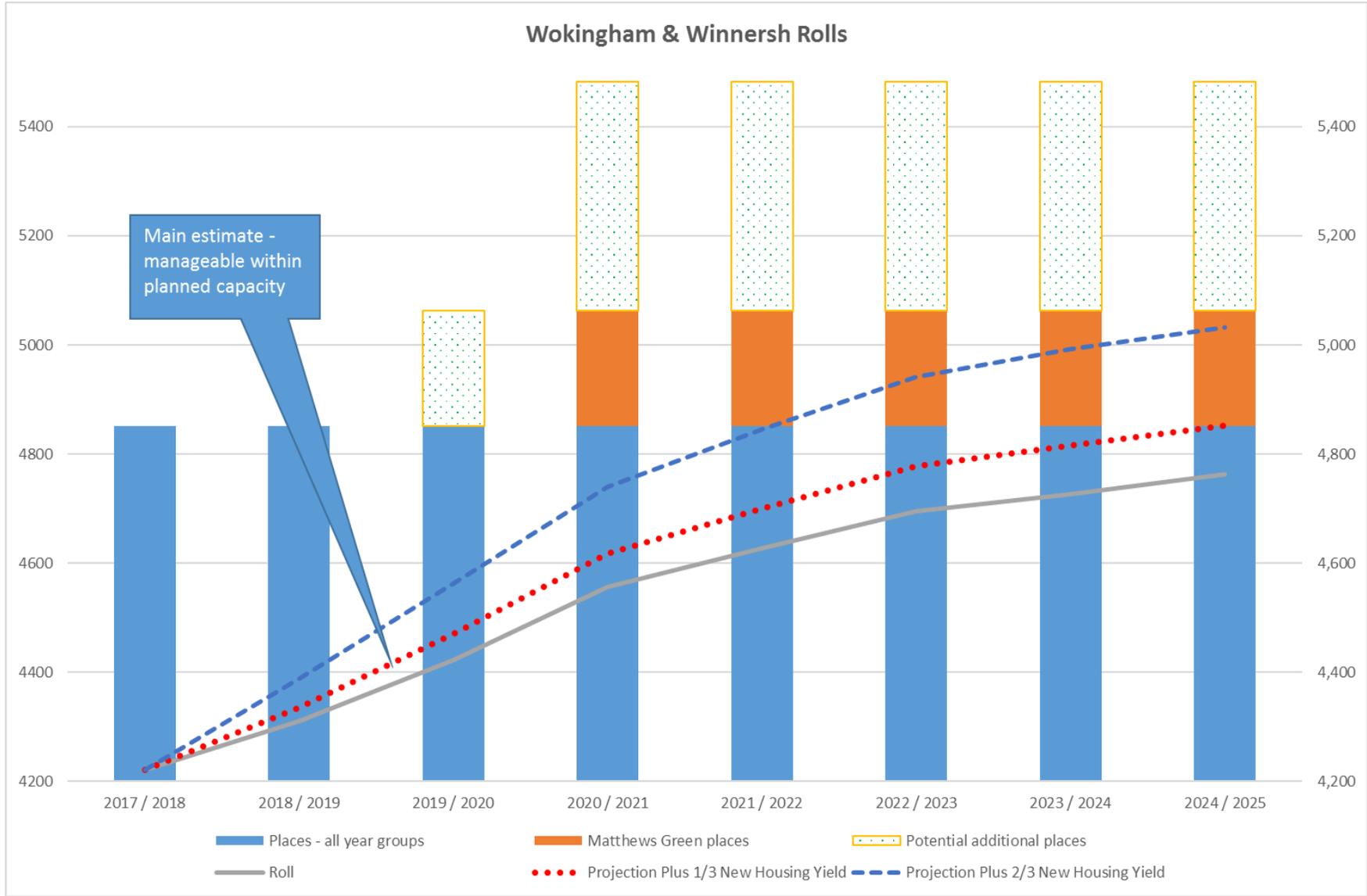




Wokingham Town and Winnersh



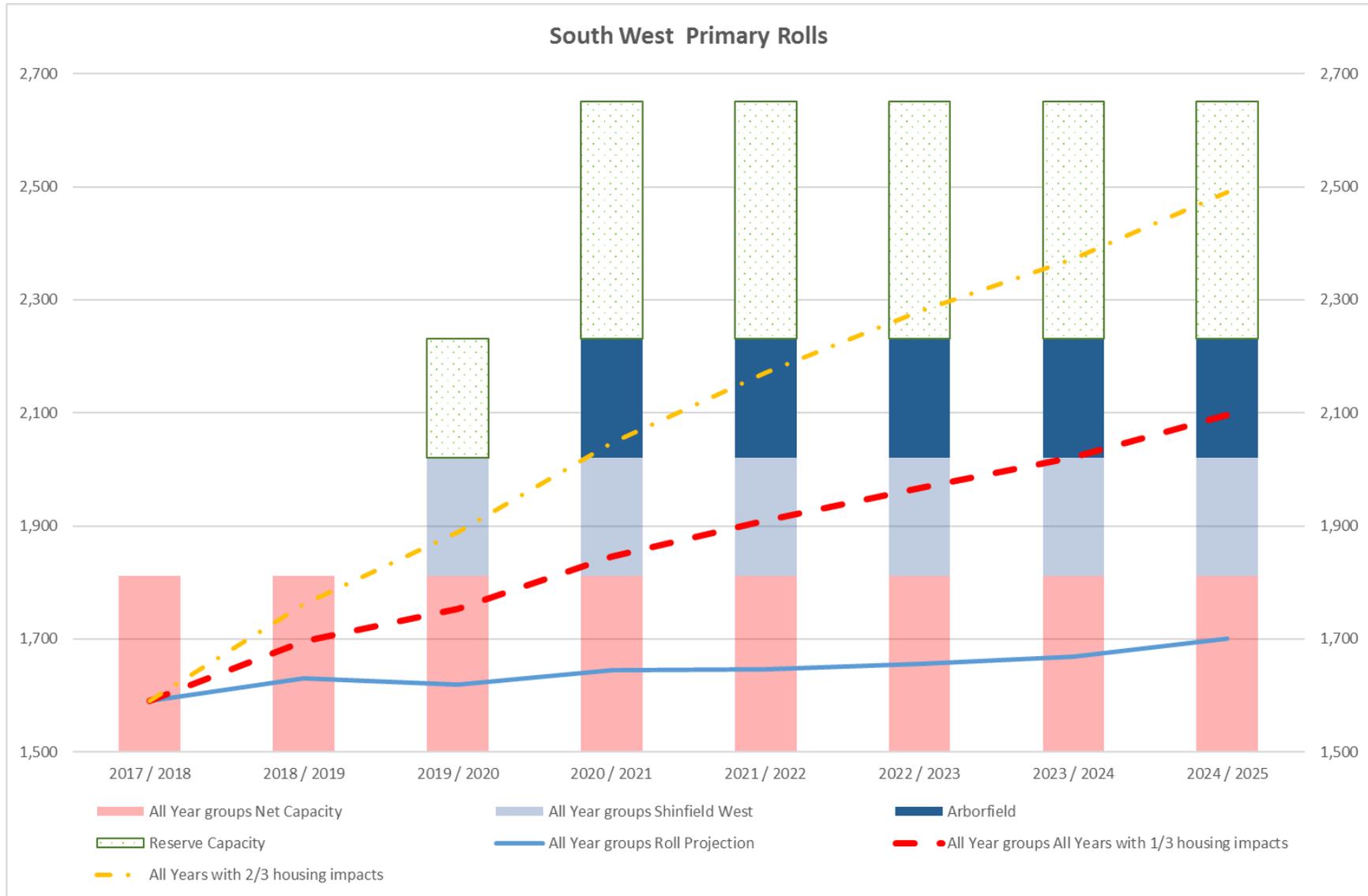
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South West

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Appendix E: Areas where no action is proposed

Earley

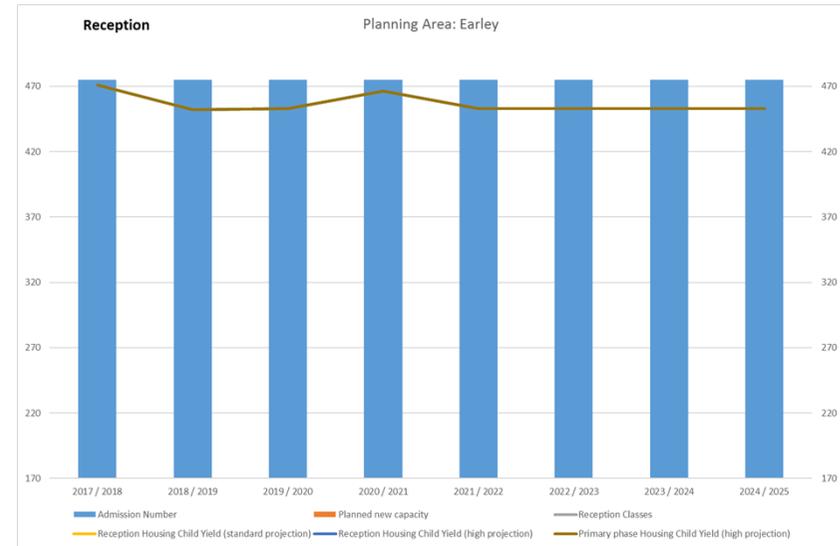
Although the projections indicate that rolls will remain close to school capacity there is no current evidence that indicates that demand will exceed place supply. On offer day 2018 (the day initial Reception place offers were made for 2018 Reception places) a number of Earley Schools had unfilled places.

No additional housing is planned in the area.

