

TITLE	School Performance Indicators and Ofsted reports
FOR CONSIDERATION BY	Children's Services Overview and Scrutiny Committee on 17 March 2020
WARD	None Specific
LEAD OFFICER	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 and KS4 and KS5 outcomes 2019

SUMMARY OF REPORT KS4 and KS5

In 2019 across Wokingham at the end of KS4 GCSE, average attainment 8 score per pupil (50.8), and average progress 8 scores (0.25), were both above national average.

The new indicators for this year are % of passes 9-5 and % of 9-4 passes in English and Maths combined, which are 52.6% and 72.8%, both being above national average of 43.2% and 64.6% respectively.

The percentage of pupils achieving AAB or better at A level this year increased from 15.9% in 2018 to 17.7% this year, however Wokingham did not exceed the national figure of 21.3% (state funded schools only).

The percentage of pupils achieving 3 A*-A or better at A level this year increased from 7.2% in 2018 to 9.7% this year, however Wokingham did not exceed the national figure of 13% (state funded schools only).

Analysis of Issues

The data for GCSE performance indicates that out of the 9 secondary schools 7 performed at least on average with three schools scoring well above national averages for Progress 8.

All but two scored average or above national averages for attainment 8.

Seven schools recorded English and maths combined at average or above national averages. There is a break down for English and maths separately but there is not a national average for either. Three schools were below average for Ebac.

All schools bar one, which overall achieved well above average for Progress 8, achieved AAB or higher in at least two facilitating subjects at above the national state funded schools average but only two achieved at or above national averages for all schools.

Three schools were below national averages for state funded schools in grade and points for a student's best 3 A level, however only four were at least average for all schools.

NB It is not possible to provide a breakdown of all subjects at GCSE and A level due to the wide range of subjects taken at both levels. There continues to be an LA and Ofsted focus on the difference schools are making for their disadvantaged pupils. Wokingham has a relatively low number of pupils who are eligible for the pupil premium. Ofsted leaders for the south east region have recognised that 'diminishing differences' in outcomes between disadvantaged pupils and their peers is a particular challenge in relatively wealthy areas with low numbers of disadvantaged families, and Wokingham therefore shares this challenge with other similar areas.

Diminishing the gaps is established as a priority for Wokingham

List of Background Papers

- 16-18 A Level performance Tables 2019;
- GCSE Performance tables 2019;
- Narrowing the Gap February 2020

16-18 A-Level performance tables 2019

Overall Performance at the end of Key Stage 5 in 2019 -All Pupils

Dfe No	School Name	Type of School	Number of Students with an A level Exam entry	Progress Score and Description	Average Result		Achieving AAB or higher in atleast 2 facilitatng subjects	Grade and points for a student's best 3 A Levels
					Grade	Point Score		
4505	The Piggott	Academy	147	Above Average 0.18	B	38.41	18.2% (121 students)	B- 37.60 (121 students)
4049	The Emmbrook	Maintained	61	Average 0.12	C+	32.36	3.8% (53 students)	C 31.64 (53 students)
4051	The Bulmershe	Maintained	90	Average 0.12	C+	32.41	14.3% (56 students)	B- 35.00 (56 students)
4060	Waingels	Academy	105	Average 0.08	C+	32.91	12.3% (73 students)	C+ 34.70 (73 students)
4047	The Holt	Academy	103	Average 0.04	B-	37.9	20.4% (103 students)	B- 37.83 (103 students)
4053	Maiden Erlegh	Academy	211	Average 0.03	C+	33.29	12.2% (189 students)	C+ 33.26 (189 students)
4048	St Crispin's	Academy	104	Average -0.07	C	29.98	6.8% (88 students)	C 28.33 (88 students)
4050	The Forest	Academy	111	Below Average -0.25	C-	25.82	8.2% (73 students)	C- 27.67 (73 students)
Wokingham			930		C+	33.31	12.80%	C+, 33.62
England State Funded Schools			247994		C+	32.87	14.10%	C+, 32.89
England All Schools			283532		C+	34.01	16.50%	C+, 33.96

Secondary School GCSE Performance Tables 2019

Overall Performance at the end of Key Stage 4 in 2019 - All Pupils

Dfe No	School Name	Type of School	Number of Pupils at the end of Key Stage 4	Progress 8 Score and Description	Attainment 8 Score	% English Lang 9-5	% English Lit 9-5	% Maths 9-5	% 9-5 in English and Maths	% 9-4 in English and Maths	Achieving Ebacc, Inc 9-5 in English and Maths	Continuing to enter E (2017 L)
4047	The Holt	Academy	200	Well Above Average 0.94	60.7	87%	93%	76%	74%	91%	39%	98% (191 of
4505	The Piggott	Academy	197	Well Above Average 0.93	60.1	74%	77%	77%	70%	87%	38%	98% (189 of
4053	Maiden Erlegh	Academy	276	Well Above Average 0.69	57.7	69%	69%	71%	65%	86%	38%	99% (274 of
4048	St Crispin's	Academy	183	Above Average 0.22	54.2	62%	61%	69%	63%	79%	26%	95% (171 of
4049	The Emmbrook	Maintained	160	Average 0.04	46.9	55%	52%	57%	46%	65%	26%	96% (161 of
4060	Waingels	Academy	234	Average -0.07	45.9	46%	55%	49%	44%	71%	20%	99% (219 of
4051	The Bulmershe	Maintained	180	Average -0.09	42.2	42%	50%	41%	34%	62%	11%	93% (137 of
4050	The Forest	Academy	181	Below Average -0.21	48.4	54%	51%	53%	44%	56%	9%	96% (167 of
4000	Oakbank	Academy	105	Below Average -0.5	38.3	39%	29%	21%	18%	52%	6%	95% (59 of
4001	Bohunt	Academy	No Data Available									
Wokingham			1744	0.25	50.9	-	-	-	53%	73%	25%	97
England State Funded Schools			542568	-0.03	46.7	-	-	-	43%	65%	16%	94
England All Schools			604907	-	44.7	-	-	-	40%	60%	17%	-

NARROWING THE GAP - Updated February 2020

(National Figures in brackets, Results - RED if lower than national, Gaps - RED if higher than national)

1. Gender Gaps:

1a. Early Years Foundation Stage

% Good level of development	2017	2018	2019
Girls	82.7 (77.7)	80.8 (77.5)	82.2 (78.4)
Boys	70 (64)	70.4 (65)	72.2 (65.5)
Gap	12.7 (13.7)	10.4 (12.5)	10 (12.9)

Performances of boys are increasing year by year, hence narrowing the gender gap for good level of development in EYFS

1b. Phonics Screening Year 1

% Meeting the expected standard	2017	2018	2019
Girls	87 (85)	87 (86)	88 (85)
Boys	79 (78)	85 (79)	81 (78)
Gap	8 (7)	2 (7)	7 (7)

The gap is inversely proportional to the performance of boys as there is not much variation in girl's performance.

