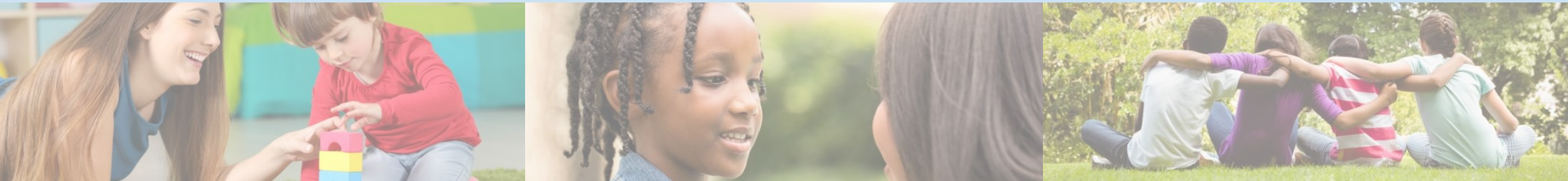


Chairs' Briefing

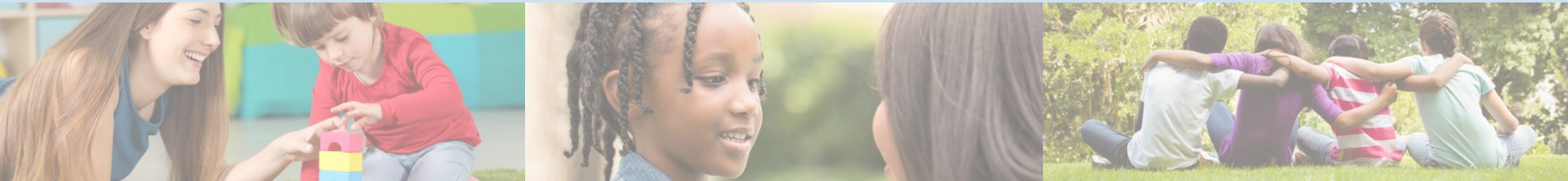
Tuesday 22 June 2021



- Welcome & Introduction
- Safeguarding & Covid-19 Update
- SEND Inspection Update
- DfE & Ofsted Update
- Assessment Update
- Holiday Activities & Food Programme
- Questions
- Close

Welcome & Introduction

Cheryl Eyre, Assistant Director Education & Learning



Safeguarding & Covid-19 Update

Debbie Smith, Safeguarding & Inclusion Team Manager



Covid Situational Awareness

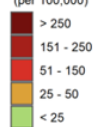
Situational awareness indicators from 9th June to 15th June 2021, in comparison to previous 7 day period

Area	Individuals tested per 100,000 population (7-day moving average)		Percentage individuals test positive (weekly)		Cases per 100,000 population - all ages (weekly)		Cases per 100,000 population - 60+ (weekly)		Number of confirmed cases (last 7 days)	Total community outbreaks (Last 7 days)
Bracknell Forest	528.2	↓	1.9	↓	73.4	↓	4.1	↓	90	1
Reading	1057	↑	1.8	↑	130.4	↑	36.8	↑	211	6
Slough	403.5	↓	2.7	↓	67.5	↓	23.3	↑	101	1
West Berkshire	405.7	↑	1.6	↑	48	↑	9.9	↑	76	3
Windsor and Maidenhead	500.1	↑	1.3	↑	48.2	↑	8.2	↑	73	1
Wokingham	1179.8	↑	0.9	↓	69.5	↓	12.7	→	119	1
South East	453.8	↑	1.5	↑	49.7	↑	7.9	↑	4,428	66
England	446.1	↑	2.7	↑	85.5	↑	15.8	↑	48,130	306

Situational awareness indicators from 2nd to 8th June 2021, in comparison to previous 7

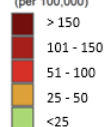
All ages

Weekly case rate (per 100,000)

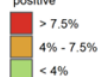


60+

Weekly case rate (per 100,000)



