



# 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 **MONDAY 25 MARCH 2019 AT 7.00 PM**

*Heather Thwaites*

Heather Thwaites  
Interim Chief Executive  
Published on 15 March 2019

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.

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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

Ken Miall (Chairman)  
Jenny Cheng  
Graham Howe

Kate Haines (Vice-Chairman) Prue Bray  
Emma Hobbs Philip Houldsworth

### Substitutes

Laura Blumenthal David Hare

### Parent Governor Representatives

Darryl Ward, Parent Governor Representative  
Vacancy, Parent Governor Representative

### Diocesan Representatives

Vacancy, Roman Catholic Representative  
Vacancy, C of E Representative

ITEM NO.	WARD	SUBJECT	PAGE NO.
43.		<b>APOLOGIES</b> To receive any apologies for absence.	
44.		<b>MINUTES OF PREVIOUS MEETING</b> To confirm the Minutes of the Meeting held on 22 January 2019.	7 - 14
45.		<b>DECLARATION OF INTEREST</b> To receive any declarations of interest.	
46.		<b>PUBLIC QUESTION TIME</b> To answer any public questions  A period of 30 minutes will be allowed for members of the public to ask questions submitted under notice.  The Council welcomes questions from members of the public about the work of this committee.  Subject to meeting certain timescales, questions can relate to general issues concerned with the work of the Committee or an item which is on the Agenda for this meeting. For full details of the procedure for submitting questions please contact the Democratic Services Section on the numbers given below or go to <a href="http://www.wokingham.gov.uk/publicquestions">www.wokingham.gov.uk/publicquestions</a>	
47.		<b>MEMBER QUESTION TIME</b> To answer any member questions	

<b>48.</b>	None Specific	<b>REGIONAL SCHOOLS COMMISSIONER</b> To receive Dame Kate Dethridge, representing the Regional Schools Commissioner, and discuss the work undertaken by the Regional Schools Commissioner involving Wokingham's academy and free schools.	<b>Verbal Report</b>
<b>49.</b>	None Specific	<b>SCHOOL PERFORMANCE INDICATORS AND OFSTED REPORTS</b> To receive a report containing details of schools performance and the latest Ofsted reports.	<b>15 - 22</b>
<b>50.</b>	None Specific	<b>CHILDREN'S SERVICES PERFORMANCE INDICATORS</b> To receive a report giving details of the Children's Services Performance Indicators.	<b>23 - 34</b>
<b>51.</b>	None Specific	<b>FORWARD PLAN</b> To consider the Children's Services Overview and Scrutiny Forward Plan and dates of future meetings.	<b>35 - 38</b>
<b>52.</b>		<b>EXCLUSION OF THE PUBLIC</b> 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.	
<b>53.</b>	None Specific	<b>SCHOOLS CAUSING CONCERN - PART 2</b>	<b>39 - 52</b>

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

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

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**MINUTES OF A MEETING OF THE  
CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
HELD ON 22 JANUARY 2019 FROM 7.00 PM TO 8.41 PM**

**Committee Members Present**

Councillors: Ken Miall (Chairman), Prue Bray and Philip Houldsworth

**Parent Governor Representatives**

Darryl Ward

**Other Councillors Present**

Councillors: Pauline Helliard Symons

**Officers Present**

Luciane Bowker, Democratic and Electoral Services Specialist  
Carol Cammiss, Director of Children's Services  
Paul Doherty, Assistant Director for Education  
Jim Leivers, Interim Assistant Director for Children's Social Care  
Jannie Goussard, Team Manager Brambles Social Care Team  
Nick Hammond, Research and Information Officer

**32. APOLOGIES**

Apologies for absence were submitted from Councillors Kate Haines and Graham Howe.

**33. MINUTES OF PREVIOUS MEETING**

The Minutes of the meeting of the Committee held on 20 November 2018 were confirmed as a correct record and signed by the Chairman.

**34. DECLARATION OF INTEREST**

There were no declarations of interest.

**35. PUBLIC QUESTION TIME**

There were no public questions.

**36. MEMBER QUESTION TIME**

There were no Member questions.

**37. CHILDREN'S SERVICES PERFORMANCE INDICATORS**

The Committee considered the Children's Services Performance Indicators report which was set out in agenda pages 15-26. Nick Hammond, Research and Information Officer presented the report.

The red indicators were discussed in more detail as follows:

**1. EA1i: Percentage of Wokingham Borough State-Funded Primary Schools with a current Ofsted Rating of Good or Better**

Nick Hammond stated that this indicator was red as a result of two primary schools having been judged as 'Requires Improvement' and one school as 'Inadequate'. He informed that all these three schools had been previously rated as 'Good', these schools were on the Local Authority risk register and had been identified as vulnerable to the judgements received, one of the schools had been issued with a warning notice.

Nick Hammond stated that when schools were rated 'Inadequate' they were automatically subject to an academy order and the Governing Board was removed to be replaced by a School Improvement Board.

Nick Hammond stated that the Local Authority continued to work with the schools through the school improvement team to bring about positive change to these schools.

**2. EA2: Percentage of children who attend a Wokingham State-Funded School (Primary, Secondary or Special) which is 'Good' or better**

Nick Hammond stated that the reason for the decline in this indicator was the recent Ofsted ratings of 'Requires Improvement' and 'Inadequate', as explained above.

**3. EA11: 12-Month Rolling Voluntary Turnover of Qualified Social Workers within Children's Social Care and Early Intervention Service**

Nick Hammond stated that this was a new measure which had been introduced for monitoring during 2018/19. Turnover was an indicator of the staff morale. The proposed targets assigned to this measure (green if less than 16%) suggested it was currently red. The service was monitoring this new measure and would provide a further update in the next performance report.

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

Nick Hammond believed this indicator was red as a result of an expected increase in referrals just before the summer holidays. The target of 20% or less was met for the other two months in the quarter, August and September.

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

Nick Hammond stated that in Q2 four of the ten children leaving care achieved permanence. The other six children left care at the age of 18, three moving into independent living, one staying put with their foster carer and two remaining in residential care due to health needs. Those who leave care at the age of 18 will have a transition plan in place.

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

Nick Hammond stated that this was a local target. The drop in performance coincided with increased workloads and the main impact of this was that social workers were not always recording their work in a timely manner, it did not necessarily mean that the visits were not occurring.

Councillor Bray stated that it was meaningless analysing out of date data, and asked that future reports presented to the Committee contain more up to date data.

Councillor Helliar-Symonds asked Members to be mindful of the fact that some of the targets that were harder to achieve had been set locally and were aspirational.

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

- In response to a question Paul Doherty, Assistant Director for Education stated that Interim Executive Boards (IEB) tended to be small and were not meant to be

representative, they were meant to be composed of knowledgeable, capable and experienced people to help the school improve quickly. The choice of the IEB was within the gift of the Director of Children's Services. IEBs were typically made up of volunteers, however some Councils were starting to pay for this service;

- In response to a question Paul Doherty stated that he was not aware of failure by an IEB;
- Members were informed by Paul Doherty that the academisation process run alongside the work of the IEB;
- In response to a question Paul Doherty stated that positive changes could happen quickly, usually with changes in leadership and management;
- Paul Doherty stated that the Northern House School had a trust who was interested in become its sponsor. It could be difficult to secure a trust to sponsor special schools due to the complexities and risks involved.

**RESOLVED** That the report be noted.

### **38. QUALITY ASSURANCE FRAMEWORK/ANNUAL QUALITY ASSURANCE REPORT**

Jim Leivers, Interim Assistant Director for Children's Social Care presented the Quality Assurance Framework/Annual Quality Assurance report which was set out on Agenda pages 27-38.