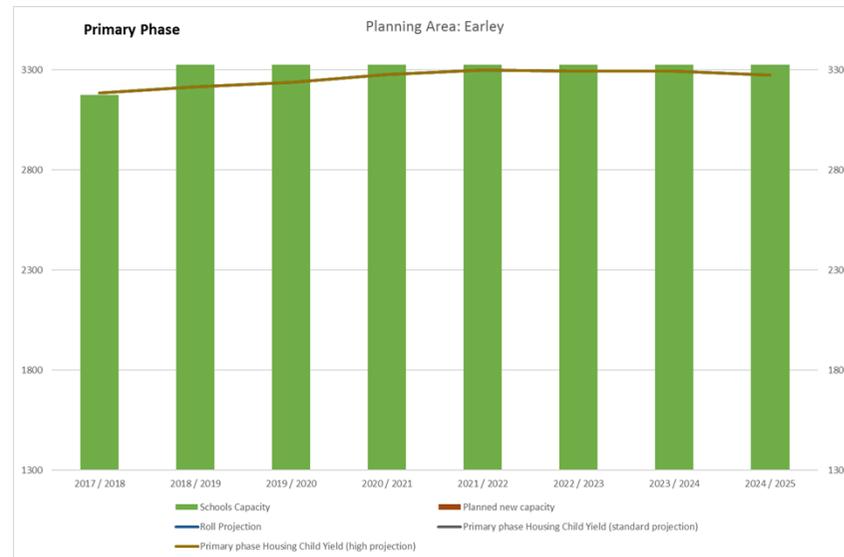
Earley continues to be an area that receives children from out of area, pointing to a need for annual monitoring.

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12.1



12.2

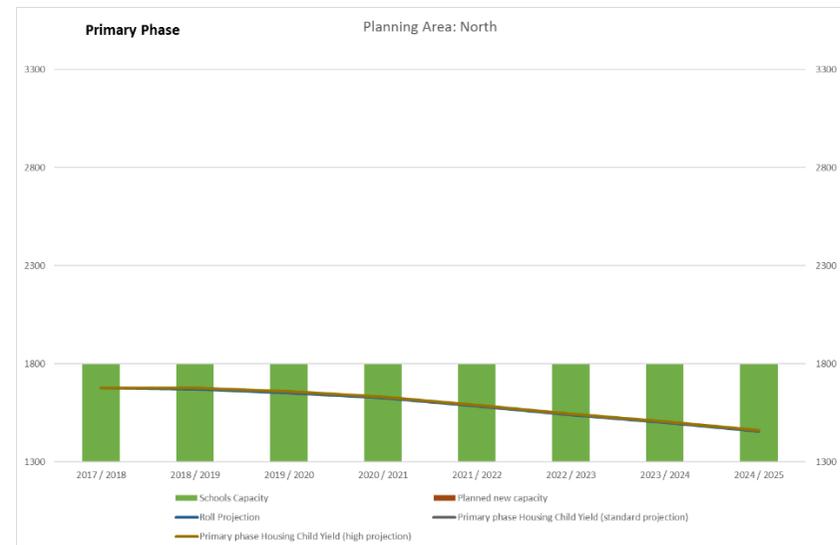
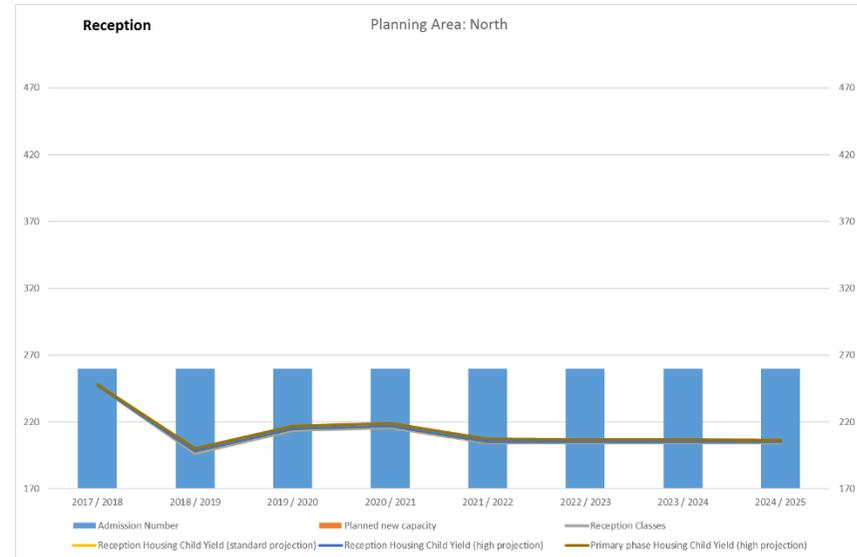


North

The projections indicate a steady level of demand, at least for next three years.

Very little additional housing is currently planned in the area (although housing sites across the borough are under review through the Local Plan Update process).