Weekly percentage positive



Area	Individuals tested per 100,000 population (7-day moving average)		Percentage individuals test positive (weekly)		Cases per 100,000 population - all ages (weekly)		Cases per 100,000 population - 60+ (weekly)		Number of confirmed cases (last 7 days)	Total community outbreaks (Last 7 days)
Bracknell Forest	429.6	↑	3.1	↑	96.7	↑	20.3	↑	121	2
Reading	701.7	↑	1.7	↓	89	↓	18.4	↑	144	4
Slough	409.2	↓	2.8	↑	82.9	↑	14.0	↓	124	8
West Berkshire	342.2	↑	1.1	→	25.9	↑	7.5	↑	41	2
Windsor and Maidenhead	390.2	↓	0.7	↑	20.5	↑	2.7	→	31	-
Wokingham	724.2	↑	1.9	↓	92.9	↑	12.7	↑	159	8
South East	427.9	↑	1.2	↑	37.9	↑	7.2	↑	3,378	
England	424.2	↑	2.1	↑	63.9	↑	12.0	↑	35,971	

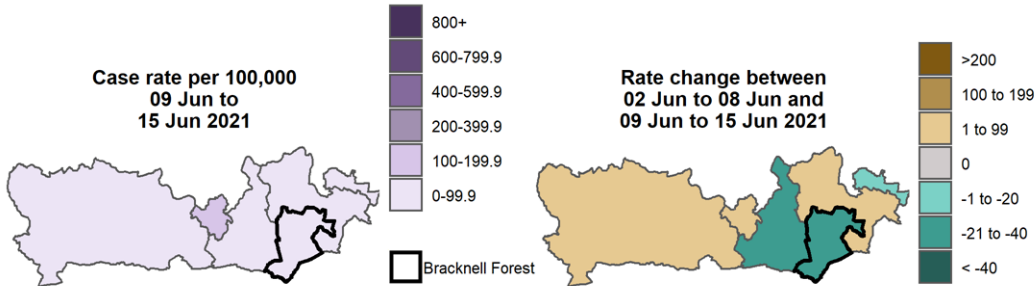
Bracknell Forest

Overview of Tier criteria 1-4; cases rate (all ages), case rate (60+ years) and positivity in most recent 7-day period (June 9 to June 15, 2021) and the change since prior 7-day period (June 2 to June 8, 2021).

Indicator	Current week	Change from previous week	
Case Rate (per 100,000)	73.4	↓	--25.3
Case Rate in over 60s (per 100,000)	4.1	→	--16.3
PCR Positivity rate (%)	1.9 %	↓	--1.1 %

Relative change arrow bases on incidence ratio p value<0.05. The four most recent days excluded due to reporting delays.

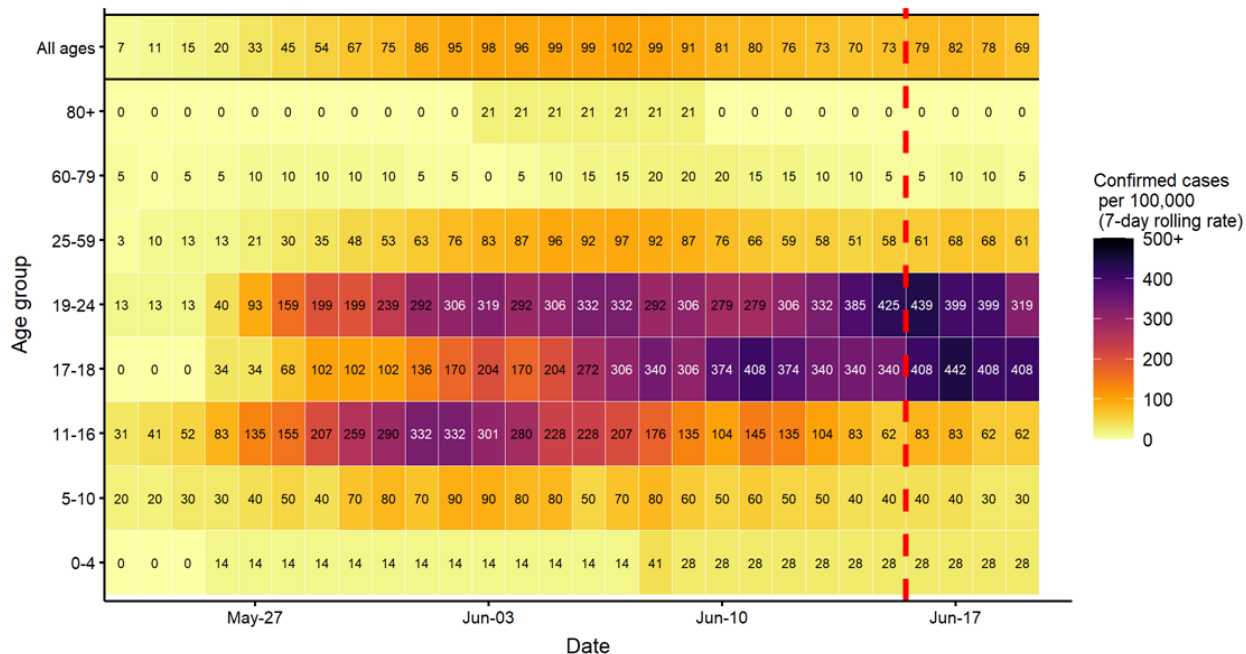
Case rate of COVID-19 per 100,000 per week in most recent 7-day period (June 9 to June 15, 2021) and absolute change since (June 2 to June 8, 2021), for LTLAs in the locality of Bracknell Forest.