Jim Leivers stated that due to the various changes in the senior leadership structure in the past year, this report was omitted from the Committee's work programme. It was now being presented to the Committee for the purpose of historical correctness and to enable the Committee to compare current and future performance with that of previous years. He stated that another report would be presented to the Committee around April time.

Jim Leivers stated that the Quality Assurance was critical monitor the performance of children's social care, to assess the quality of the work being undertaken to safeguard children.

Jim Leivers stated that Officers were looking at examples of best practice in other local authorities on how best to obtain information.

Jim Leivers tabled a copy of Appendix 1 of the report.

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

- In response to a question Jim Leivers stated that the audit exercise was spread across the service, he explained that the three outstanding cases did not relate to the same social worker;
- Carol Cammiss stated that it was known to the management team which social workers needed more help and support, and this was not necessarily linked to caseload, it could be due to inexperience;
- Members were interested to know how up to date the information was. Carol Cammiss stated the weekly reports with indicators were sent to all managers in all teams, issues were identified immediately. However, she pointed out that the increase in demand for services had impacted in the timeliness of recording;
- Carol Cammiss stated that the service had identified its priorities and that work was being undertaken to improve where necessary;

- Carol Cammiss stated that performance managers knew when things did not look good and would interrogate accordingly.

Councillor Helliar-Symons stated that social workers would be equipped with tablets to facilitate their admin work. She also stated that social worker recruitment was particularly difficult in this area, a Social Worker Task and Finish Group was currently looking to find possible solutions to this challenge. Some of the ideas to improve social worker recruitment were:

- Conversations were taking place to find a way to facilitate car parking for social workers
- Discussions were being held about offering housing for key workers
- Oxford Brook University would be encouraging social workers to stay in Wokingham
- A recruitment agency had been engaged
- It was hoped that by increasing the number of social workers the caseloads would be reduced, therefore making Wokingham more attractive to social workers

The Chairman pointed out that it was not always easy to move social workers' caseloads due to the fact that it was important to cultivate stable relationships between families and social workers.

**RESOLVED** That the report be noted and that future Quality Assurance reports will be submitted to the Committee.

### **39. INNOVATIONS PROGRAMME UPDATE**

The Committee received a presentation by Jannie Goussard, Team Manager Brambles Social Care Team on the Innovations Programme.

Some of the points made by Jannie Goussard are highlighted below:

- This programme first started in Australia by Andrew Turnell and Steve Edwards, they really struggled with the concept of how to build a good working relationship with families and at the same time to be rigorous about safeguarding;
- One of the differences between this programme and others was that this programme was developed by practitioners;
- One of the core elements of the programme was to be able to get the family to understand what the local authority's concerns were for the safety of the children;
- It was important to break down the language to basic levels so that families could understand, and that children could understand in order to contribute to their own safety;
- Another element of the programme was to create a balance between the professional judgement and the family's understanding of the situation;
- When developing a plan it was important to look not only at the problems, but to consider the strengths and build a plan with the family, so that this plan could work for the family;
- It was important to look at the network around the children and the family, and to support not just one individual, but the whole network of families and friends (like a lightening system);
- The Signs of Safety Practice Principles were aligned with the Council's own priorities and values;
- One of the principals was to respect everyone who we work with as individuals (we do not agree with the abuse but still work with the person);

- One of the principals was to help families understand that they have strengths and are capable of changes;
- It was important to understand what motivates families to help them move forward;
- It was important to treat every engagement as an opportunity for growth. Most assessments models follow a sequence where there is an assessment, followed by a plan and then intervention. With the Signs of Safety Practice the intervention starts at the first point of contact, and every contact with the family incorporates intervention, which runs alongside assessment;
- It is a statutory duty of local authorities to use a recognised evidence based practice framework;
- The Sign of Safety model was a recognised programme, and was now adopted by approximately 50 Councils in England and 17 countries;
- Research showed that with Signs of Safety families felt more empowered and more able to understand the concerns and what needed to change;
- One of the concerns of Signs of Safety was that only the right children came into care, and as far as possible families and wider networks were supported to keep the children in their care;
- Practitioners that worked with the programme felt more job satisfaction;
- Wokingham was now in the second phase of implementation of the Innovations Programme;
- 44% of staff had had advanced training in the programme, 41% had had the basic training and 15% had not had the training;
- The score card was presented and how the programme was measured.

Following the presentation the following comments were made:

- Councillor Bray asked what could be done when the victims of domestic abuse did not recognise they were being victims of abuse. Jannie Goussard stated this happened by involving the family and everybody around them, by asking a lot of questions not just to the family and the victim but to the wider network around them. Secrecy was a problem, the safety plan involved questioning a wide network around the family and enabling the child to learn about who to talk to;
- Members asked what the scorecard was. Jannie Goussard stated that officers looked at all the files and checked if all the tools were used to involve the network. This was measured in a quarterly basis and gave a quantity measure;
- Jannie Goussard stated that the challenge was to develop questioning skills within the workforce;
- In response to a question Jannie Goussard stated that the service was becoming more robust in accessing risk, the assessment process was rigorous. However no practitioner could ever guarantee 100% no risk;
- Members pointed out that taking a child away from the family was the last resort.

**RESOLVED** That the report be noted.

#### **40. SEND STRATEGY**

The Committee received the Special Educational Needs and Disability (SEND) Strategy report which was set out in Agenda pages 55-70.

Paul Doherty, Assistant Director for Education stated that the service would like to consult with partners in regards to the proposed SEND Strategy. He was seeking the Committee's

endorsement to go out to consultation, and stated that the result of the consultation would be brought back to the Committee for consideration. T

Paul Doherty stated that the strategy would bring existing policies and priorities up to date and it included forward planning for the next three years.

Paul Doherty stated that Wokingham schools were good, with achievements above the national targets. However, there was a growth in the demand for places for SEND children and young people, in particular children and young people with Autistic Spectrum Disorder (ASD) and Social, Emotional and Mental Health (SEMH) needs, this growth was in line with the national picture.

Paul Doherty stated that one in 40 children in Wokingham had an Education Health and Care Plan (EHCP), meaning that they had a statutory need of special education. There was also a large number of children (2,799) who were categorised as needing Special Educational Needs (SEN) support. It was anticipated that an additional 125 SEND places would be required by 2023. Currently the Council educated 60% of children and young people requiring special education within the Borough. However, 133 were educated outside of Wokingham, with half of those in expensive independent or non-maintained special schools.

Paul Doherty stated that there was a current overspend in the High Needs Block (HNB) funding of 2.8 million. Most local authorities were facing an overspend in the HNB. This strategy was one way to address this overspend.

Paul Doherty highlighted the five principles listed in the strategy which were:

- Encouraging independence
- Communicating well
- Working in partnership
- Identifying need early
- Ensuring financial sustainability

Paul Doherty stated that the strategy included the expansion of Addington School, which was due to go through the formal Executive approval and the planning application process.

Paul Doherty stated that the cost of supporting all the children and young people in Wokingham with SEND was 18 million. With increased demand it was important to develop a strategy to deal with the demand. He informed that a Strategic Board had been formed to develop the strategy.