1c. Key Stage 1

% Achieving the expected standard	Reading		Writing		Maths		Science	
	2018	2019	2018	2019	2018	2019	2018	2019
Girls	85 (80)	82 (79)	80 (77)	79 (76)	81 (77)	81 (77)	90 (85)	89 (85)
Boys	78 (71)	78 (71)	70 (63)	69 (63)	81 (75)	81 (74)	87 (80)	88 (80)
Gap	7 (9)	4 (8)	10 (14)	10 (13)	0 (2)	0 (3)	3 (5)	1 (5)

KS1 performance of girls has decreased in reading and science, narrowing the gap, while the gap for writing and maths remained the same.

1d i. Key Stage 2 Tests

% Achieving the expected standard in Tests	Reading Test		GPS Test		Maths Test		RWM Test	
	2018	2019	2018	2019	2018	2019	2018	2019
Girls	86 (80)	84 (78)	86 (83)	88 (83)	81 (76)	84 (79)	76 (69)	77 (70)
Boys	78 (72)	78 (69)	80 (74)	81 (73)	81 (76)	84 (78)	68 (61)	72 (61)
Gap	8 (8)	6 (9)	6 (9)	7 (10)	0 (0)	0 (1)	8 (8)	5 (9)

The performance of boys increased in 2019, narrowing the gender gap in Maths and RWM, the gap remains the same for maths while the decrease in the performance of girls narrow down the gap in reading.

1d ii. Key Stage 2 TAs

% Achieving the expected standard	Writing TA		Science TA	
	2018	2019	2018	2019
Girls	88 (85)	89 (85)	88 (85)	90 (86)
Boys	78 (73)	80 (72)	87 (81)	86 (80)
Gap	10 (12)	9 (13)	1 (4)	4 (6)

The performance of the boys increased in writing in 2019, narrowing the gap while dropped a little in science thereby widening the gap.

1e. GCSE

	Average Attainment 8 score per pupil		Average Progress 8 score	
	2018	2019	2018	2019
Girls	54.8 (47.4)	53.6 (50)	0.57 (0.18)	0.53 (0.22)
Boys	49.8 (41.3)	48.2 (44)	0.12 (-0.32)	-0.01 (-0.27)
Gap	5 (6.1)	5.4 (6)	0.45 (0.50)	0.54 (0.49)

There is a decrease in the attainment 8 and progress 8 scores for girls and boys in 2019. The decrease in boys performance has widened the gap in progress 8 scores resulting it to go over the national average.

1f. A Level

	Average point score per entry Best 3		% AAB or better with atleast 2 facilitating subjects	
	2018	2019	2018	2019
Girls	35.02 (33.92)	34.72 (34.27)	12.9 (14.7)	12.5 (12.7)
Boys	30.02 (32.89)	32.31 (33.18)	11.1 (18.1)	12.9 (15.9)
Gap	5 (1.03)	2.41 (1.09)	1.8 (-3.4)	-0.4 (-3.2)

Drop in the performance of Girls and the rise in the performance of boys results in the narrowing of gaps in the A Level results in 2019

2. FREE SCHOOL MEALS

2a. Early Years Foundation Stage

% Good level of development	2017	2018	2019
Non-FSM	77 (73)	76 (74)	79 (74)
FSM	52 (56)	54 (57)	51 (57)
Gap	25 (17)	22 (17)	28 (17)

The performance of FSM Pupils has gone down and the performance of NON-FSM pupils has gone up resulting in the widening of the gap which is much higher than national average.

2b. Phonics Screening Year 1

% Meeting the expected standard	2017	2018	2019
Non-FSM	84 (83)	87 (84)	86 (84)
FSM	59 (68)	68 (70)	60 (70)
Gap	25 (15)	19 (14)	26(14)

The decrease in the performance of the FSM cohort, which is lower than national, has resulted in the widening of the gap.

2c. Key Stage 1

% Achieving the expected standard	Reading		Writing		Maths		Science	
	2018	2019	2018	2019	2018	2019	2018	2019
Non-FSM	82 (78)	81 (78)	76 (73)	75 (72)	82 (79)	82 (78)	90 (85)	90 (85)
FSM	56 (60)	59 (60)	47 (53)	56 (53)	55 (61)	61 (61)	65 (69)	73 (69)
Gap	26 (18)	22(18)	29 (20)	19 (19)	27 (18)	21 (17)	25 (16)	17 (16)

The Gap between Non-FSM and FSM cohort is always higher than national in all the subject areas except Writing. The performance of the Non-FSM cohort is always higher than the national average while the Non FSM cohort performance is below national average in most of the subjects which widens the gap.

2d i. Key Stage 2 Tests

% Achieving the expected standard in	Reading Test		GPS Test		Maths Test		RWM Test	
	2018	2019	2018	2019	2018	2019	2018	2019
Non-FSM	83 (76)	83 (77)	84 (81)	86 (82)	83 (82)	86 (82)	74 (68)	77 (69)
FSM	53 (58)	56 (59)	55 (63)	65 (64)	51 (63)	56 (63)	39 (47)	43 (48)
Gap	30 (18)	27 (18)	29 (18)	21 (18)	32 (19)	30 (19)	35 (21)	34 (21)

The performance of the FSM pupils is lower than national average in all the subject areas other than GPS and the performance of Non-FSM pupils is higher than national average which resulted in the widening of the gap.