The four most recent days excluded due to reporting delays.

Bracknell Forest

Age specific 7-day rolling case rates per 100,000 population, Bracknell Forest, May 23 to June 19, highlighting age groups of interest.



The red dashed line denotes the four most recent days that are subject to reporting delays.

Surge testing target audience

GU47 0

- Residents aged >11 yrs
 - 19,400

Schools

- Staff and students in secondaries and colleges (larger sites)
 - 11,350
- Primary school staff, plus Binfield staff and students, plus smaller secondaries
 - 4,500

Businesses and CEV

- Businesses
 - 1000
- CEV and housebound residents
 - 650

TOTAL TARGET POPULATION: 36,000

Safeguarding Updates

Keeping Children Safe in Education 2021

- The finalised version of KCSiE 2021 has not yet been published
- Delayed due to Ofsted review into sexual abuse in schools and colleges
- No official word, but likely to be end of July
- LA will update model policy over the summer in line with KCSiE changes

Ofsted Review into Sexual abuse in Schools

- Everyone's invite website set up June 2020
- Interest increased following death of Sarah Everard
- By end of March over 9,000 testimonials
- Government response was NSPCC helpline and Ofsted review
- TOR included

Review of school safeguarding processes

School understanding of guidance

Voice of the victim

Sex and Relationships education

Review Outcomes

- 1. A relationships, sex and health education (RSHE) curriculum that includes time for “open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of ‘nudes’”.
- 2. High-quality training for teachers delivering RSHE.
- 3. Routine record-keeping and analysis of sexual harassment and sexual violence, including online, so schools can “identify patterns and intervene early to prevent abuse”.

Review Outcomes

- 4. A “behavioural approach”, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated.
- 5. Support for designated safeguarding leads (DSLs) such as protected time in timetables to engage with local safeguarding partners.
- 6. Training for staff and governors so they can “better understand” the definitions of sexual abuse, are able to spot early signs of such cases and can “consistently uphold standards in their responses” to incidents.