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

- Councillor Bray pointed out that on page 65 there was mention of SEND children aged 5-16, she believed that SEND was up to 18 years of age. Paul Doherty stated that most EHCPs were up to 18, but could go up to 25, however it was not statutory after 18;
- Councillor Bray asked that the wording be modified to make it clearer that there was provision after 16;
- Councillor Bray was concerned with the language used in the bottom of page 68 of the Agenda, where it said that '*...these will all be **investigated** as part of this strategy.*' She believed that the strategy should not only investigate the options, but make decisions and progress them;

- Councillor Helliar-Symonds stated that she agreed with the point about the language, however things were being progressed, for example the Addington expansion and the extension of Foundry College. Also, the local authority was requesting a grant from the government to open a new school;
- In response to a question Paul Doherty stated that there was a range of views in relation to SEND, some parents' ambition was not in line with the strategy. Parents were entitled to a view and had the right of appeal, some parents did not support inclusion;
- In response to a question Paul Doherty stated that a placement on a local resource space school within the Borough could cost between £10k to £20k, and out of Borough specialist places could cost between £50k to £250k per year, and this was a not means tested provision;
- Jim Leivers confirmed that health services could be means tested, but not SEND;
- Some Members were concerned that other children were potentially being deprived as a result of this large expense;
- Paul Doherty informed that the law stated that the local authority had to meet the child's needs;
- Carol Cammiss stated that the assessment of a child was based on needs;
- Members were interested to know how successful parents were when challenging the local authority's decisions at appeals. Paul Doherty stated that the results were mixed, sometimes parents brought their own private psychologists to argue their case;
- Councillor Bray was interested to know how many requests for EHCPs were turned down by the local authority. Paul Doherty agreed to find out the numbers and report back;
- Paul Doherty informed that two parent groups would be involved in the consultation: REACH and Special Educational Needs and Disability Information Advice and Support Service (SENDIAS);
- Paul Doherty informed that the legislation stated that when making a decision regarding SEND placements the local authority must consider the two customers: the parent/child and the tax payer funding the placement;
- In response to a question Paul Doherty stated that often when local authorities lost on appeals, it was due to not following processes correctly. He stated that statutory processes could be very complex.

**RESOLVED** That:

- 1) The Committee approves the draft strategy as suitable for consultation with those interested parties living in Wokingham; and
- 2) The outcome of the consultation be reported to a future meeting of the Committee.

**41. SCHOOL PERFORMANCE INDICATORS AND OFSTED REPORTS**

The Committee considered the Schools Performance Indicators and Ofsted Reports paper which was set out in Agenda pages 71-77.

Paul Doherty informed that since the last meeting of the Committee there had been two Ofsted inspection, one was rated 'Good' and the other was rated 'Inadequate' and was now in special measures.

Paul Doherty pointed out that Northern House (special school), which had been rated 'Inadequate' by Ofsted was an academy and therefore not the responsibility of the local

authority. The Regional Schools Commissioner, on behalf of the DfE was accountable for state funded academy schools.

Paul Doherty stated that he had visited the Northern House School and had had a conversation with the Headteacher, the local authority was engaged with the school. He believed that the children's behaviour was improved from what he had seen during his visit.

Paul Doherty went through the provisional outcomes at KS2 during the summer of 2018, as described in the report. He pointed out that Wokingham scored higher than the national average in all measurements, however the aspiration was to improve even more.

Paul Doherty stated that based on the English Baccalaureate average point score (shown on page 76 of the Agenda) every child in Wokingham achieved one grade higher than the national average.

**RESOLVED** That the report be noted.

#### **42. FORWARD PROGRAMME**

The Committee considered the Forward Plan and no changes were made.

Councillor Bray advised that as she would be unable to attend the February meeting Councillor David Hare would substitute her.

Members expressed concern over the low level of attendance at meetings.

The Chairman pointed out that the Regional Schools Commissioner was due to attend the next meeting and urged Members and Officer to think of relevant questions to ask him ahead of the meeting.

#### **43. 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 the Part 1 of Schedule 12A of the Act as appropriate.

#### **44. SCHOOLS CAUSING CONCERN - PART 2**

The report was discussed in a part 2 session.

<b>TITLE</b>	<b>School Performance Indicators and Ofsted Reports</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 25 March 2019
<b>WARD</b>	(All Wards);
<b>LEAD OFFICER</b>	Director of Children's Services - Carol Cammiss

**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**

Note the outcomes of relevant Ofsted reports on schools

**SUMMARY OF REPORT**

**Whiteknights Primary School**  
**January 2019**  
**S8 GOOD- recommendation for S5 to investigate outstanding**  
<https://files.api.ofsted.gov.uk/v1/file/50049937>

This school continues to be good.  
 The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.  
 Since the previous inspection, you have skilfully drawn together a highly effective leadership team, developed good-quality subject leaders and created a dynamic learning environment where staff morale is high. As a result, all stakeholders strongly support the changes and significant improvements you are leading. This sentiment is endorsed by parents and carers. One commented, 'The headteacher has taken this school from strength to strength.' Working closely with governors, you have relentlessly focused on improving pupils' learning, so they achieve the highest standards possible. This continual drive and ambition for excellence for your pupils reflect the school's vision of 'Growing Greatness'.  
 Central to your strategy has been the continual improvement of teaching. This has focused on making sure that teachers have the highest expectations of what pupils can achieve during lessons. Teachers concentrate on how pupils best learn, by building on what they already know and understand, enabling pupils to make strong progress.

Pupils enjoy their learning and show high levels of engagement in lessons. This is reflected in their above-average attendance and punctuality. They particularly like those lessons where they have opportunities to discuss their ideas and explore their emotions. They learn in a caring environment that is tolerant and free from discrimination. Pupils appreciate that they are well looked after, feel safe and trust the adults who look after them. Relationships between staff and pupils are excellent, exemplified by one pupil's comment, 'If ever I need to talk to someone, there is always someone here for me.' Parents express overwhelmingly positive views about the school. 'I feel Whiteknights is continually improving, making it so much better for the children,' was a typical parent comment. They recognise that the school is well led and managed, and agree that their children are well looked after, happy and safe. Parents feel very well informed about how well their children are achieving academically. One parent commented, 'I'm extremely satisfied with the progress that my children are making.'

During the last inspection, the following strengths were highlighted: good teaching across the school, pupils' enjoyment of their learning, improving outcomes, and the strong leadership in the school. These strengths have been embedded and improved further as a result of leaders' commitment to improvements. You were asked to improve writing opportunities across the school. You have improved pupils' technical ability by focusing on grammar and punctuation. This, together with increased opportunities for pupils to use their writing skills in other subjects such as science, have developed pupils' vocabulary. As a result, pupils' progress in writing by the end of Year 6 has improved significantly and is now well above national attainment

Outcomes across the school in reading, writing and mathematics continue to improve strongly. By the end of Year 2 and Year 6, in 2018, pupils achieved standards higher than those achieved nationally. Assessment information for current pupils, supported by the work in books and the learning seen when visiting classes, shows that attainment is continuing to rise across the school. Leaders are maintaining their focus on pupils' progress to ensure that these high standards of attainment continue.

Safeguarding is effective.

There is a strong and embedded culture of safeguarding in the school. Leaders rightly identify safeguarding as their top priority, ensuring that all pupils are kept safe from harm. There are long-standing and detailed induction procedures for staff and governors, strengthened by regular update training. As a result, staff are confident about the action they should take if a child protection issue arises. Procedures for protecting pupils are comprehensive and include induction and safeguarding training for all volunteers in school. Record keeping is meticulous and leaders meet weekly to ensure that all actions are effectively followed up, so that pupils and families receive the support they need. There are comprehensive vetting procedures in place to ensure that all pre-employment checks are robust to protect pupils' welfare.

Pupils, parents and staff agree that the school provides a safe and secure environment for the pupils to grow and learn. The school is dedicated to protecting the most vulnerable pupils and families. For example, the school works closely with outside agencies and the Home Office to ensure that refugee children and their families get the support they need to do as well as they can at school.