2d ii. Key Stage 2 TAs

% Achieving the expected standard	Writing TA		Science TA	
	2018	2019	2018	2019
Non-FSM	85 (81)	86 (82)	89	90 (86)
FSM	51 (64)	60 (64)	59	69 (69)
Gap	34 (17)	26 (18)	30	21 (17)

2e. GCSE

	Average Attainment 8 score per pupil		Average Progress 8 score	
	2018	2019	2018	2019
Non-FSM	53.3 (48.4)	52.0 (48.8)	0.37 (0.05)	0.31 (0.06)
FSM	34.9 (34.5)	32.8 (35)	-0.25 (-0.53)	-0.71 (-0.53)
Gap	18.4 (13.9)	19.2 (13.8)	0.62 (0.58)	1.02 (0.59)

There is a decrease in the attainment 8 and progress 8 scores for FSM and Non-FSM cohorts in 2019.

The decrease in FSM pupils performance in 2019 has widened the gap in progress 8 scores which is almost 75% above the national average.

3. SEN Gaps (Between children with EHCP/Statements and their peers)

3a. Early Years Foundation Stage

% Good level of development	2017	2018	2019
Non-SEN	80 (76)	80 (77)	81 (77)
SEN	12 (4)	3 (5)	8 (5)
Gap	68 (72)	77 (72)	73(72)

The performance of the EHCP pupils have increased in 2019 which resulted in the narrowing of the gap.

3b. Phonics Screening Year 1

% Meeting the expected standard	2017	2018	2019
Non-SEN	88 (87)	90 (89)	88 (88)
SEN	22 (18)	22 (19)	10 (20)
Gap	66 (69)	68 (70)	78(68)

More than 50% decline in the performance of the EHCP pupils have resulted in the widening of the gap in the Phonics screening in 2019.

3c. Key Stage 1

% Achieving the expected standard	Reading		Writing		Maths		Science	
	2018	2019	2018	2019	2018	2019	2018	2019
Non-SEN	87 (84)	85 (83)	81 (79)	79 (78)	86 (84)	86 (84)	94 (90)	93 (90)
SEN	11 (13)	27 (13)	11 (9)	15 (9)	16 (13)	23 (14)	11 (15)	31 (16)
Gap	76 (71)	58 (70)	70 (70)	64 (69)	70 (71)	63 (70)	83 (75)	62 (74)

The performance of the children with EHCP in Key Stage 1 has increased this year in all areas, which brings the gap below national average.

3d i. Key Stage 2 Tests

% Achieving the expected standard in Tests	Reading Test		GPS Test		Maths Test		RWM Test	
	2018	2019	2018	2019	2018	2019	2018	2019
Non-SEN	87 (83)	87 (81)	89 (87)	91 (87)	87 (84)	90 (87)	79 (74)	81 (74)
SEN	18 (16)	17 (16)	22 (16)	14 (17)	18 (15)	16 (17)	12 (9)	5 (9)
Gap	69 (67)	70 (65)	67 (71)	77 (70)	69 (69)	74 (70)	67 (65)	76 (65)

The performance of the children with EHCP in Key stage 2 has decreased in all the subject areas, resulting in the widening of the gap.

3d ii. Key Stage 2 TAs

% Achieving the expected standard	Writing TA		Science TA	
	2018	2019	2018	2019
Non-SEN	89 (88)	91 (88)	94	94 (91)
SEN	18 (13)	9 (14)	11	19 (18)
Gap	71 (75)	82 (74)	83	75 (73)

The increase in the performance of the EHCP children in science has narrowed the gap where as the decrease in writing performance has brought the gap above the national average.

3e. GCSE

	Average Attainment 8 score per pupil		Average Progress 8 score	
	2018	2019	2018	2019
Non-SEN	54.4 (49.9)	53.3 (50.1)	0.40 (0.08)	0.32 (0.08)
SEN	18.4 (13.5)	16.8 (13.7)	-0.96 (-1.09)	-1.21 (-1.17)
Gap	36 (36.4)	36.5 (36.4)	1.36 (1.17)	1.53 (1.25)

The performance of the EHCP cohort in GCSE has decreased in both attainment 8 and progress 8 scores.

The gap in attainment 8 is more or less in line with the national average while the gap in progress 8 is much above the national average.

Outcomes for Out of Borough Schools

Yateley Secondary School 2019

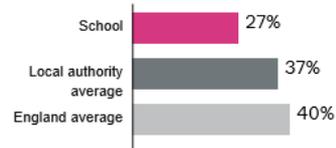
Progress 8 score [?](#)

Of the 230 pupils at the end of key stage 4 in this school, 224 are included in this measure.

Average **-0.07**

[More score details](#) [?](#)

Entering EBacc [?](#)



Staying in education or entering employment [?](#)



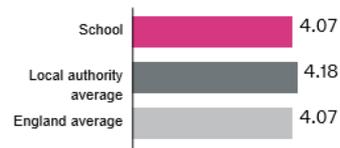
Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Edgebarrow Secondary School 2019

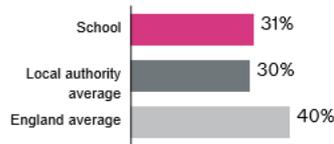
Progress 8 score [?](#)

Of the 210 pupils at the end of key stage 4 in this school, 203 are included in this measure.

Above average **0.37**

[More score details](#) [?](#)

Entering EBacc [?](#)



Staying in education or entering employment [?](#)



Grade 5 or above in English & maths GCSEs [?](#)



Attainment 8 score [?](#)



EBacc average point score [?](#)



Ofsted Inspection Outcomes January – February 2020

The following Inspection reports were published in this timeframe

Farley Hill School- S8 Good

What is it like to attend this school?

Pupils at this school are avid learners. They are eager to gain new knowledge and improve their understanding. Leaders make sure that pupils have plenty to stimulate their interest and curiosity. Staff have high ambitions for all their pupils. They have put together a demanding and broad curriculum.

Pupils and staff describe their school as a close team. Pupils speak about this often. They believe this helps everyone to be kind. Bullying hardly ever happens. Pupils know that they should always treat each other with respect and care. As a result, pupils work and play in harmony. Everyone feels included and valued at the school. Pupils believe that they are safe and secure. As one parent wrote, 'I could not wish for a more nurturing school, which at the same time challenges my child to always want to do her best.' A major strength of the school is the wide range of activities it offers. Pupils love the experiences that add to their learning. For example, during the inspection, Year 4 were in

full costume for their Viking Day. Pupils were buzzing with what they had learned and were also keen to learn more.