SEND Inspection Update

Chris Hilliard, Interim Assistant Director Education & Learning

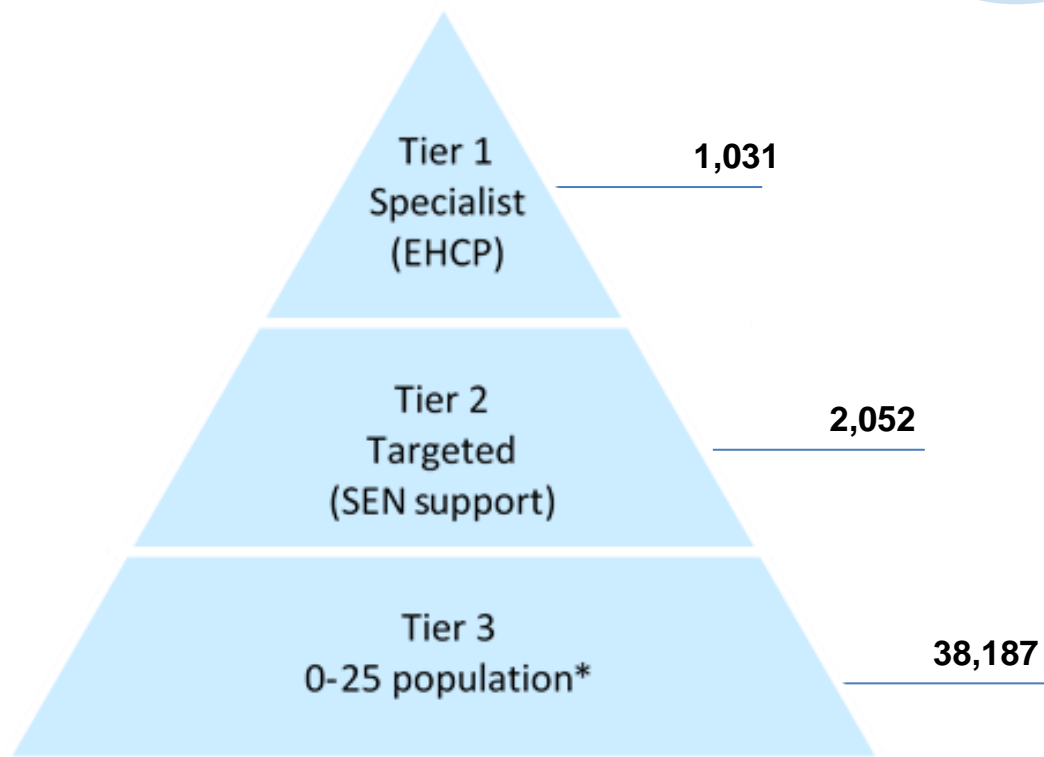


Special Educational Needs and Disabilities

Our children and young people with SEND in relation to overall 0-25 years old population

At tier one, 1,031 CYP make up 2.7% of the total 0-25 population – this is a slightly higher proportion than the average for England (2.44%). As a proportion of the school population, Bracknell Forest has fewer EHCPs than three of its statistical neighbours and sits around the median of these authorities.

In January 2021, 2,052 CYP at Bracknell Forest schools were recorded as needing SEN support but without having an EHCP. This is 11.1% of the Bracknell Forest pupil population and is very similar to the average percentage of CYP in England with SEN support. Like the proportion of CYP with an EHCP, Bracknell Forest is around the median for statistical neighbours.



Summary of education outcomes

Attainment for children and young people with SEND in Bracknell Forest :

- is above the national average and our statistical neighbours for those with an EHCP and those receiving SEN support at post-16
- is above the national average and our statistical neighbours for Attainment 8, progress and 9-4 English and maths for those with an EHCP and those receiving SEN support at KS4
- is above the national average and our statistical neighbours for those receiving SEN support in all subjects apart from writing (which is 1% below the national average) although higher than our statistical neighbours at KS2
- is above, or equal to, the national average for reading, writing and maths for those with an EHCP, although slightly lower than our statistical neighbours for KS2
- is above the national average and our statistical neighbours for reading, writing and maths for those with an EHCP and those receiving SEN support at KS1

A. Effectiveness of the local area in identifying children and young people's SEND

Evaluation of our performance against Ofsted criteria for timeliness

A

Identification
of needs



Efficiency and appropriateness of response when potential needs are raised by a young person, parent/carer or professional



Appropriate monitoring arrangements to ensure assessment information is up to date



Effectiveness of routine assessment of educational attainment and progress, including application of national assessment arrangements



How care needs of children and young people are identified and assessed



Effectiveness of the use of information from early health checks and health screening



Performance towards meeting expected timescales for EHC needs assessments, including the timeliness of annual reviews



The timing of assessments in preparation for a child or young person's move from one provider to another, or into adult services



How school census data is used to identify possible inconsistencies in identification of needs



C

Improving
outcomes

Assessment
and meeting
needs

A. Effectiveness of the local area in identifying children and young people’s SEND

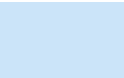
Evaluation of our performance against Ofsted criteria for timeliness

A

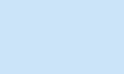
Identification of needs



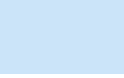
Establishing a baseline for setting targets for progress and improvement towards meeting education, health and care support or therapy needs



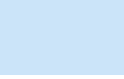
Informing joint commissioning, predicting the need for services and putting in place provision that meets the needs of children and young people



Informing planning for effective teaching and other education, health and care support or therapy



Evaluating the effectiveness of the teaching and other education, health and care support or therapy provided



B

Assessment and meeting needs

C

Improving outcomes

B. Effectiveness of the local area in meeting the needs of children and young people's SEND

Children and young people with Special Educational Needs and Disabilities

A

Identification
of needs



Engagement and co-production with children and young people, and their parents and carers