Inspection findings:

At the start of the inspection, we agreed to look at the following areas: the progress pupils are making across the school in reading, writing and mathematics; how effectively the curriculum meets the needs of the pupils; and how well phonics is taught.

Published progress information for 2018 indicated that Year 6 pupils made less progress in reading than in writing and mathematics. The detailed information and analysis you presented to me provide compelling evidence that these pupils made strong progress in reading. The disparity in published information was due to approximately one fifth of

pupils missing the higher standard by one mark. You sensibly analysed the papers and identified a weakness in pupils' interpretation of some complex vocabulary. You have taken effective action to ensure that this area is now targeted throughout the school. Pupils are making strong progress in reading, writing and mathematics throughout the school and this is leading to higher standards for all pupils. This was confirmed both by the work seen when visiting lessons and by scrutiny of pupils' books. Current Year 6 pupils are on track to attain higher and make better progress than pupils nationally in 2018.

The curriculum is highly effective in meeting the differing needs of pupils. The curriculum is very well planned, with skills sequenced across subjects, so that there are appropriate opportunities for pupils to apply their knowledge in more than one subject area. For example, in Year 5, while learning about earthquakes in geography, pupils were also using their literacy skills to describe tectonic plates and their movement. This was then captured in their artwork, before using computing to change their work into a digital image. The work produced in all subjects is consistently high, and reflects the high expectations leaders have of pupils' English and mathematics work. Pupils' work in books and assessment information in other subjects, such as science, geography, art and computing, confirm that outcomes are of a very similar high standard. Pupils enjoy the wide range of learning opportunities the school provides, including the 'science lab' and residential trips in Year 4 and Year 6.

The teaching of phonics is excellent. Staff have benefited from high-quality training over a long and sustained period of time. As a result, they are highly skilled in delivering an extremely effective programme that systematically builds upon what pupils already know. Pupils do not move on through the programme until they have successfully embedded their learning. This expertise has been externally recognised and the school is designated as a centre of excellence.

Pupils consistently achieve significantly above the expected standard in the Year 1 phonics screening check. The whole school is benefiting from the formal introduction of phonics into the Nursery setting. A significant number of children in Nursery need to develop their language skills and the school's phonics programme enables the skilled Nursery staff to sharply focus on this area as soon as children enter the setting. As a result, a much greater proportion of children enter Reception Year with age-related language skills, enabling them to make better progress.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to seek ways to improve the progress of all pupils in reading, writing and mathematics.

### **Emmbrook Infant School**

**January 2019**

**S5 Outstanding**

<https://files.api.ofsted.gov.uk/v1/file/50055235>

Summary of key findings for parents and pupils:

- Very effective leadership permeates throughout the school. An established culture of high aspiration enables pupils to thrive.
- Staff at all levels contribute successfully to the school. Clear lines of accountability direct their work precisely. A recent and shared focus on further deepening pupils' learning across the curriculum is gaining momentum.

- Governors are very effective in their roles. They use their experience skilfully to check on standards in the school. Their rigorous challenge to leaders contributes positively to the evident high standards.
- The wider curriculum is extremely well developed. Pupils gain strong knowledge, skills and understanding across a broad range of topics. They transfer their literacy, numeracy and thinking successfully between subjects.
- Pupils make very good progress throughout their time at the school. From broadly average starting points, the proportion who attain a greater depth of learning by the end of key stage 1 is well above national figures.
- Pupils learn well in lessons because teaching meets their needs accurately. Adults' subject knowledge is broad, deep and used to maximum effect. Adults use assessment incisively and promptly to identify and plan very well for pupils' next steps in learning.
- Staff act with integrity and determination to ensure that pupils' needs are met successfully. Arrangements for safeguarding are effective. Pupils feel very safe because adults look after them so well.
- Pupils who need extra help are supported very well. Leaders take careful steps to meet pupils' specific needs, using expert knowledge, sometimes from beyond the school. As a result, leaders' impact on pupils' well-being and academic achievement are significant.
- The school's core values are lived and breathed. Pupils behave extremely well, responding to high expectations modelled by the adults around them. They are respectful, courteous and thoughtful. Instances of poor behaviour are very rare and dealt with rapidly and effectively.
- Pupils enrolled in the hearing-impaired resource are supported very well. They experience high levels of specialist care and support, which meet their needs closely. Consequently, they make strong progress, including academically.
- Children flourish in the early years, amidst a nurturing environment. Leaders use their knowledge and skills to reflect on and develop provision successfully. As a result, children are happy and very well prepared for key stage 1.

What does the school need to do to improve further?

- Ensure that leaders exploit fully the best practice in the school, so that recent work to deepen pupils' learning is reflected consistently well across all year groups and areas of learning.

### **Shinfield Infant and Nursery**

**February 2019**

**S8 Good**

<https://files.api.ofsted.gov.uk/v1/file/50056408>

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since then, the school has grown to become a three-form- entry infant school and a new deputy headteacher has taken up post. You ensure that your staff team work in line with your vision. They look for the strengths in each child, so that 'everyone is shining in their own field'. Leaders ensure that the school ethos is inclusive. Pupils with special educational needs and/or disabilities receive bespoke and skilful support. As a result, they make good progress. Leaders have a clear and accurate view of what the school does well and what could be even better.

The previous inspection highlighted many strengths of the school, including behaviour and parental involvement. These continue to be strengths. Pupils have a very good understanding of the newly introduced behaviour policy, with the three new rules, 'Be ready, be safe, be respectful.' They say that behaviour is good at Shinfield. Infants and

that other children are kind. My classroom visits confirmed their views. Parents and carers are overwhelmingly positive about the school. All parents who responded to Ofsted's online questionnaire, Parent View, would recommend Shinfield Infants. As one parent wrote, summing up the views of many, 'My daughter is so happy at this school. The teachers and staff are brilliant, approachable and always willing to help.' Pupils love their school, especially the school guinea pigs, Tom and Jerry, for whom they learn to care. They also enjoy performing to their parents, and using the climbing equipment and scooters at playtimes. They told me that their teachers are kind and funny, and that their teachers always help them. The school is an integral part of Shinfield community life. For example, every child in the school attended a remembrance service with residents on the school green. Leaders are committed to ensuring that pupils become caring and responsible citizens of the future.

The previous inspection report asked leaders to improve the progress that children make in the Nursery. Your actions to address this have been very successful. Children enjoy participating in a range of well-planned activities that follow their interests and promote their early reading, writing and mathematical skills well. They are active and independent learners. Leaders were also asked to improve standards in writing. You have been partly successful here, especially with the pupils' spelling and the application of phonics.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. You liaise well with external agencies so that the needs of pupils and their families are addressed effectively. Pre-employment checks are carried out stringently. A detailed recruitment checklist helps to ensure that you have all relevant information about new staff and volunteers. Safeguarding training is regular and well planned. Leaders check the effectiveness of this training through regular refreshers and reviews. As a result, keeping children safe is seen as everyone's responsibility as part of a strong safeguarding culture. Pupils say that they feel safe in school and know to whom to speak if they have any worries. They told me, 'Grown-ups always listen to us.' Pupils learn about keeping themselves safe in a wide range of situations, including online, through healthy eating and in dealing with fire. 'The Great Fire of Shinfield' is a popular event on the school calendar, following on from pupils learning about The Great Fire of London in history. Parents, too, think that their children are safe. As one parent wrote, 'My child is safe, looked after and encouraged to be the best they can be.'