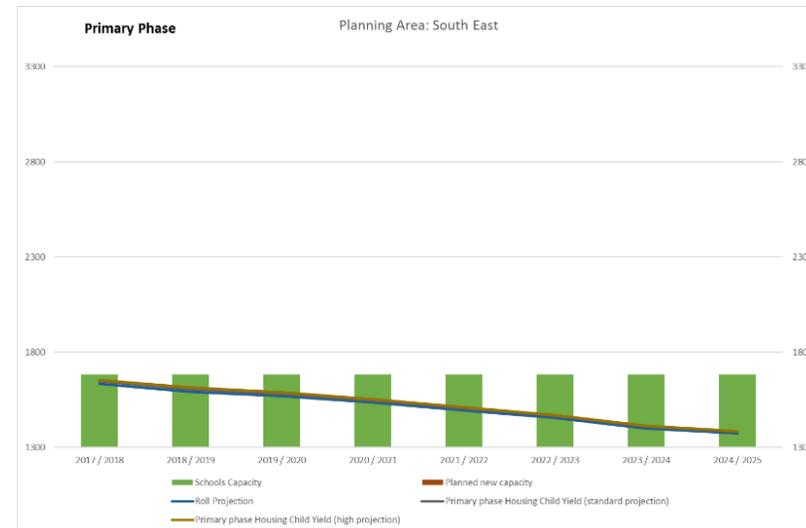
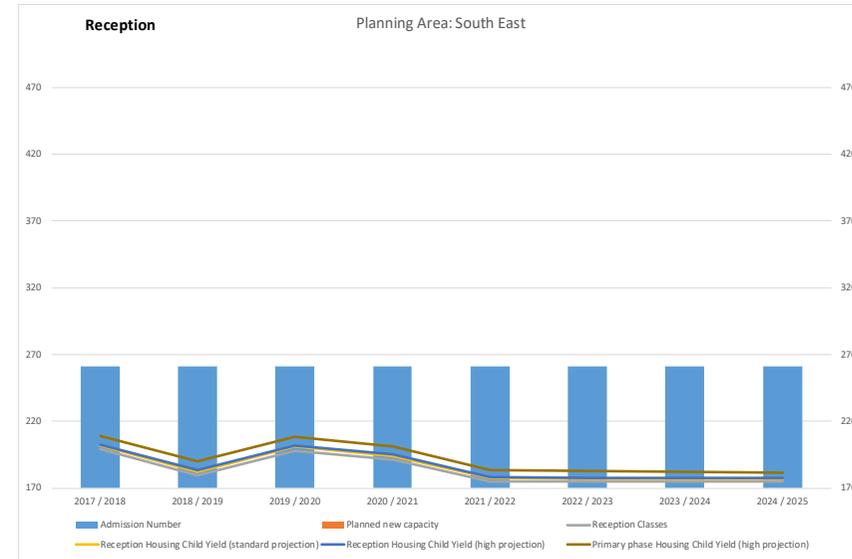
Local birth numbers do not indicate future increases in demand.



South East

Projections indicate that demand will not rise across the area.

Additional housing is expected to have some impact, but future numbers planned are low compared to other parts of the Borough. The adjoining large scale development in Bracknell Forest (on the TRL site) will bring its own primary school.



Appendix F

Borough Projection models

The charts below show data derived from a number of sources and show a very wide range of possible outcomes, depending on the model used.

The two key underlying projections are derived from:

- a) Office of National Statistics 2014 base population projections and
- b) The Wokingham BC roll projection.

These produce the two lowest lines and the ONS projections indicate there will be no need for additional capacity across the borough in this period (even with most of the planned SDL developments).

However, a proportion of the new homes (estimated at 1/3 of the total) will be additional to the homes required to match the household projection that is generated by this population projection (the “additional homes”).

Using a model developed in conjunction with experts working for housing developers the child yield of both all the new homes and just the additional homes above the number necessary to match the population projection can be estimated. The model takes account of both high initial child yield from new homes and applies a year on year reduction over 7 years to long-term child yield rates associated with established developments.

If all the children expected to live in new homes living in new homes were additional to the standard roll projection, the top most line (leading to a very rapid increase in child population) would be seen. The standard roll projection does though include children generated by new homes through the application of historic arrival in schools from births in wards and annual cohort change rates for children in school. Where new housing is built and families move in these rates may be positive – so more children arrive in schools than were born in a ward or school rolls grow year by as each cohort ages. This is not therefore thought to be a reliable approach to estimating the impact of new homes.