Effectiveness of coordination of assessment between agencies in joint commissioning – clear roles, responsibilities and accountability of partners in assessing and meeting needs



Satisfaction of parents and carers and satisfaction of children and young people



The suitability of EHC plans, including, when relevant, alignment with child in need and child protection plans



The local offer, including its development, accessibility and currency



That planning is appropriate to meet the needs of children and young people receiving SEND support



B

Assessment
and meeting
needs

C

Improving
outcomes

C. Effectiveness of the local area in improving outcomes for children and young people with SEND

Outcomes – across education, health and social care

A

Identification
of needs

B

Assessment
and meeting
needs

C

Improving
outcomes

Outcomes – across education, health and social care

Leaders' assessment of the effectiveness of the local area in improving outcomes for children and young people



Current position

Item	Progress
SEF	Ongoing
Evidence Folder	Information required: <ul style="list-style-type: none"> - Personal budgets - Case studies
Logistics Plan	All prepared, awaiting initial Ofsted call
Action Plan	In progress: <ul style="list-style-type: none"> - Updates to progress to date and lead officers to be identified - Impact column to be included by lead officers
Presentation to Ofsted	All slides prepared; final presentation to be agreed and compiled from SEF once Key Line Of Enquiry (KLOE) have been confirmed
Focus workshops	In progress
Focus groups	Prepared, to be finalised once KLOE have been confirmed

Education Policy Changes / Updates - Autumn 2021

Sharon Jones, Head of Standards



Early Years Foundation Stage Reforms

Early Years Foundation Stage Framework (Statutory)

Rationale for change

- **Improve outcomes particularly early language and literacy**
- **Reduce workload**
- 7 areas of learning and development remain the same but added depth
- Recommend use of Development Matters (Non-Statutory Guidance)
- Removal of the 'exceeding' judgment
- Introduction of Oral Health



Early Learning Goals



ELG's – assessment end of reception year

- **Communication & Language** – more emphasis on vocabulary
- **PSED**- self regulation
- **Physical Development**- separation of fine & gross motor skills
- **Literacy**- comprehension included
- **Mathematics**- greater precision on number and number patterns
- **Understanding the World**- technology removed, enhanced to better define humanities and science
- **Expressive Art Design**- development of language

Reception Baseline Assessment

- Statutory requirement
- Assessment of early mathematics and literacy, communication and language
- **Undertaken in first 6 weeks** – 1:1 basis
- Assessments are designed to track impact of Q of E overtime on cohorts – progress measures from entry to end of Y6 as opposed to end of YR
- Narrative reports available from Sep 20th
- Submission of HDF no later than 1st November
- Quality monitoring visits – **not LA**



Relationships , Sex & Health Education

- Relationships Education compulsory in primary schools
- Relationships & Sex Education compulsory in secondary schools
- Health Education compulsory for all state-funded schools only.
- During 2020 to 2021 academic year schools should have
 - **consulted parents,**
 - **published a policy**
 - **taught some of the new curriculum.**
- Where not fully implemented because of impact of pandemic Ofsted will take this into account providing schools demonstrate:
 - **due regard to the statutory guidance**
 - **clear rationale for prioritisation**
 - **clear and effective plans to address gaps before end of 2021-22**

Pupil Premium

- Maintained schools are required to publish an updated pupil premium strategy annually. All schools **must** use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of **December 2021**.
- The Department for Education will undertake monitoring checks on a sample of schools' published reports.
- From academic year 2021 to 2022, schools must demonstrate **how their spending decisions are informed by research evidence**, making reference to a range of sources including the Education Endowment Foundation toolkit.

‘Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ plans, including their plans for and use of their pupil premium funding.’

Primary PE and Sport Premium Funding

- DfE funding confirmed for 2021-2022 and will remain as in 2020-2021
- Further relaxation of ring-fencing arrangements for the PE and sport premium announced 17/6/21
- Funding, for the next academic year, can be used alongside any underspends from this year or last by 31st July 2022.
- Schools must use the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide.
- Schools must publish details of how you spend your PE and sport premium funding by the end of the summer term or by 31 July 2021 at the latest.