Inspection findings

- Mark-making and early writing skills are well developed in the Nursery and Reception. Children make strong progress in the early years. Leaders are effectively focused on improving attainment and progress in writing in key stage
- In 2018, Year 2 pupils' attainment in writing was lower than that of other pupils nationally. You are aware that due to some underachievement in the past, pupils have not made the progress in writing of which they are capable. This includes some pupils currently in Year 2. You and other leaders have taken action to address this. Pupils enjoy writing and are very clear on how to improve their work. For example, in a Year 1 English lesson, pupils were writing a description of their bicycles. They took great care to include adjectives in their writing, as they knew this would make their writing better. Spelling is secure and current pupils are making good progress in writing creatively. Teachers ensure that pupils have many opportunities to plan what they are going to write through role play and storytelling. This has resulted in pupils using ambitious vocabulary. However, pupils' punctuation, structuring of sentences and handwriting are not yet of a consistently high standard.

- In 2018, too few pupils attained the expected standard for their age in mathematics by the end of Year 2. Pupils have a good understanding of number and place value because of the effective use of practical apparatus to support their learning. Teachers model the use of mathematical language well, and as a result, pupils, including the youngest children in the school, use mathematical words with confidence. However, sometimes pupils are not challenged highly enough through substantial opportunities to develop their reasoning and problem-solving skills. As a result, pupils do not routinely deepen their learning to make really excellent progress.

- The curriculum at Shinfield Infants is broad and balanced. Leaders plan the curriculum to provide pupils with a wide range of rich and engaging learning experiences, with many opportunities for outdoor learning. The teaching of history is a particular strength, using the many artefacts that the school has about its 300-year-old history, including a Victorian washroom. Leaders ensure that every occasion is taken to learn about local history. For example, pupils have recently learned about soldiers from the local parish who gave their lives during the First World War. Sometimes, pupils' learning across the wider curriculum is less than it should be because some activities and tasks are not challenging enough. Where this is the case, tasks do not deepen pupils' thinking or encourage them to apply subject-specific skills extensively enough, particularly, but not solely, for the most able pupils. Raising teachers' expectations of what pupils can achieve across the wider curriculum is currently an important focus for leaders.

Next steps for the school

- Leaders and those responsible for governance should ensure that:
  - punctuation, sentence structure and handwriting are taught consistently well in key stage 1
  - teaching challenges pupils highly in mathematics, through better opportunities for reasoning and problem-solving, so that more pupils make really strong progress by the end of key stage 1
  - teachers' expectations of what pupils can achieve in subjects other than English and mathematics are consistently high.

### **Finchampstead CE Primary School**

**November 2018**

**S5 Good**

<https://files.api.ofsted.gov.uk/v1/file/50038664>

This is a good school

- The newly-appointed headteacher has a clear vision for the school. Parents and staff are supportive of the changes she has made since taking up her position.
- Staff work together as a cohesive team. They are enthusiastic about the recent changes to the leadership structure of the school and welcome the resulting benefits this brings.
- Leaders' self-evaluation of the school's strengths and weaknesses is accurate. As a result, staff are aware of the key priorities for improvement.
- Most pupils make good progress from their different starting points. This is especially the case in the early years and key stage 1.
- Classrooms are happy places. Staff know pupils well. The nurturing ethos and a strong focus on developing pupils' well-being are strengths of the school.
- Governors understand the strategic nature of their role. They have a realistic view of the school's many strengths, as well as the things that need to be better.
- Pupils behave well at Finchampstead. They are kind, welcoming and understanding of the needs of others.

- Safeguarding is effective. Pupils feel safe at school and parents appreciate the care that staff give to their children.
- Children get off to a good start in Reception. Staff are skilled at providing them with interesting opportunities to explore and learn, both in and out of the classroom.
- Although subject leaders are increasingly effective in their roles, more needs to be done to share good practice to improve the quality of teaching and learning further.
- Pupils in key stage 2 make inconsistent progress over time in reading and mathematics. This is particularly the case for most-able pupils.
- Although their self-evaluation is accurate, leaders need to sharpen improvement planning to focus more on the progress that pupils make.

What does the school need to do to improve further?

- Increase the rates of progress that pupils make in mathematics and reading, particularly most-able pupils, so that larger proportions achieve a greater depth of learning by the end of key stage 2.
- Develop the roles of subject leaders so that they have more impact on improving the quality of teaching and learning in their specific areas of responsibility.
- Refine improvement planning so that leaders, governors and staff focus more keenly on the progress that pupils are making.

## Background

Since the previous report there are four schools who have been inspected with published inspection reports to consider.

## Analysis of Issues

One school has achieved outstanding. A further school has been identified for a follow up inspection to assess against the outstanding criteria.

One school sustained its good grading and a further school declined from outstanding to good.

## FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

***The Council continues to face severe financial challenges over the coming years as a result of reductions to public sector funding and growing pressures in our statutory services. It is estimated that Wokingham Borough Council will be required to make budget reductions of approximately £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

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

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### Reasons for considering the report in Part 2

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### List of Background Papers

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<b>TITLE</b>	<b>Children's Services Performance Indicators</b>
<b>FOR CONSIDERATION BY</b>	Children's Services Overview and Scrutiny Committee on 25 March 2019
<b>WARD</b>	None Specific;
<b>LEAD OFFICER</b>	Director of Children's Services - Carol Cammiss

## **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 December 2018 (Q3).

## **Background**

A set of performance information is provided to the Corporate Leadership Team and the Executive on a quarterly basis. The most recent report, providing information for Children's Services covering the quarter to December 2018, is provided as Appendix 1 to this report.

## **Analysis of Issues**

In 18/19 Q3 there are five red indicators, one amber indicator, and eight green indicators.

Information on performance rated "Red" is given below.

1. EA1iii: **Percentage of Wokingham Borough State-Funded Special Schools with a current Ofsted rating of Good or better.**

18/19 Q1 Performance: 100%

18/19 Q2 Performance: 100%

18/19 Q3 Performance: 50%

Quarter 3 2018/19 performance reflects the position as at 30th November 2018. Northern House School (Academy) was inspected in October 2018, and the outcome was "Inadequate". Senior officers met with the Academy Trust on 14th January and again on the 26<sup>th</sup> February to discuss the improvement plan which is felt to be sound. The school received an HMI monitoring visit on the 4<sup>th</sup>/5<sup>th</sup> March, the outcome of which is yet to be published.

2. **EA3: Percentage of Early Years Settings in Wokingham Borough with an Ofsted rating of Good or better.**

18/19 Q1 Performance: 97%  
18/19 Q2 Performance: not available  
18/19 Q3 Performance: 96%

This indicator is based on a quarterly statistical first release from Ofsted. In the latest release, St Sebastian's Pre-School and Elms Montessori School & Day Nursery in Lower Early were "Inadequate". These independent providers initially refused support from WBC, but are now agreeing to work with WBC staff on improvements.

3. **EA11: 12-Month Rolling Voluntary Turnover of Qualified Social Workers within Children's Social Care and Early Intervention Service.**

18/19 Q1 Performance: 24%  
18/19 Q2 Performance: 28%  
18/19 Q3 Performance: 30%

This indicator is new for 2018/19. The service is aware of the importance of a stable social work workforce, and is taking action to address this. A workforce development strategy is being further developed to focus on the retention of our best staff. This is in parallel with an active recruitment drive.

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

The percentage of children leaving care due to being adopted, returning home, or becoming subject to a special guardianship order reduced in quarter 3. Seven children left care in this period because they turned 18 and are therefore not counted in this indicator as achieving permanence. Of those seven young people, one resides with family members, two remain with their former foster carers under a staying put arrangement, three remain in the same supported accommodation placement where they resided before they left care, and one is living in accommodation to support their high level needs.

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

There was a slight improvement in performance in Q3 2018-19 and the indication is that there will be subsequent incremental improvements for this indicator as teams have had a particular focus on improving this area of work.