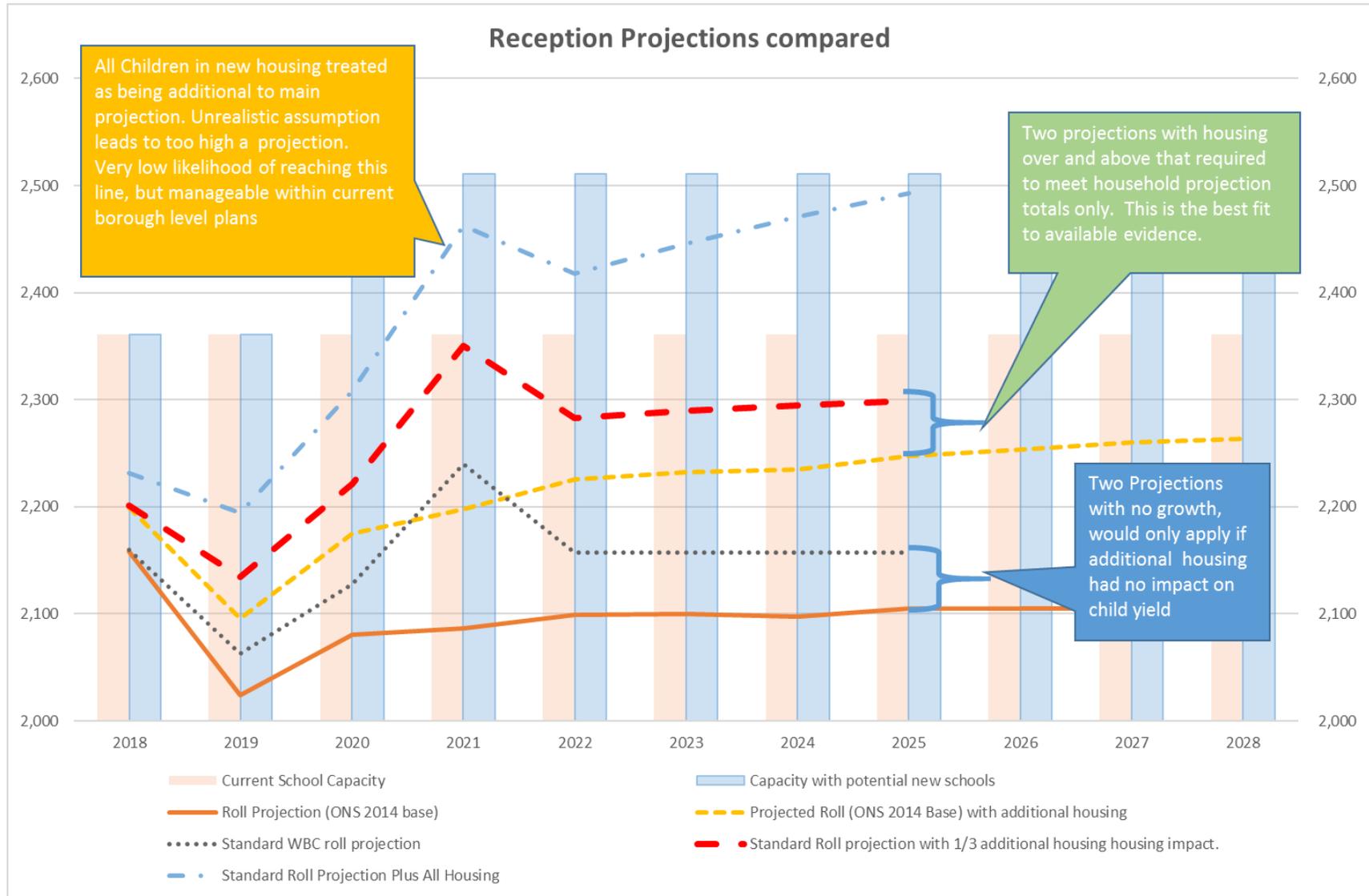
However, it can be seen that the impact of the “additional homes” added to the standard roll projection is a close match to the projection achieved by adding the child yield of the “additional housing” to the roll derived from the ONS population projection. The ONS projection is the most authoritative estimate of the future population of the borough as a whole and using the population impact plus 1/3 of the total child yield from new homes leads to local area projections that are consistent with the Borough roll projection plus the additional children. There can never

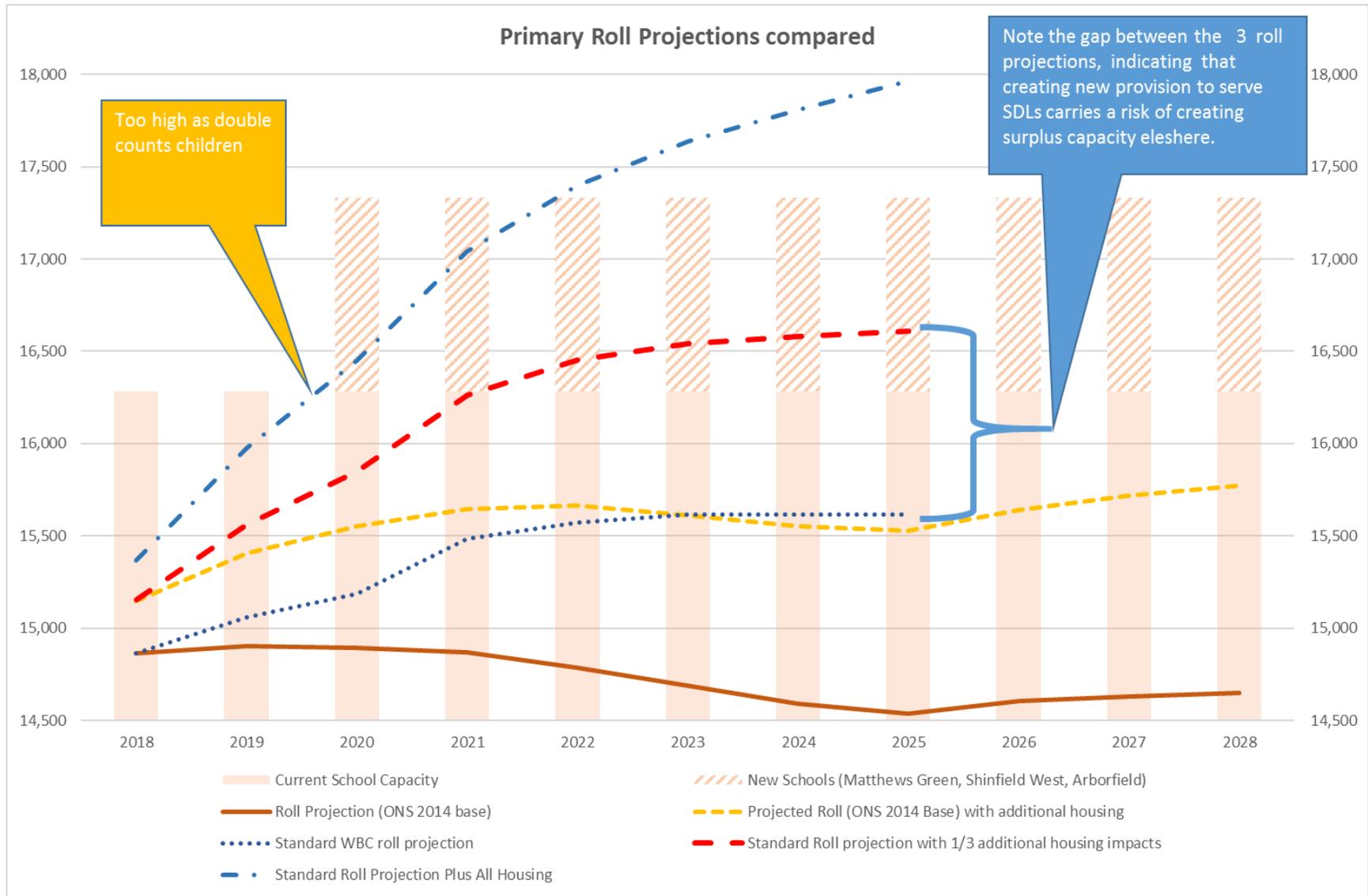
be a projection that fully matches real world outcomes, because circumstances evolve to make model assumptions invalid, but this approach gives an estimate that has a basis in Wokingham Borough records, national population statistics and new home building rates.