What does the school do well and what does it need to do better?

Children learn to read from the start of the Reception Year. They are taught phonics systematically. Children quickly pick up the skills they need to read words and sentences. Leaders have given careful thought to how they inspire a love of reading in their pupils. Books are plentiful and varied. Teachers read to pupils with skill and enthusiasm. In Reception Year, the teacher's torch-lit reading of a spooky story entranced the children. They answered well-judged questions which expanded the depth of their understanding. This combination of strong stimulus and high expectation is consistent in the teaching of reading across the school.

Teachers match books very carefully to the individual pupil's reading stage. This supports pupils well as they develop their skills. As a result, almost all pupils soon become fluent readers. Teachers are well trained to provide the right support to those pupils at risk of falling behind.

Leaders have a clear vision for what they want pupils to learn. Teachers have a good understanding of how what they teach fits into the big picture. They plan for the work in their class to build on what has gone before. They make sure that pupils recall past knowledge. Pupils then make connections with what they next learn. Teachers use key strategies to strengthen how pupils gain and retain knowledge. Pupils ask questions and explain what they know to each other. They take pleasure in drawing on the growing bank of what they know. For instance, a pupil in Year 3 reflected on what he had learned in his science lessons. He named different forms of rock, using the right terminology. He did this with ease and pride.

Leaders have crafted a broad curriculum. Teachers have good subject knowledge to deliver it. Together, these provide high-quality learning for all. Pupils' attitudes towards their learning are also very positive. They achieve very well at all stages in the school. Leaders know that they have a few subjects that still need additional planning. They have this in hand. Leaders understand where they need to improve staff expertise further to complete the curriculum delivery.

Adults give effective support to pupils with special educational needs and/or disabilities (SEND). They are thorough in the way they check on a pupil's progress. Staff make sure they give the right help. Teachers ensure that pupils with SEND engage in all aspects of the curriculum. This breadth of learning allows pupils with SEND to expand their knowledge well.

Leaders are passionate about broadening pupils' learning. They have ensured that pupils have a rich array of opportunities. Experts come into school to work with pupils. These have ranged from meteorologists to chefs. Leaders are clear that they want pupils to become caring and responsible citizens. As a result, they ensure that pupils have opportunities to take up posts of responsibility. There are strong links with a local home for the elderly. Through a variety of activities with the residents, pupils show respect, kindness and understanding.

Leaders and governors have achieved a great deal since the last inspection. They are driven by a desire to see each pupil succeed. Staff share this vision. They appreciate the support they receive from leaders. They say this motivates them even more.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. This helps them spot early signs that a pupil may need extra support. Staff are well informed about what to do if they are concerned about

a pupil's welfare. Governors and leaders ensure that all employment checks are properly carried out. They also provide relevant training for all staff.

Leaders have created an environment that nurtures pupils. Parents and pupils recognise this. They value the warmth and care that is given. Pupils know that adults act in their best interest. This security helps them to thrive at school.

**What does the school need to do to improve?
(Information for the school and appropriate authority)**

- Leaders have made great strides in strengthening the content and the coherence of the curriculum. They need to continue this work and complete the improvement in the few subjects that remain to be updated. In conjunction with this work, leaders should also continue to provide effective training for staff so that all are equally expert in what they deliver.

Windmill Academy School- S8 Good

Windmill Primary School continues to be a good school.

What is it like to attend this school?

Windmill Primary School is a very friendly, calm and welcoming school. Pupils behave well and develop positive attitudes to learning. Several parents and carers told me that they are proud to be part of this fantastic school. They especially value the strong family atmosphere.

The executive head teacher's vision is that pupils should learn how to make a positive difference to society. Staff, trustees and governors share this vision. This means that there are high expectations for pupils' personal development and academic learning. Pupils develop good understanding of the cultures that exist within and beyond their own community.

Pupils are adamant that bullying is not tolerated in their school. They are knowledgeable about the different forms of bullying. They said that any form of bullying is sorted out very quickly by staff.

Pupils enjoy coming to school because they feel safe and cared for. Pupils relish the recognition that they receive for working hard or making a positive contribution to school life. They are proud of their leadership roles in school. For example, they help as playground buddies, school librarians, digital leaders, house captains and junior secretaries. Pupils also spoke positively about the many clubs that are available after school.

What does the school do well and what does it need to do better?

Leaders, trustees and governors are passionate about providing the best quality of education for their pupils. The curriculum is organised so that pupils learn the right things in the correct order. The curriculum broadens pupils ambitions . The school has good links with universities to show pupils what opportunities there are locally. The curriculum develops pupils pride in their community and Wokingham.

Subject leaders are enthusiastic about their roles. They know their subjects well and make sure teachers know what to teach and when. Teachers make learning exciting. For example, pupils enjoy thinking like mathematicians, writers and scientists through practical activities which require them to explain their ideas. Most teachers use their strong subject knowledge to help pupils build their knowledge and skills step by step. This means that pupils achieve well in most subjects. However, in some subjects, some teachers' subject knowledge is not as strong. Where

this is the case, leaders have put additional support in place to ensure that to ensure that pupils achieve pupils achieve the very best they can.

Reading is a high priority. Phonics is well sequenced and taught in a structured way from early years onwards. Pupils read daily in all classes. Staff have expert training to help them teach phonics effectively. They talk about their favourite books with enthusiasm. Pupils talk about their favourite books with enthusiasm. Pupils' knowledge and understanding of the different they read in the wider curriculum are strong.

In the majority of cases, teachers plan support and use resources well to address to address individual pupils' needs. Provision for pupils' emotional well-being is a strength of the school. However, for some pupils with special educational needs and/or disabilities (SEND), the support that teachers put in place teachers put in place is not as effective as it could be. Leaders have not evaluated the impact of additional support to make sure it is achieving what they want it to achieve.

In the early years, children are well looked after. Staff are caring and make sure that children feel safe and happy. Staff have high ambitions for children. Teachers check what children already know as soon as they start in the Reception Year. Children begin to learn new letter sounds and numbers quickly. Early reading, writing and mathematics are taught well. Staff make learning meaningful and fun. For example, I saw children I saw children carefully count and measure ingredients to make a carrot cake for their class party. Children are well prepared for Year 1.