## FINANCIAL IMPLICATIONS OF THE RECOMMENDATION

*The Council continues to face severe financial challenges over the coming years as a result of reductions to public sector funding and growing pressures in our statutory services. It is estimated that Wokingham Borough Council will be required to make budget reductions of approximately £20m over the next three years and all Executive decisions should be made in this context*

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

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

<b>Cross-Council Implications</b> (how does this decision impact on other Council services, including properties and priorities?)
N/A

<b>Reasons for considering the report in Part 2</b>
N/A

<b>List of Background Papers</b>

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**APPENDIX 1: Council Plan Priority 2018/19 to Improve Educational Attainment and Focus on Every Child Achieving their potential**

**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 state-funded **primary** schools with a current Ofsted rating of Good or better

<b>Reporting frequency:</b>		QUARTERLY	<b>Director:</b> Carol Cammiss	<b>Executive Member:</b> Pauline Helliard-Symons	<b>RAG:</b> <b>GREEN</b>
<b>Service:</b>		Children's Services	<b>Indicator Type:</b>	National, Cumulative	<b>Benchmark:</b> Below national average of 87.7% (as of Nov 2018)
<b>RAG Threshold:</b>		Green if improving or 100%		Amber if less than 100% or no change	
<b>Period</b>		<b>Actual</b>	<b>Target</b>	<b>RAG</b>	<b>Direction of Travel (Trend)</b>
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	
<b>Q4 2017/18</b>	<b>94.12%</b>		<b>Amber</b>	<b>Static</b>	
Q1 2018/19	90.20%		Red	<b>Deteriorated</b>	
Q2 2018/19	86.27%		Red	<b>Deteriorated</b>	
Q3 2018/19	88.24%		Green	<b>Improved</b>	
<b>Q4 2018/19</b>					

**Commentary:** Quarter 3 2018/19 performance reflects the position as at 30th November 2018. Six LA-maintained primary schools were inspected between September 2018 and November 2018 - Hawkedon, Rivermead, Woodley remained "Good", Gorse Ride Junior remained "RI", Keehatch improved from "RI" to "Good", Finchampstead deteriorated from "Outstanding" to "Good".

**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 state-funded **secondary** schools with a current Ofsted rating of Good or better

<b>Reporting frequency:</b>		QUARTERLY	<b>Director:</b> Carol Cammiss	<b>Executive Member:</b> Pauline Helliard-Symons	<b>RAG:</b> <b>AMBER</b>
<b>Service:</b>		Children's Services	<b>Indicator Type:</b>	National, Cumulative	<b>Benchmark:</b> Above national average of 77.2% (as at Nov 2018)
<b>RAG Threshold:</b>		Green if improving or 100%		Amber if less than 100% or no change	
<b>Period</b>		<b>Actual</b>	<b>Target</b>	<b>RAG</b>	<b>Direction of Travel (Trend)</b>
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	
<b>Q4 2017/18</b>	<b>88.89%</b>		<b>Amber</b>	<b>Static</b>	
Q1 2018/19	88.89%		Amber	<b>Static</b>	
Q2 2018/19	88.89%		Amber	<b>Static</b>	
Q3 2018/19	88.89%		Amber	<b>Static</b>	
<b>Q4 2018/19</b>					

**Commentary:** Quarter 3 2018/19 performance reflects the position as at 30th November 2018. Maiden Erlegh School (Academy) had a short inspection in September 2018, and the outcome remained the same as previously: "Good".

**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 state-funded special schools with a current Ofsted rating of Good or better

<b>Reporting frequency:</b>		QUARTERLY	<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliar-Symons	<b>RAG:</b>	<b>RED</b>
<b>Service:</b>		Children's Services	<b>Indicator Type:</b>		National, Cumulative	<b>Benchmark:</b> Above national average of 92.5% (as at Nov 2018)		
<b>RAG Threshold:</b>		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%	Improvement compared to previous period	Green	Static				
Q2 2017/18	100%		Green	Static				
Q3 2017/18	100%		Green	Static				
<b>Q4 2017/18</b>	<b>100%</b>		<b>Green</b>	Static				
Q1 2018/19	100%		Green	Static				
Q2 2018/19	100%		Green	Static				
Q3 2018/19	50%		Red	Deteriorated				
<b>Q4 2018/19</b>								

**Commentary:** Quarter 3 2018/19 performance reflects the position as at 30th November 2018. Northern House School (Academy) was inspected in October 2018, and the outcome was "Inadequate". Senior officers are meeting the Academy Trust on 14th January to discuss the improvement plan.

**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 state-funded school (Primary, Secondary or Special) which is Ofsted rated Good or Outstanding.

<b>Reporting frequency:</b>		QUARTERLY	<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliar-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>		Children's Services	<b>Indicator Type:</b>		National, Cumulative	<b>Benchmark:</b> Above national average of 84.6% (as at Nov 2018)		
<b>RAG Threshold:</b>		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				
<b>Q4 2017/18</b>	<b>91.96%</b>		<b>Amber</b>	Static				
Q1 2018/19	90.95%		Red	Deteriorated				
Q2 2018/19	86.65%		Red	Deteriorated				
Q3 2018/19	86.99%		Green	Improved				
<b>Q4 2018/19</b>								

**Commentary:** Quarter 3 2018/19 performance reflects the position as at 30th November 2018. Eight state-funded schools' inspection reports were published between September and November 2018: Hawkedon, Rivermead and Woodley remained "Good", Gorse Ride Junior remained "RI", Keehatch improved from "RI" to "Good", Finchampstead deteriorated from "Outstanding" to "Good", Maiden Erlegh School had a short inspection, the outcome remained "Good", and Northern House School received an "Inadequate" judgement at its first inspection.

**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						
<b>Reporting frequency:</b>		QUARTERLY		<b>Director:</b> Carol Cammiss	<b>Executive Member:</b> Pauline Helliar-Symons	<b>RAG:</b> <b>RED</b>
<b>Service:</b>		Children's Services		<b>Indicator Type:</b> National, Cumulative	<b>Benchmark:</b> N/A	
<b>RAG Threshold:</b>			Green if improving or 100%		Amber if less than 100% or no change	
					Red if deteriorating	
Period	Actual	Target	RAG	Direction of Travel (Trend)		<b>Commentary:</b> This is a new measure introduced for 2018/19. Quarter 1 2018/19 performance information was reported as at 31st March 2018 (published 27th June 2018). Q4 2018/19 figures will be reported as at 31st December 2018 from the March 2019 statistical release. Quarter 3 2018/19 performance reflects the position as at 31st August 2018 (published 27th November 2018). St Sebastian's Pre-School and Elms Montessori School & Day Nursery in Lower Early were "Inadequate". These independent providers initially refused support from WBC, but are now agreeing to work with WBC staff on improvements.
Q1 2018/19	97%	Improvement compared to previous period	Amber	N/A		
Q2 2018/19						
Q3 2018/19	96%		Red	↓	Deteriorated	
<b>Q4 2018/19</b>						
<b>Key Action:</b> 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)						
<b>Reporting frequency:</b>		QUARTERLY		<b>Director:</b> Carol Cammiss	<b>Executive Member:</b> Pauline Helliar-Symons	<b>RAG:</b> <b>GREEN</b>
<b>Service:</b>		Children's Services		<b>Indicator Type:</b> Local	<b>Benchmark:</b> N/A	
<b>RAG Threshold:</b>			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	
<b>Q4 2017/18</b>	<b>0%</b>	<b>14%</b>	<b>Green</b>	→	<b>Static</b>	
Q1 2018/19	25%	14%	Amber	↑	Deteriorated	
Q2 2018/19	14%	14%	Green	↓	Improved	
Q3 2018/19	8%	14%	Green	↓	Improved	
<b>Q4 2018/19</b>		<b>14%</b>				
<b>Commentary &amp; target setting:</b> During Quarter 3 2018/19 one of 12 children who entered care was placed more than 20 miles from home.						