It could be that the additional homes (or a proportion of them) simply go to reduce average household size and this will diminish the impact of additional new housing on the demand for school places.

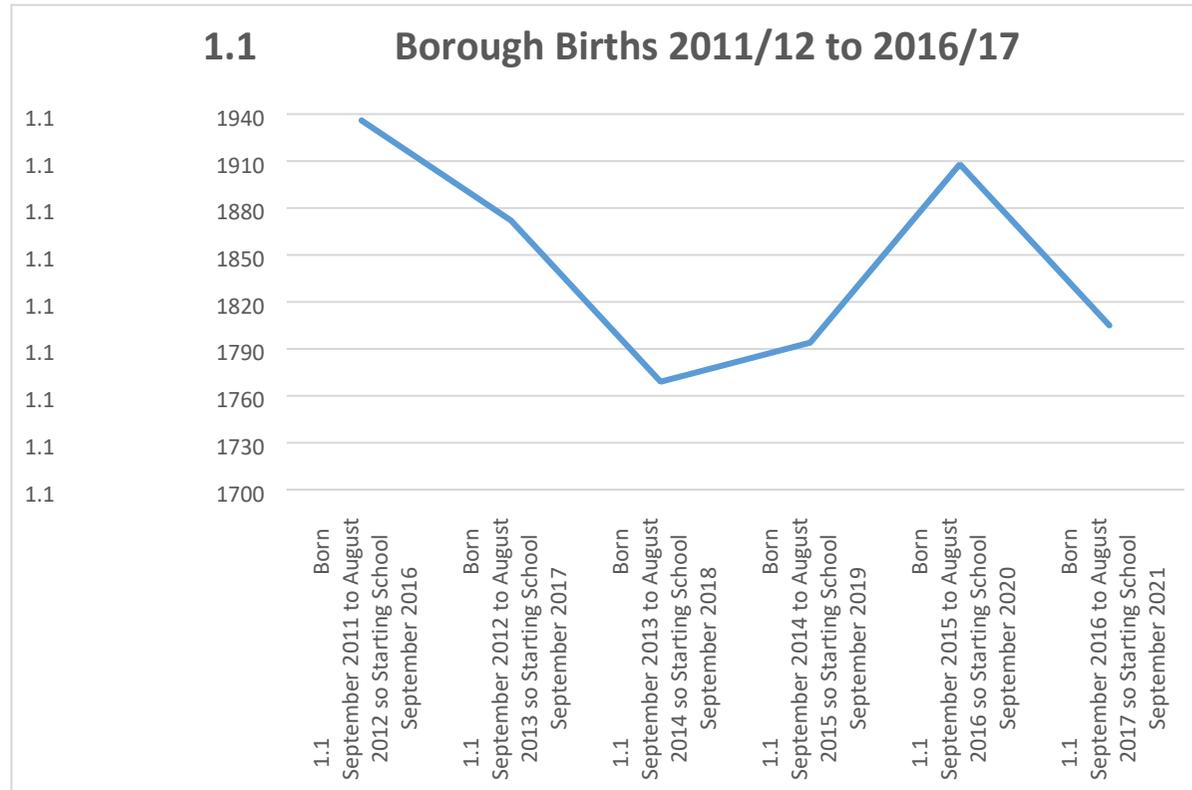
The whole roll projection is a less good fit between the ONS derived roll projection plus the additional housing child yield and the WBC roll projection plus the additional housing child yield. Here the standard WBC roll projection is a better match to the ONS data derived roll projection plus the additional housing child yield.