Pupils are polite and well behaved. Their positive attitudes mean that they and their teachers can get on with their work. Pupils also have many opportunities to learn about how they can help their community. For instance, pupils raise funds and ce, pupils raise funds and collect food items food items for local charities. Pupils respect adults and each other. They learn about different faiths and beliefs. Pupils are well prepared for life in modern Britain.

Leaders make good use of the high-quality support, resources and important training offered by the trust. Trustees and local governors understand the curriculum design for each subject. They are aware of the school's strengths and the key next steps for future.

Safeguarding

The arrangements for safeguarding are effective.

Leaders place the highest priority on keeping children safe. Staff, trustees and governors are all aware that safeguarding is the responsibility of everyone. They access the most up to date safeguarding training. Staff understand how to respond if they have any concerns about a pupils welfare or safety. Staff recruited to work and those who volunteer receive the necessary safeguarding checks. Pupils know how to keep themselves safe online and in the local community. They feel confident to share any worries or concerns with staff.

What does the school need to do to improve?

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils achieve well in most subjects because leaders have developed a coherent, well-planned and sequenced curriculum. Leaders should ensure that some teachers receive further training and development to improve their subject knowledge. This will help make sure that pupils learn and do well in all subjects.
- In most classes, teachers plan support and use resources well to address individual pupils' needs. However, leaders have not ensured that the planned support for pupils with SEND is consistently well implemented. Leaders should ensure that support is implemented successfully so that it achieves its intended impact.

Westende Junior School- S8 Good

What is it like to attend this school?

Pupils who attend Westende Junior School have a thirst for learning. They enjoy school and are proud of their work. Staff expect that pupils will concentrate hard and try their best. Pupils say that 'lessons are really fun' and that 'teachers are good at checking that we understand our work'.

This is a happy school. Pupils say that they feel safe and valued. They all get along well together. Pupils from The Acorns specialist resource provision are fully included in all aspects of school life.

Staff and parents consider that pupils behave well in this school. In lessons and when moving around the school, pupils are polite and kind to each other. Pupils told me that there is very little bullying. The school acts swiftly if there are any concerns. Pupils have strong views that bullying is unpleasant and wrong.

Pupils enjoy the many extra activities that the school provides. In sports, they enjoy competing in team games against local schools. Over a fifth of the pupils attend the after-school running club. Pupils are excited about using the school's own swimming pool again in the summer. They said that they found the recent visit from a Paralympian to be 'inspiring'.

What does the school do well and what does it need to do better?

The school's curriculum is ambitious and carefully planned. For example, leaders make sure that pupils have lots of opportunities to go over their learning so that they can remember it. Teachers are well trained. They have a thorough knowledge of the subjects that they teach. Staff have high ambitions for pupils. They expect and receive work of high quality. As a result, pupils do well and their achievements are often above the national average in English and mathematics.

Most pupils arrive at the school having done well in their phonics screening check.

Teachers ensure that any pupil who needs to catch up is given the support to develop their reading skills quickly. Pupils enjoy different types of books. They quickly become fluent readers because staff inspire in them a love of reading.

Pupils are confident mathematicians. They talk enthusiastically about solving problems.

Their skills in French are well developed. They acquire a wide vocabulary and are able to hold simple conversations. Pupils develop effective musical skills. They can use notation to write down simple tunes. However, pupils can sometimes get confused about what is historical and what is geographical. For example, they do not know if Mercia was an area of Britain in Anglo-Saxon times or a county in Britain today.

Pupils with special educational needs and/or disabilities (SEND) who attend the school's specialist resource provision make strong gains in all subjects of the curriculum. They do well because teachers have clear support plans to guide learning. However, other pupils with SEND who are based in the main school do not benefit from the same clear plans.

Parents are supportive of the school. They consider that their children have a good range of exciting experiences, such as when Year 3 visited an open-air museum. Parents praise the wide range of clubs that the school provides, although some parents do not think that the school gives them enough information about the curriculum their children are studying. This means they cannot support their children as well as they could in their learning.

Pupils enjoy taking on positions of responsibility in the school. For example, junior wardens make sure that the school is well kept and litter free. Pupils have a clear understanding about how our country is governed and the legal system. Leaders make sure that pupils are kept up to date with the latest news. For instance, pupils have recently been thinking about the terrible impact of the Australian bush fires.

Pupils are keen to learn. They told me, 'If we are talking, it's usually about the lesson.' They also confirmed that their learning is not disturbed by the poor behaviour of others.

Safeguarding

The arrangements for safeguarding are effective.

The two designated safeguarding leads make sure that staff are well trained. All adults at the school keep vigilant to make sure that pupils are safe. Any concerns are acted upon quickly. There are careful checks to make sure that new staff are suitable to work with children.

Pupils feel confident to speak to staff if they are worried. Leaders make sure that pupils know how to stay safe when online. Pupils know that it is not safe to give out personal information or arrange to meet anyone who contacts them when using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not have all of the guidance they need to support pupils with SEND who are not based in The Acorns. As a result, small steps in learning are not always identified. Leaders must make sure that targets in support plans for all pupils in the school with SEND are measurable and precise, so that they achieve as well as they should.
- Sometimes pupils are confused about some aspects of history and geography, muddling what is historical and what is geographical in nature. Teachers should ensure that pupils' understanding is more secure, to avoid further confusion in the future.
- Leaders do not inform parents well enough about the curriculum that their children are studying in school. As a result, pupils miss out because parents cannot support their children as effectively in their learning as they might. Leaders must improve curriculum information so that parents and school are partners in each child's education.

Winnersh Primary School- S8 Good

What is it like to attend this school?

This is a welcoming, friendly school. Pupils are very positive about their school experience. They feel safe and are happy. Parents and carers are overwhelmingly positive about their children's education. Leaders have high expectations of pupils and encourage them to live out the 'core values' of the school: 'kindness, care and respect'. Pupils behave well because they want to learn. Pupils say that they are kept safe and that bullying is rare. They are confident that staff will sort out any problems or worries that they have. Adults help pupils who need extra support with their work, emotions or behaviour, in a sensitive manner.

Pupils enjoy lessons because they are fun and accessible for all. By the time pupils leave Year 6, their achievements in reading, writing and mathematics are above national averages. Disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND) achieve well.