Early Careers Framework

- 2 year funded programme
- Designed to improve experiences and capacity of new teachers
- 3 options: Full programme, Core programme, School based Programme
- BF Primaries: FLA acting as delivery partner for Education Development Trusts programme
- BF Secondaries: Bracknell Forest Partnership as delivery partner for the Best Practice Network
- ECTs will have both someone who inducts and someone who mentors them
- LA acting as the appropriate body undertaking induction checks across all programmes and fidelity checks on the core and school based programmes



Ofsted Update

Sharon Jones, Head of Standards



Ofsted Update

- Ofsted handbooks updated in April 2021 for **summer term** to reflect the covid context
- Secondary schools included from 21st June

Focus

- Adaptations to the curriculum understanding what has been prioritised and why
- Gaps in pupil learning
- Integration of remote education provision
- Attendance

- Currently planned return to routine inspection from September 2021
- HMI feedback- add **a year and one term** to the timings in the Section 8 & Section 5 handbooks- applies to schools currently good, outstanding and RI
- Schools who have undergone 'significant change' normally Section 5 within 3 years but maybe extended
- South East regional update for schools 15th July

Assessment Update

Zoe Livingstone, Standards & Effectiveness Partner



Assessment Update

Accountability in 2021

- As in 2020, the DfE will not publish institution level data based on assessment
- No 2021 data will be available to Ofsted, the RSC or LAs to hold schools to account
- Any organisations working with schools should use data from previous years (2019 and prior years) as a starting point for discussions around performance
- 2020 and 2021 data should not be used as part of teacher performance management processes

Inspection Data Summary Report (IDSR) updated June 2021

- Updated to include absence data from autumn 2020, based on DfE census collections, and not to be compared to historic absence rates, due to the impact the pandemic
- **All performance-related data within the IDSR still relates to 2019**
- Contextual information was updated in January 2021
- Exclusions data was updated in January to the final release of 2018/19

Assessment Update

Primary Statutory Assessments for 2021-22

- Reception Baseline Assessment going ahead in September
- Year 2 Phonics Screening Check in the second half of the autumn term
- The Standards and Testing Agency are 'planning for a full programme of assessments to return in 2021/22'
- STA hoping to confirm before the summer holidays

Assessment Update

Statutory reporting to parents

- Removal of the requirement to report on national curriculum assessments and attendance
- Information that **must** be provided in annual reports for the 2020 to 2021 academic year:
 - The pupil's general progress
 - Brief particulars of achievements, including strengths and developmental needs
 - How to arrange a discussion about the report with a teachers
- The requirements on reporting exam grades to pupils and parents at KS4 and KS5 have not changed, and relate to the TAGs
- Schools should take a **proportionate approach** when deciding:
 - What attendance information to include
 - Whether to include information about participation in remote education
 - What level of detail to include
 - Whether to include information about how they are making use of national recovery policies, including catch-up funding and the national tutoring programme
- The DfE strongly recommends that reports include:
 - An indication of any significant learning that pupils have missed or are not secure in

Assessment Update

Transition in Bracknell Forest between Year 6 and 7

- Agreement to a consistent transfer spreadsheet to be used by all schools
- Agreement that the most useful information to share regarding pupil attainment was pupils' *current* actual attainment, which should be arrived at using a range of triangulated assessment information
- Agreement that secondary colleagues need to be made aware of those pupils whose academic attainment has been disproportionately impacted by the pandemic
- Recommendation that primary schools share key information about which aspects of the curriculum have been secured, which will need to be revisited and where there are significant gaps, so that the curriculum in Year 7 can be adapted
- Suggestion that, where possible, a 'best piece' of work for each pupil is sent to the receiving secondary school
- Decision taken to continue work to improve curriculum continuity between primary and secondary schools from autumn 2021 onwards