Experience indicates that roll growth is normally predominantly from the bottom up (ie through increased numbers entering Reception class). This points to the estimation of Reception rolls as being critical. However, the fact that the best match at a borough level is between the standard roll projection and the ONS plus affordable housing child yield projection points to a need to manage the delivery of new capacity to avoid oversupply.





Appendix G: Birth data



As the graph shows the number of births in 2013/14 (the year that feeds into the September 2018 admissions round) was markedly lower (-170 (/ 6 Forms of Entry) from the 2010/11 peak)) than the preceding years (2005/06 was the last year when fewer children were born). Although the number of births increased in 2015/16 (to over 1,900) they fell to 1,805 in 2016/17. This is too little data to indicate a long term trend and indicates that any long term strategy must have the flexibility to manage within variable birth rates.

Appendix H Housing

The Wokingham Borough roll projection model makes no specific provision for new homes. However, the impact of recent historic house building is implicit in both the cohort survival rate and the arrival rate from birth to Reception years. It is clear that Wokingham Borough's 0 to 10

population increases as each cohort ages and this can only be because of migration of families into the borough. This migration reflects house building and the rate at which existing homes become available in the council area.

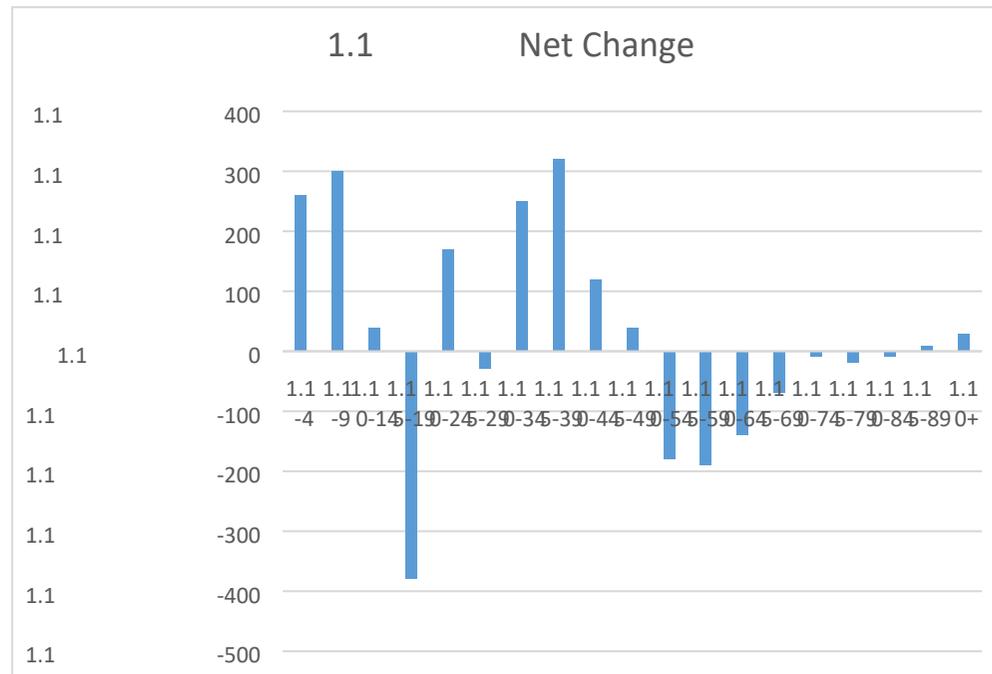
The table below shows the expected number of completions each year. If this total (10,000+ new homes) is delivered as per the current housing trajectory this will be a 16% increase in the number of Wokingham Borough homes from the 2016 total of 64,730 homes.

Planning Area	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	Total
To be determined						46	142	331	494	494	1,507
Earley Total											
North Total	4	16									20
South East Total	55	6									61
South West Total	552	615	625	623	567	510	565	413	250	250	4,970
Woodley Total	794	613	497	427	475	338	187	150	150	150	3,781
Grand Total	1,405	1,250	1,122	1,050	1,042	894	894	894	894	894	10,339

Appendix I Movement

The graph below shows the current pattern of change in Wokingham Borough. It can be seen that this is an area that families with young children move to (hence the growth in the number of children aged up to 10 and growth in the age range 30 to 44). However there is a significant movement out of the borough by young adults aged 15 to 19 (18+) and individuals aged 50 to 69 (presumed to be “empty nesters”).

It is a reasonable presumption that new family housing will maintain or exacerbate this pattern, so any plan must allow for continued growth in cohort size once children have entered primary school. In other words sufficient capacity for children admitted to Reception may not be sufficient for that year group as it ages through its primary school career. This points to a need for a significant buffer in plans for Reception Year capacity, which will be reduced as the cohort ages through the school system. Note though that not all these children will require Wokingham Borough school places, where families move from neighbouring authorities (particularly with older children) they may choose to retain their current school place.