Pupils enjoy the wide range of clubs and sports that are available to them. Pupils relish the many additional responsibilities they are given. These include house captains, 'young interpreters', 'eco-leaders' and 'playground pals'. Memorable visits and visitors make a significant contribution to pupils' personal development.

What does the school do well and what does it need to do better?

Leaders have high aspirations for pupils. They ensure that all pupils access the full primary curriculum. Leaders understand the importance of reading, writing and mathematics for pupils' success in later life. Teachers' subject knowledge is strong. Most learning tasks are planned carefully for pupils.

Pupils love to read. Children make a positive start with their reading in Reception. Staff are trained appropriately to teach the school's chosen phonics programme. Pupils read books that match their phonics knowledge. Pupils who need help beyond Year 1 are extra reading sessions, for example, which help them to catch up. Pupils love to listen to the stories that their teachers read to them daily.

Mathematics is taught well throughout the school. The curriculum is well designed so that pupils develop their understanding, and a good range of mathematical skills, coherently. Pupils can calculate effectively, they know their times tables and do mental mathematics efficiently. In the early years, children learn to count and do simple calculations such as adding 1 or 2 more. They play helpful games involving numbers and shapes. As pupils move through the school, they learn how to solve more complex calculations and problems using the skills they have previously learned.

Pupils enjoy learning in many subjects, including science. Teachers build well on pupils' previous science learning. Teachers' subject knowledge is secure. Pupils remember important vocabulary and scientific concepts as they move through school. For example, pupils in Year 1 pupils have learned which materials are waterproof, and use them to help their boats to float. In Year 5 pupils develop a more complex understanding still of materials' properties. For example, they can explain which materials keep a cup of tea warmer for longer.

The curriculum has been carefully planned out in some subjects such as science and art. However, teachers have only recently started to implement lessons using the new plans. Leaders are aware that the learning in some of the other subjects is less well developed. Plans in these subjects are not yet sequenced carefully enough to enable pupils reliably to know more and remember more. However, it is clear that leaders' work in this area is well underway.

Pupils with SEND receive effective support. This enables them to access the same curriculum and opportunities as other pupils. Teachers and teaching assistants know how much support to give pupils. They help pupils who have SEND to become confident learners.

Pupils' behaviour is excellent. Pupils are eager to learn. They have positive attitudes to all areas of school life. As a result, lessons progress without disruption.

Pupils get lots of opportunities to develop their independence and confidence. These include involvement in school plays and assemblies, raising money for charity and taking on additional responsibilities. Exciting experiences like the curriculum 'big bang' days promote pupils' interests in sport, art, music and the world they live in.

Leaders think carefully about staff well-being and workload. Staff say that leaders support them well in their work and listen to their views.

The governing body knows the school well. Governors are aware of the school's strengths and what needs further development, particularly in subjects beyond English and mathematics.

Safeguarding

The arrangements for safeguarding are effective

Safeguarding is a high priority in the school. All staff are aware of what they need to do if they have any concerns. Staff get up-to-date information and good-quality training. They talk knowledgeably about child protection and the actions they take to keep pupils safe.

Thorough checks are carried out before new staff take up a position at the school. Records are well maintained and detailed. This minimises the risks to pupils and staff. Pupils' attendance overall is above national averages. Pupils are confident that staff look after them well. Almost all parents agree that their children are safe and well looked after.

**What does the school need to do to improve?
(Information for the school and appropriate authority)**

- Planning and programmes of work in some foundation subjects lack detail. The most important knowledge and content that pupils need to know and remember is not made as clear as it needs to be. Leaders should ensure that curriculum plans are fully developed and implemented effectively, so that pupils make coherent progress in all subjects.

Oakbank Secondary Academy – S5 Requires Improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils come to school regularly because they enjoy school and appreciate the strong relationships that they have with staff. Many pupils like the fact that the school is smaller than most secondary schools. They say that it means they get to know their teachers and other pupils well. Bullying does not happen often and disagreements between pupils are resolved quickly.

Teachers increasingly encourage pupils to do their best. However, pupils do not achieve as well as they could because they have significant gaps in their knowledge and understanding. This is because, in the past, the curriculum has not been organised or planned well enough. Pupils believe that teaching and the curriculum are improving since the arrival of the new principal. Nevertheless, pupils still have a lot of catching up to do, particularly in key stage 4.

Around school, pupils behave sensibly. They feel safe and get on well with each other. Pupils' behaviour has improved over the past year. In lessons, pupils generally behave well. There are a small minority of pupils who disrupt the learning of others. Pupils say that new behaviour systems are helping to reduce disruption.

What does the school do well and what does it need to do better?

Over the past three years, the school has faced significant challenges in staffing and leadership. This contributed to weaknesses in the way the curriculum was planned and taught. Consequently, in 2017 and 2019, pupils leaving Year 11 did not do well across a range of subjects. The new principal, with the support of the Anthem trust, has put in place a range of procedures and strategies to enable the school to improve. Leaders have correctly identified the things that need to change and made sure that there are more permanent, well-trained teachers. Leaders have a clear vision for the school. Pupils do not yet study a wide enough range of subjects in key stage 4. Too few pupils study all the English Baccalaureate (EBacc) subjects. Leaders are committed to making changes in this area. They have begun to tell Year 9 pupils about the benefits of studying a broad range of subjects. This has not yet led to a significant increase in the popularity of EBacc subjects. As a result, the curriculum is not as broad and ambitious as it could be.

Curriculum leaders have thought about where and when topics should be taught. The curriculum is now organised well. Teachers use their strong subject knowledge to answer pupils' questions in lessons. However, teachers do not use assessment consistently well. This means that pupils do not always understand how to improve their work. Furthermore, pupils do not consistently produce good-quality work. For example, in science, pupils enjoy organising experiments. However, they do not always understand the underlying knowledge behind what they are doing.

Pupils have positive attitudes towards their lessons. Their behaviour ensures that teachers can teach what they have planned. Leaders' improvement of the behaviour system is reducing incidents of poor behaviour and reducing fixed-term exclusions. Leaders have focused on addressing poor behaviour in school and strengthening relationships between staff and students. In the past, too many pupils were excluded from school for a fixed term. However, in the current school year, far fewer pupils have received fixed-term exclusions compared to last year.