**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)

<b>Reporting frequency:</b>		QUARTERLY		<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliar-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>		Children's Services		<b>Indicator Type:</b>		Local		<b>Benchmark:</b> Statistical neighbours 24.7% (2016/17)	
<b>RAG Threshold:</b>		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				
<b>Q4 2017/18</b>	<b>33.8%</b>	<b>35%</b>	<b>Green</b>	→	<b>Static</b>				
Q1 2018/19	34.3%	32%	Amber	↑	Deteriorated				
Q2 2018/19	28.0%	32%	Green	↓	Improved				
Q3 2018/19	25.9%	32%	Green	↓	Improved				
<b>Q4 2018/19</b>		<b>32%</b>							

**Commentary & target setting:** 21 of 81 children in care in Wokingham are in a placement more than 20 miles from their home at the end of Q3 18/19. The target for 18/19 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 neighbour authorities. The target has been met for the last two quarters, showing a positive improvement.

**New Measures introduced for 2018/19 reporting**

**KPI EA10 (new):** Average Progress 8 Score per pupil in Wokingham borough.

<b>Reporting frequency:</b>		ANNUAL		<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliar-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>		Children's Services		<b>Indicator Type:</b>		National		<b>Benchmark:</b> Above statistical neighbours 0.04 (2017)	
<b>RAG Threshold:</b>		Green if above 0 (positive) score		Amber if average score of 0				Red if below 0 (negative) score	
Period	Wokingham	South East	Neighbours	RAG	DoT	<b>Commentary:</b> New measure for 2018/19 reporting. It shows relative progress of Wokingham borough pupils between Key Stage 2 and Key Stage 4 compared to national peers who had similar Key Stage 2 results. A positive Progress 8 value indicates better than average progress whereas a negative score indicates worse than average progress. Average progress is 0.			
2016	0.19	0.02	0.07	Green	N/A				
2017	0.34	-0.02	0.04	Green	↑				
2018	0.34	0.01	0.14	Green	→				

**KPI EA11 (new):** 12-month rolling voluntary turnover of qualified Social Workers within Children's Social Care and Early Intervention Service

<b>Reporting frequency:</b>		QUARTERLY		<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliar-Symons	<b>RAG:</b>	<b>RED</b>
<b>Service:</b>		Children's Services		<b>Indicator Type:</b>		Local		<b>Benchmark:</b> N/A	
<b>RAG Threshold:</b>		Green if less than 16%		Amber if between 16% - 20%				Red if more than 20%	
Period	Actual	Target	RAG	Direction of Travel (Trend)					
Q1 2018/19	24%	16%	Red	N/A	N/A				
Q2 2018/19	28%	16%	Red	↑	Deteriorated				
Q3 2018/19	30%	16%							
Q4 2018/19		16%							

**Commentary:** New measure introduced for 2018/19 reporting. Please see covering report for further details.

## APPENDIX 5: COUNCIL PLAN PRIORITIES 2018/19 - LOOK AFTER VULNERABLE PEOPLE

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

<b>Reporting frequency:</b>	QUARTERLY		<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliari-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>	Children's Services		<b>Indicator Type:</b>	National	<b>Benchmark:</b> Statistical neighbours 22.6% (2016/17)			
<b>RAG Threshold:</b>	Green if 20% or less		Amber if between 21% and 22%			Red if more than 22%		
<b>Period</b>	<b>Actual</b>	<b>Target</b>	<b>RAG</b>	<b>Direction of Travel (Trend)</b>				
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			
<b>2017/18 Year End</b>	<b>17.9%</b>	<b>20%</b>	<b>Green</b>		<b>Improved</b>			
Q1 2018/19	19.5%	20%	Green	↑	Deteriorated			
Q2 2018/19	23.6%	20%	Red	↑	Deteriorated			
Q3 2018/19	19.9%	20%	Green	↓	Improved			

**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. Performance has improved in Quarter 3 and the target has been met.

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

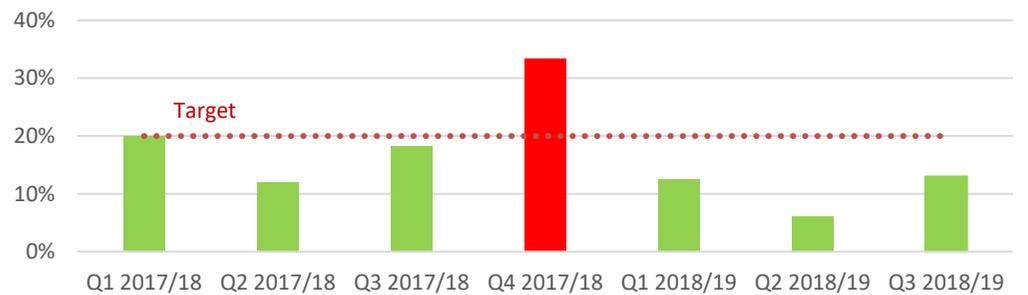
<b>Reporting frequency:</b>	QUARTERLY		<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliari-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>	Children's Services		<b>Indicator Type:</b>	Local	<b>Benchmark:</b> N/A			
<b>RAG Threshold:</b>	Green if 10% or less		Amber if between 10 and 15%			Red if more than 15%		
<b>Period</b>	<b>Actual</b>	<b>Target</b>	<b>RAG</b>	<b>Direction of Travel (Trend)</b>				
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			
<b>Year end 2017/18</b>	<b>6.3%</b>	<b>10%</b>	<b>Green</b>	↓	<b>Improved</b>			
Q1 2018/19	10%	10%	Amber	↓	Improved			
Q2 2018/19	4%	10%	Green	↓	Improved			
Q3 2018/19	2%	10%	Green	↓	Improved			

**Commentary & Target Setting:** The target assigned for 2018/19 remains at the level set last year. Of the 47 children who became subject to a Child Protection Plan in Quarter 3, one child had previously been subject of a plan in the last 24 months. The target was achieved for quarter 3.

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

<b>Reporting frequency:</b>	QUARTERLY	<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliari-Symons	<b>RAG:</b>	<b>GREEN</b>
<b>Service:</b>	Children's Services	<b>Indicator Type:</b>		National	<b>Benchmark:</b> Statistical neighbours 22.96% (2016/17)		
<b>RAG Threshold:</b>	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
<b>2017/18 Year End</b>	<b>23.1%</b>	20%	<b>Amber</b>	↓	<b>Improved</b>
Q1 2018/19	12.5%	20%	Green	↓	Improved
Q2 2018/19	6.1%	20%	Green	↓	Improved
Q3 2018/19	13.0%	20%	Green	↑	Deteriorated

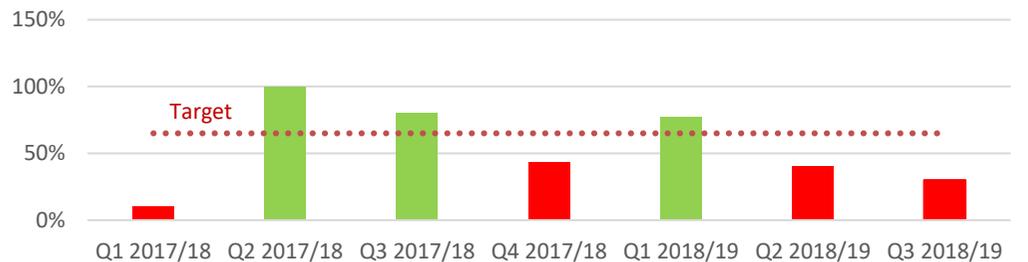


**Commentary & Target setting:** The 2018/19 target remains the same as the previous year and if the target is achieved, performance will be better than statistical neighbouring authorities. Of the 47 children who became subject to a Child Protection Plan in Quarter 3, six had previously been subject to a plan. The target for quarter 3 was achieved.