TITLE	School Performance and Indicators and Ofsted Reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 18 September 2018
WARD	(All Wards);
DIRECTOR	Director of Children's Services - Interim Jim Leivers

OUTCOME / BENEFITS TO THE COMMUNITY

Clear understanding of schools' performance in order to recognise and promote success and ensure robust challenge and support continues to deliver improvement

RECOMMENDATION

To note relevant Ofsted reports on schools and provisional statutory outcomes Summer 2018

SUMMARY OF REPORT

Ofsted inspection outcomes published since last report May 2018:

- **Beechwood Primary School**
June 2018 S5 – Confirmed Serious Weaknesses
<https://files.api.beta.ofsted.gov.uk/v1/file/2783169>
- **Emmbrook Junior School**
June 2018 S5 – Requires Improvement
<https://files.api.beta.ofsted.gov.uk/v1/file/2786573>
- **Forest Secondary Academy**
June 2018 S5 – Requires Improvement
<https://files.api.beta.ofsted.gov.uk/v1/file/2777565>
- **Hillside Primary School**
June 2018 S8 – Confirmed Good
<https://files.api.beta.ofsted.gov.uk/v1/file/2777229>
- **Radstock Primary School**
June 2018 S5 – Confirmed Requires Improvement
<https://files.api.beta.ofsted.gov.uk/v1/file/2778773>
- **Robert Piggott Infant**
July 2018 S8 – Confirmed Good
<https://files.api.beta.ofsted.gov.uk/v1/file/2786025>
- **Robert Piggott Junior**
May 2018 S8 – Confirmed Good
<https://files.api.beta.ofsted.gov.uk/v1/file/2773343>

Provisional outcomes 2018

Nb these are provisional and subject to verification and change not all national data set is available for 2018 yet

Key stage 2 reaching expected levels (2018 national comparison in brackets)

Reading 81% (75%)

Writing 83% (78%)

Maths 81% (76%)

Combined reading/writing/maths 71% (64%)

GCSE Outcomes (2018 national comparison in brackets)

Achieving Grade 9-4 English 86% (72%)

Achieving Grade 9-4 Maths 82% (71%)

Achieving Grade 9-4 English and Maths Combined 77%

A Level outcomes (2018 national comparison in brackets)

Measure	WBC Schools	National
A*-A 2018	22%	26%
A*-A 2017	23%	26%
A*-B 2018	48%	-
A*-B 2017	51%	-
A*-C 2018	74%	78%
A*-C 2018	78%	79%

Background

Schools are subject to routine inspection by Ofsted which is governed by the inspection framework for schools.

The following changes have been made to provide more flexibility in the inspection timings for schools judged as good, requires improvement or inadequate at their previous section 5 inspection:

- Schools judged as good will normally receive a one-day short inspection, carried out under section 8, approximately every four years, as long as the education remains good at each short inspection.³
- Schools judged as 'requires improvement' will be re-inspected under section 5 usually within 30 months after the publication of the section 5 report.
- Schools judged as inadequate and not subject to an academy order will normally be re-inspected within 30 months after the publication of their previous section 5 report. However, the ambition should still be for inadequate schools to improve and come out of a category of concern, special measures or serious weaknesses, within 24 months. Re-inspecting inadequate schools at 30 months should be the exception, but there is flexibility for giving schools longer, where appropriate, for example to improve to 'good'.

Statutory Outcomes are reported at the end of KS2 in July each year along with a national data set for attainment. These figures are adjusted during the autumn term and supplemented by national progress measures.

Initial outcomes for GCE and GCSE results are collected from schools under a good will data sharing agreement with schools in the borough on results days. This is raw data and subject to verification. Final outcomes will not be known until the national data set is produced provided by DfE to the Local Authority.

Analysis of Issues

Officers continue to provide challenge and support to schools risk assessed as of cause for concern. The challenge includes the use of Local Authority Statutory Powers including the use of Warning Notices and pre-Warning Notices. These are included in the methodology for engagement with schools as outlined in the Wokingham School Improvement Policy Framework.

Schools with declining judgements have already been identified by the school improvement team and additional challenge and support provided. Inspection reports have commented favourably on the level of challenge and intervention provided by the Local Authority.

Post inspection support and challenge continues to be directed to schools where required in order to bring about positive change in provision for pupils. The team is working at full capacity in relation to this work and engages effectively with local partners using a mixed economy of brokered and commissioned support. This includes working with our strategic partner Teaching School Alliance The Frays Trust as well as National Leaders of Education and National Leaders of Governance.

Outcomes at the end of KS2 remain strong in comparison with national averages.

GCSE outcomes compare favourably with the current benchmarks available nationally at headline indicators. Outcomes at A Level are quite as strong as 2017 indicators and

remain in range of national average. Further analysis will be of benefit once the published data is available.

FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

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

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

Other financial information relevant to the Recommendation/Decision

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

Reasons for considering the report in Part 2

List of Background Papers

Contact Patricia Davies	Service People Services (Children)
Telephone No Tel: 0118 974 6121	Email patricia.davies@wokingham.gov.uk

By virtue of paragraph(s) 4 of Part 1 of Schedule 12A of the Local Government Act 1972.

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