Leaders ensure that pastoral support for pupils is good, particularly for pupils who have difficulty concentrating in lessons. The '5 Oak' centre provides expert care and guidance for these pupils. Pupils, and particularly those with special educational needs and/or disabilities (SEND), learn how to become more successful in their lessons. Pupils have varied opportunities to consider their own personal development. For example, the citizenship programme in Year 11 has encouraged pupils to think about real-world issues.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures and records are well organised. Staff carry out checks on the suitability of staff accurately and appropriately. Leaders thoroughly monitor safeguarding practices so that they are assured that timely action is taken if staff are worried about a pupil's safety.

Pupils get the right support when they need it. Leaders work well with external agencies so that expert help is on hand for pupils who are at risk of harm.

Leaders react promptly when safeguarding issues in the school are raised.

What does the school need to do to improve? (Information for the school and appropriate authority)

- Difficulties in recruitment and unstable leadership in the past have meant that the curriculum has not been implemented well. Consequently, pupils have significant gaps in their learning and find it difficult to remember previous knowledge so that they deepen their understanding of new concepts and knowledge. Leaders should ensure that the curriculum is implemented well across all subjects so that pupils' achievement improves.
- The curriculum is not ambitious enough. Not enough pupils study the full range of EBacc subjects at GCSE. Pupils are not ready for the next stages of their education because not enough pupils secure good enough examination results, particularly in EBacc subjects. Leaders should improve the ambition of the curriculum so that higher proportions of pupils achieve well.
- The use of assessment is variable across the curriculum. In some subjects, assessment help pupils to improve their understanding of how they can improve. However, within other subjects and across subjects, assessment is not
- consistently used well. Leaders should ensure that assessment is used well so that pupils are able to remember and understand more over time.
- The quality of work across subjects is inconsistent. This means that some pupils do not deepen their understanding and build up their knowledge sufficiently while

progressing through the curriculum. Teachers should ensure that work given to pupils is consistently demanding so that pupils produce high-quality work in all subjects.

Northern House Special School Academy- S8 monitoring visit

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection that took place in October 2018. The full list of the areas for improvement that were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

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

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

Having considered all the evidence, I strongly recommend that the school does not seek to appoint newly qualified teachers.

I am copying this letter to the chair of the interim executive board (IEB), the chair of the board of trustees, the chief executive officer of Northern House School Academy Trust, the regional schools commissioner and the director of children's services for Wokingham. This letter will be published on the Ofsted website.

Evidence

During this monitoring inspection, lessons in all age groups were visited jointly with you. I met with you and other staff with significant responsibilities, including the interim deputy Headteacher and the assistant headteacher. I met with the chair of Northern House School Academy Trust, who is also the acting chair of the IEB. I also met with the chief executive officer of Northern House School Academy Trust. Discussions were held with teaching and non-teaching staff. I scrutinised the school's documents, including the school's improvement plan, minutes of governor and trustee meetings, and records relating to safeguarding. The single central record was checked and recent recruitment files sampled.

Context

Since my last visit in July 2019, there have been a number of changes to staffing, including at leadership level. The Headteacher has been absent since the end of November 2019. The school's deputy headteacher, who is also the head of primary, the school's primary special educational needs coordinator (SENCo) and a designated safeguarding lead (DSL), has stepped up to the role of acting headteacher. A new interim deputy headteacher has joined in the last two weeks. One of the school's deputy headteachers with responsibility for the secondary provision and teaching and learning is absent. The interim deputy headteacher left, as planned, in October 2019. A senior leader with responsibility for behaviour, attendance and alternative provision, who is also a deputy designated safeguarding lead, is absent. One of the school's assistant headteachers relinquished their leadership responsibilities at the end of November 2019 and returned to a teaching role.

At the end of the summer term some staff left, including: the English and humanities teacher; the physical education (PE) coordinator; the secondary SENCo and the site manager. This term a science teacher and teaching assistant have left. The headteacher, prior to her absence, was covering the teaching of science in the secondary department. The secondary science curriculum is currently being delivered by the PE teacher and a teaching assistant. Other subjects such as food technology and humanities are taught by non-specialist staff in the secondary phase. This term some new staff have joined, including: a primary teacher; a site and safety manager, a PE teacher; an English and humanities teacher; and two teaching assistants.

As I reported last time, Northern House School Academy Trust has decided to end its sponsorship of the school. Negotiations to find an alternative sponsor have not progressed. There are no firm plans in place. Two new members have recently joined the IEB and two have left. The chief executive officer of the trust and chair of the board of trustees continue to hold positions on the IEB.

The progress made by the school in tackling the key areas for improvement identified at the section 5 inspection

There is consensus that there have been too few improvements since the last monitoring visit. With no long-term sponsorship plans secured, exceptionally high staff absence and a reduced staff complement, including at leadership level, all concur that the school is not a safe place to be. Safeguarding practices remain too fragile and are placing pupils at unnecessary risk. Furthermore, due to staffing difficulties and a lack of expertise, leaders' oversight of this aspect has significantly declined since my last visit.

Since the section 5 inspection, leaders have tried to set up appropriate systems to record concerns about pupils. The school's DSLs have been encouraged to maintain orderly pupil chronologies. However, these initial improvements have not been sustained. Records are incomplete and not filed appropriately. Furthermore, leaders' actions to address concerns are not always timely. When serious concerns about a pupil's well-being are reported, leaders do not automatically nor promptly refer to the appropriate agencies, including children's social care. Pupils are at risk of harm because thresholds of concern are not applied methodically. During my visit, current leaders understood the seriousness of this and made follow-up calls to relevant agencies in one example. Leaders urgently need to assure themselves that other pupils who may be in vulnerable circumstances are receiving the help and support that they may need.

Staff training relating to safeguarding is haphazard. Leaders' records are confusing. There is no mechanism in place for ensuring that staff who start mid-term complete training relating to safeguarding. Some new staff have not had sufficient training to recognise the indicators that can give rise to concerns about pupils' welfare. Those that have received training do not always retain important information. This is because there is an over reliance on independent e-learning, rather than face-to-face discussions about the issues that affect pupils who attend this school. This means that staff knowledge and expertise is sketchy and local risks are not fully understood.