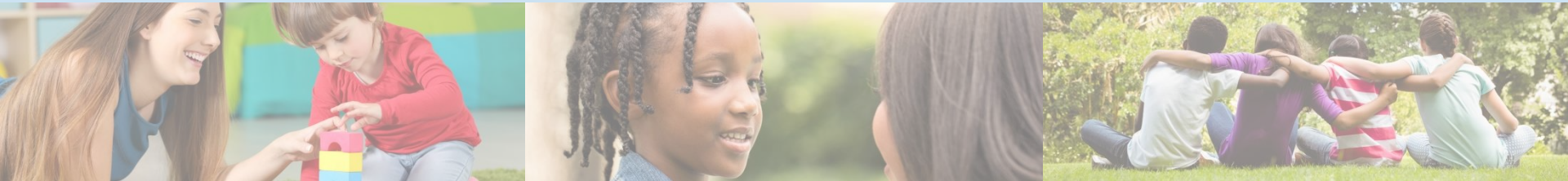
Assessment Update

The role of assessment this term

- The primary focus has been on formative assessment, to identify specific gaps that need to be addressed
- The use of assessment is likely to vary significantly between schools, and each school will have different assessment information
- For those schools with summative end of year data, this should only be used as a 'signpost' or starting point for discussion
- Key questions for governors include:
 - Are leaders aware of which areas of the curriculum need to be prioritised in the autumn term in each year group?
 - What processes are in place to ensure that teachers in September have key information about gaps and strengths for individual pupils?
 - How have leaders used assessment information to identify those pupils who are most in need of additional support?

Holiday Activities & Food Programme (HAF)

Chris Taylor, HAF Programme Manager



DfE HAF Programme

- **Announced in Nov-20**
- **To provide “healthy food and enriching activities to disadvantaged children across the whole of England in 2021”**



Department
for Education

Eligibility



- **Families eligible for benefits-related free school meals in Bracknell Forest**
- **Families register for FSMs with their school**
- **Approximately 2,150 FSM pupils**

Duration

- **School holidays in 2021**
 - **Easter**
 - **Summer**
 - **Christmas**



Background

- **School holidays can be pressure points for some families because of:**
 - **increased costs (such as food and childcare)**
 - **reduced incomes**
- **For some children that can lead to a “holiday experience gap”**



Background

- Children from disadvantaged families may be:
 - less likely to access organised out-of-school activities
 - more likely to experience 'unhealthy holidays' in terms of nutrition and physical health
 - more likely to experience social isolation



Response

- DfE's aim is for free holiday activity places for at least four hours a day, four days a week, six weeks a year
- $4 \times 4 \times 6 = 96$ hours per pupil



Objectives for Pupils are

- to eat more healthily
- to be more active
- to participate in engaging and enriching activities
- to be safe and not to be socially isolated
- to have greater knowledge of health and nutrition
- to be more engaged with school and other services



HAF Steering Group

- **BFC Steering Group includes:**
 - **Headteacher/s**
 - **Childrens Social Care**
 - **Early Years**
 - **Early Help**
 - **Public Health**
 - **Food banks**
 - **Charitable organisations**



Easter 2021

- No face to face activity was offered due to Covid
- A virtual offer on the Council's website signposted families to existing BFC activity facilities such as parks, the Lookout, places to visit etc and ideas/resources for activities that children & young people could do for themselves.
- The Council paid for food vouchers for FSM families outside the HAF programme

Costs and Funding



- Average cost of holiday activities is £4/hr
- 96 hours at £4/hr is £384 per pupil per year
- £384 x 2,150 eligible pupils would cost £825,600
- BUT the DfE HAF grant is only £217,720...
- The DfE's aspirations are clearly unaffordable if take-up was 100%
- We are seeking additional funding from other sources

Proposed Offer

- The Council is working up an offer for a number of free activity hours per FSM pupil over the 2021 Summer holidays which will be affordable within the current budget, based on an assumed



Examples of Activities

Arts &
Crafts

Gardening

Cooking

Den
Building

Quiet
Areas

Sports &
Games

Board
games

Role Play

Trips to
local
attractions

Bowling

Drama

Cinema

Dressing
up

Music

Quizzes

Messy Play

Scavenger
Hunts

Libraries

Puzzles

Examples of Activities



- A sports camp for 11-16 year olds provided by Reading Football Club under a joint HAF initiative by Bracknell Forest, Wokingham and Reading Councils

Additional Support



- Food parcels to create Healthy packed lunches
- Transport to and from venues
- 1:1 staff support for pupils with SEN

Food Vouchers

- Are not a requirement of the HAF programme
- Where BFC have provided vouchers in the past these have been paid from other funds
- Govt has today granted an extension to the Council's Covid support grant, part of which may be used to provide food vouchers to FSM families this summer



Communication with Parents

- A unique activity code for each pupil to be sent out by schools under a covering letter from the Council
- Parents book activity places directly with activity providers using their code/s
- The Council reimburses the providers retrospectively

Letters to
Parents

Questions



Summary & Close

Councillor Dr Gareth Barnard