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

<b>Reporting frequency:</b>	QUARTERLY	<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliari-Symons	<b>RAG:</b>	<b>RED</b>
<b>Service:</b>	Children's Services	<b>Indicator Type:</b>		National	<b>Benchmark:</b> Statistical neighbours 70.8% (2015/16)		
<b>RAG Threshold:</b>	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
<b>2017/18 Year End</b>	<b>46%</b>	65%	<b>Red</b>	↓	<b>Deteriorated</b>
Q1 2018/19	77%	65%	Green	↑	Improved
Q2 2018/19	40%	65%	Red	↓	Deteriorated
Q3 2018/19	30%	65%	Red	↓	Deteriorated

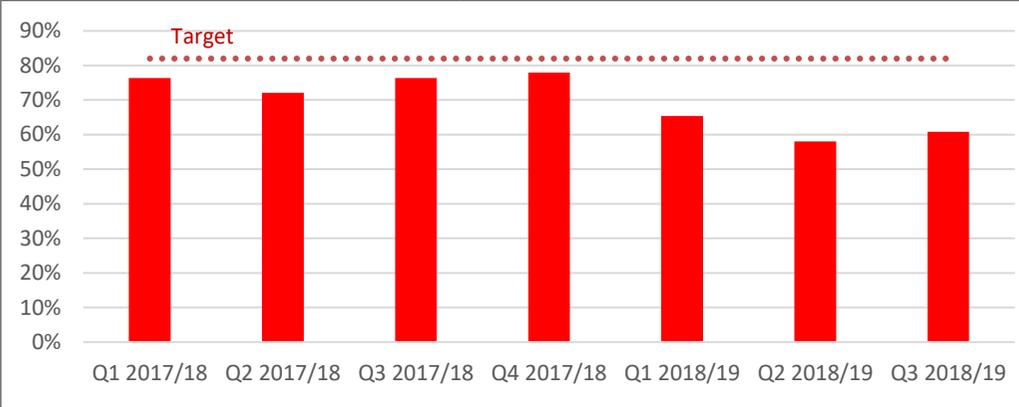


**Commentary & Target Setting:** The percentage of children leaving care due to being adopted, returning home, or becoming subject to a special guardianship order reduced in Q3. Seven children left care in this period because they turned 18 and are therefore not counted in this indicator as achieving permanence. Of those seven young people, one resides with family members, two remain with their former foster carers under a staying put arrangement, three remain in the same supported accommodation placement where they resided before they left care, and one is living in accommodation to support their high level needs.

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

<b>Reporting frequency:</b>	QUARTERLY	<b>Director:</b>	Carol Cammiss	<b>Executive Member:</b>	Pauline Helliard-Symons	<b>RAG:</b>	<b>RED</b>
<b>Service:</b>	Children's Services	<b>Indicator Type:</b>		Local	<b>Benchmark:</b> N/A		
<b>RAG Threshold:</b>	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
<b>2017/18 Year End</b>	<b>75.8%</b>	<b>82%</b>	<b>Red</b>	↓	<b>Deteriorated</b>
Q1 2018/19	65.4%	82%	Red	↓	Deteriorated
Q2 2018/19	58.0%	82%	Red	↓	Deteriorated
Q3 2018/19	60.8%	82%	Red	↑	Improved



**Commentary & Target Setting:** There was a slight improvement in performance in Q3 2018-19 and the indication is that there will be subsequent incremental improvements for this indicator as teams have had a particular focus on improving this area of work.



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## CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE 2019/ 2020 WORK PROGRAMME

DATE OF MEETING	ITEM	PURPOSE OF REPORT	REASON FOR CONSIDERATION	RESPONSIBLE OFFICER / CONTACT OFFICER
18 June 2019	<b>School Performance Indicators and Ofsted Reports</b>	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item	Paul Doherty
	<b>Children's Services Performance Indicators</b>	To receive an update and monitor Children's Services performance measured by local indicators	Standing item	Carol Cammiss
	<b>Service Plan</b>	To monitor the post Ofsted service improvement plan	Update report	Carol Cammiss
	<b>Children's Services Overview and Scrutiny Forward Programme</b>	To consider the forward programme of the Committee	Standing item	Democratic Services / Luciane Bowker
	<b>Schools Causing Concern – Part 2</b>	To receive information about any school(s) causing concern	Standing item	Paul Doherty

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
<b>17 September 2019</b>	<b>Children's Services Performance Indicators</b>	To receive an update and monitor Children's Services performance measured by local indicators	Standing item	Children's Services / Carol Cammiss
	<b>Schools Performance Indicators and Ofsted Reports</b>	To receive information on schools' performance and to review recent Ofsted reports	Standing item	Children's Services / Paul Doherty
	<b>CSO&amp;S Forward Plan</b>	To consider the forward programme of the Committee	Standing item	Democratic Services / Luciane Bowker
	<b>Schools Causing Concern – Part 2</b>	To receive information about any school(s) causing concern	Standing item	Children's Services / Paul Doherty
<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
<b>19 November 2019</b>	<b>Children's Services Performance Indicators</b>	To receive an update and monitor Children's Services performance measured by local indicators	Standing item	Children's Services / Carol Cammiss
	<b>Schools Performance Indicators and Ofsted Reports</b>	To receive information on schools' performance and to review recent Ofsted reports	Standing item	Children's Services / Paul Doherty
	<b>CSO&amp;S Forward Plan</b>	To consider the forward programme of the Committee	Standing item	Democratic Services / Luciane Bowker

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	<b>Schools Causing Concern – Part 2</b>	To receive information about any school(s) causing concern	Standing item	Children's Services / Paul Doherty
<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
<b>21 January 2020</b>	<b>Children's Services Performance Indicators</b>	To receive an update and monitor Children's Services performance measured by local indicators	Standing item	Children's Services / Carol Cammiss
	<b>School Performance Indicators and Ofsted Reports</b>	To receive information on schools' performance, and to review recent Ofsted Reports.	Standing item	Children's Services / Paul Doherty
	<b>CSO&amp;S Forward Plan</b>	To consider the forward programme of the Committee	Standing item	Democratic Services / Luciane Bowker
	<b>Schools Causing Concern – Part 2</b>	To receive information about any school(s) causing concern	Standing item	Children's Services / Paul Doherty
<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
<b>17 March 2020</b>	<b>Children's Services Performance Indicators</b>	To receive an update and monitor Children's Services performance measured by local indicators	Standing item	Children's Services / Carol Cammiss

<b>DATE OF MEETING</b>	<b>ITEM</b>	<b>PURPOSE OF REPORT</b>	<b>REASON FOR CONSIDERATION</b>	<b>RESPONSIBLE OFFICER / CONTACT OFFICER</b>
	<b>School Performance Indicators and Ofsted Reports</b>	To receive information on schools' performance, and to review recent Ofsted Reports	Standing item	Children's Services / Paul Doherty
	<b>CSO&amp;S Forward Programme</b>	To consider the forward programme of the Committee	Standing item	Democratic Services / Luciane Bowker
	<b>Schools Causing Concern – Part 2</b>	To receive information about any school(s) causing concern	Standing item	Children's Services / Paul Doherty

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