Safer recruitment processes are still not well established. There is a lack of understanding as to which recruitment checks are appropriate to which roles. Some checks are carried out after employment commences. Although risk assessments are in place for individual staff, these are too trusting and not implemented thoroughly enough. Leaders struggle to oversee such arrangements as everyone is under too much pressure. School staff who oversee the school's single central record do not always receive everything they need from trust personnel. For instance, references are gathered after employment commences. New staff do not have clear job descriptions in place. Safer recruitment guidelines are not adhered to closely enough and this adds an additional layer of unnecessary potential risk to pupils.

The condition of the school building is still posing challenges for staff. One area is zoned off because of unsafe electrical sockets. During my visit, the electronic gates were not in working order. Furthermore, secondary-aged pupils are restricted from leaving classrooms freely. This is because staff are implementing the school policy of locking classroom doors when sessions are active. One pupil described the school as 'like a prison'. Although door locks would automatically release should the fire alarm activate, in other circumstances without the teacher's key fob pupils would be unable to leave the room independently.

The school's safeguarding policy has not been revised to reflect the latest statutory guidance. Not all staff have read the latest guidance and therefore have insufficient awareness of issues like serious violence and upskirting. Trust officers have recently scrutinised the school's safeguarding procedures and found significant weaknesses. Trustees are concerned about the school's safeguarding arrangements and the decline in recent times.

Staff are working in untenable conditions. There are too few staff to meet pupils' needs safely. For instance, when pupils report feeling unwell, there is no clear system in place. During the inspection, pupils who were unwell were left unattended. This is because there are not enough staff to do what is needed.

The number of pupils who attend the school is different to the published number on roll. During the inspection approximately 50% of pupils were present. Sampling activities during my visit illustrated that some pupils, including those who are vulnerable to additional risks such as county lines, were not accounted for. Approximately one fifth of pupils do not attend the school at all. Of these, many are not provided with a full-time alternative offer. Leaders have not sought assurance that the providers have checked that adults are suitable to work with children. There is no clear rationale for why pupils attend such provisions as these opportunities are not aligned to pupils' education, health and care plan needs. In some instances, leaders are knowingly authorising pupils' absence because there is no education offer in place. Those responsible have not ensured that a full-time offer of education is in place for all pupils.

Staff are still not making reasonable adjustments, particularly for pupils' social and emotional needs. Although pupils' individual plans now identify appropriate targets, strategies are not well aligned to help pupils meet these. Furthermore, when some strategies are appropriate staff do not implement them. This means that when pupils display behaviours such as anxiety, staff do not know how to manage the situations effectively.

Work to establish an appropriate key stage 3 and key stage 4 curriculum has halted. The curriculum in the secondary department is now too narrow. Some subjects are not taught because of unfilled vacancies and a lack of staff expertise.

Leaders are not yet analysing patterns and trends in pupils' behaviour and attendance. Together, during the inspection, we were able to ascertain that pupils' rate of persistent absence is too high. Too few pupils attend regularly and some hardly attend at all. Leaders are not keeping tabs on this aspect strongly enough. Pupils' attendance remains low and persistent absence too high.

Leaders are not following exclusion guidance transparently or appropriately. Sometimes the decision to exclude is rescinded without appeals hearings or parental involvement. Leaders are not fulfilling their statutory duties in this regard.

Trustees had hoped that a sponsor would have been identified by now. However, initial interest from a potential sponsor appears to have dried up. There are no plans in place and all are uncertain about what to do next. The long-term future of the school remains a concern for staff. They do not feel well informed and are anxious about what the future holds.

The effectiveness of leadership and management

The capacity of leaders to initiate improvement and keep pupils safe is at breaking point. Two senior leaders with responsibilities for safeguarding, behaviour, attendance and alternative provision are absent. Some roles including the SENCo remain vacant. This is a challenging time as the long-term future of the school remains uncertain, and the school is operating without a full complement of staff.

Staff are trying their best but working conditions are pressurised and challenging. The rate of staff absence is exceptionally high. Staff say that it is now the norm to pick up duties of others who are absent. Some describe their workload as unmanageable although all are routinely 'mucking in' to keep the school going. Staff appreciate the efforts of the acting

headteacher in her first seven days since taking charge. They say that she frequently enquires about their well-being and that this is reassuring. Nevertheless, the pressure on staff, including those in senior positions, is overwhelming at times.

The school improvement plan was set for last academic year. Leaders and staff are unable to access the current improvement plan. Because of the pressure on staff and leaders, alongside the high rates of staff absence, all have become solely focused on the day-to-day running of the school.

This is a very uncertain time. The rebrokering of the school to a different trust, following Northern House School Academy Trust's announcement of the withdrawal of its sponsorship, is taking too long. Although a potential new sponsor was identified in July 2019, recently interest in forging a partnership has waned. Staff, trustees and senior leaders are unclear what the future holds. In addition, capacity to set a tone of improvement is notably restricted. All are clear how stressful and demoralising the current status quo is. Trustees describe a time of uncertainty, where staff lack motivation, and the 'best we can do is patch and mend'.

Trustees and governors have continued to scrutinise the school's work. Their own work has identified concerning issues including the school's approach to safeguarding. Those responsible are concerned about the effectiveness of the school's safeguarding arrangements. Governors are trying hard to support the school. However, some planned activities simply cannot take place because, as the chair describes, noting the pressures on staff, some staff are 'simply snowed under'.

Strengths in the school's approaches to securing improvement:

- Staff care about the pupils and want the school to improve. Many are working exceptionally hard to support pupils daily.

Weaknesses in the school's approaches to securing improvement:

- The rebrokering process is taking too long. There are no firm plans in place. All are uncertain about the future of the school. Staff morale is low.
- Staff vacancies are unfilled. Many staff are absent, temporary or underqualified for the positions they hold. There is a lack of expertise. Staff are struggling to meet pupils' social, emotional and mental health needs.
- Some senior leaders are absent. Those that have taken charge are grappling to cover all aspects of their roles.
- Although leaders have established a school improvement plan for this academic year it is not accessible to current staff. All are solely focused on operational matters rather than improving the school.

External support

The school is not receiving additional support. Trustees had hoped that interest from a potential sponsor would bolster support for leaders. However, this has not materialised, and staff continue to work in isolation.

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		

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

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

List of Background Papers
N/A

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