

Meeting Etiquette

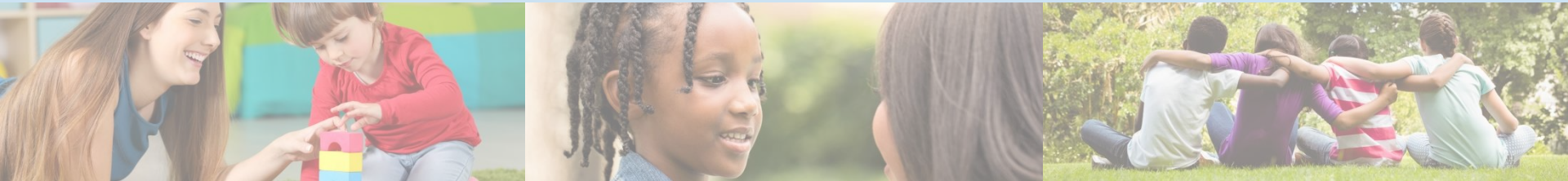
Please:

- mute your mic when you enter the room
- turn off or switch your mobiles to silent
- use the chat function to ask a question
- tag individuals in the chat window if your comment is directed towards someone specific
- introduce yourself when speaking and where you are from
- do not carry-on other conversations (by mobile or email)



Chairs' Briefing

Thursday 4th February 2021



- Welcome
- Safeguarding & Covid Update
- Education & Learning Priorities, Governor Monitoring and Ofsted
- Place Planning
- School Support Services
- Close

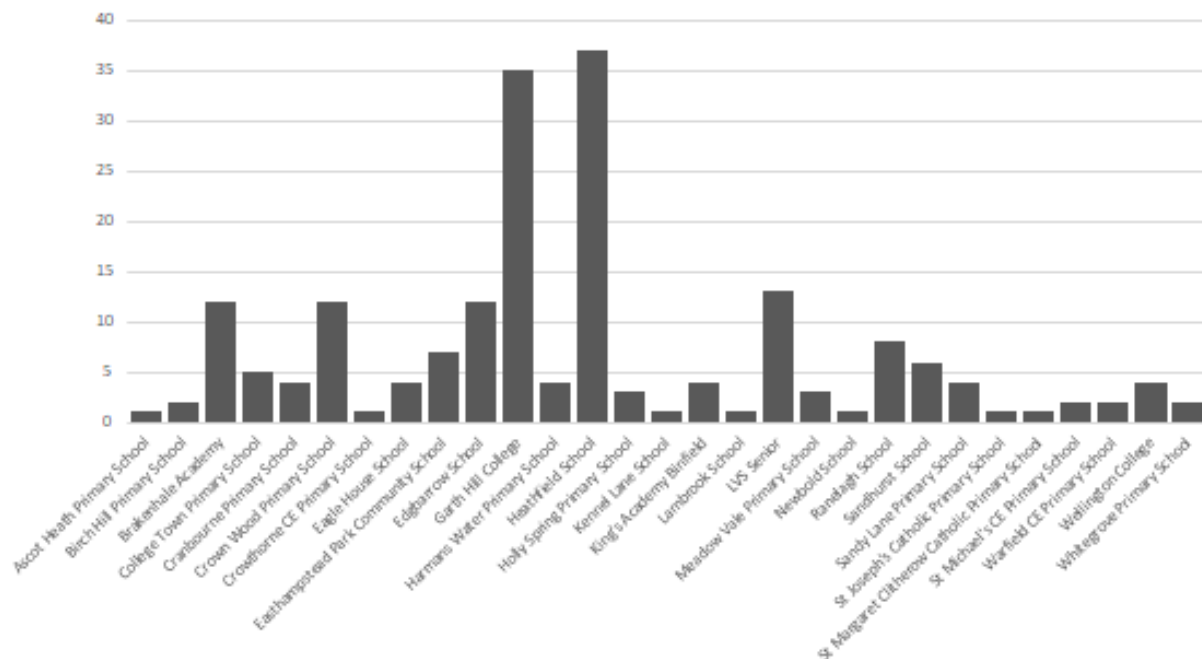
Safeguarding & Covid Update

Debbie Smith

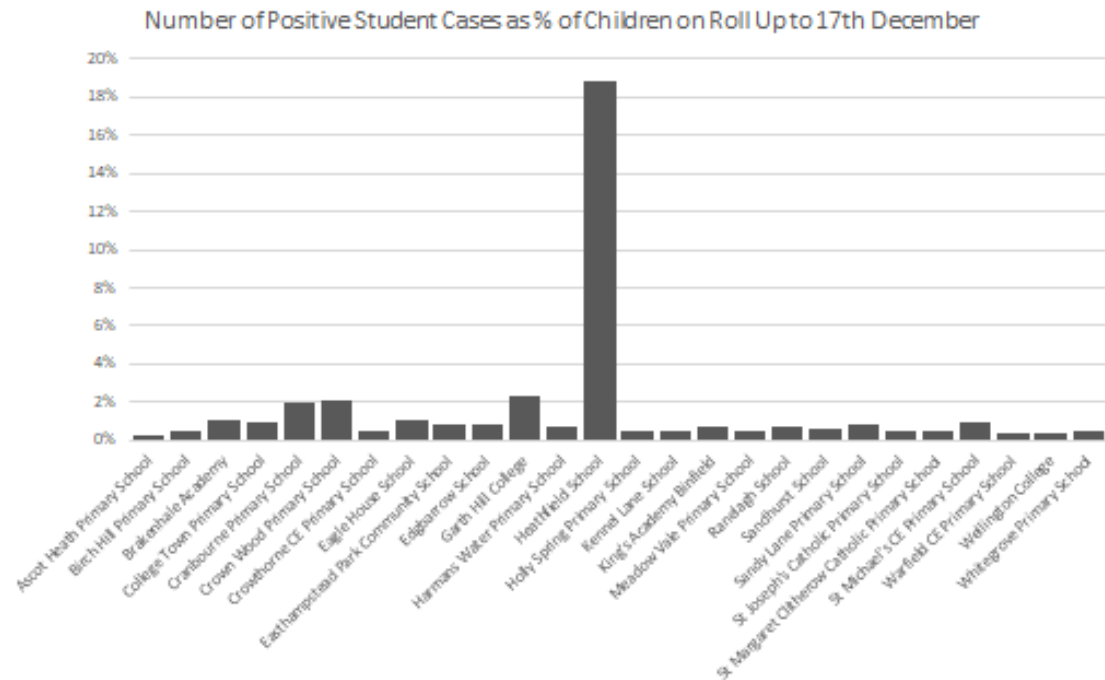


Number of Positive Student Cases

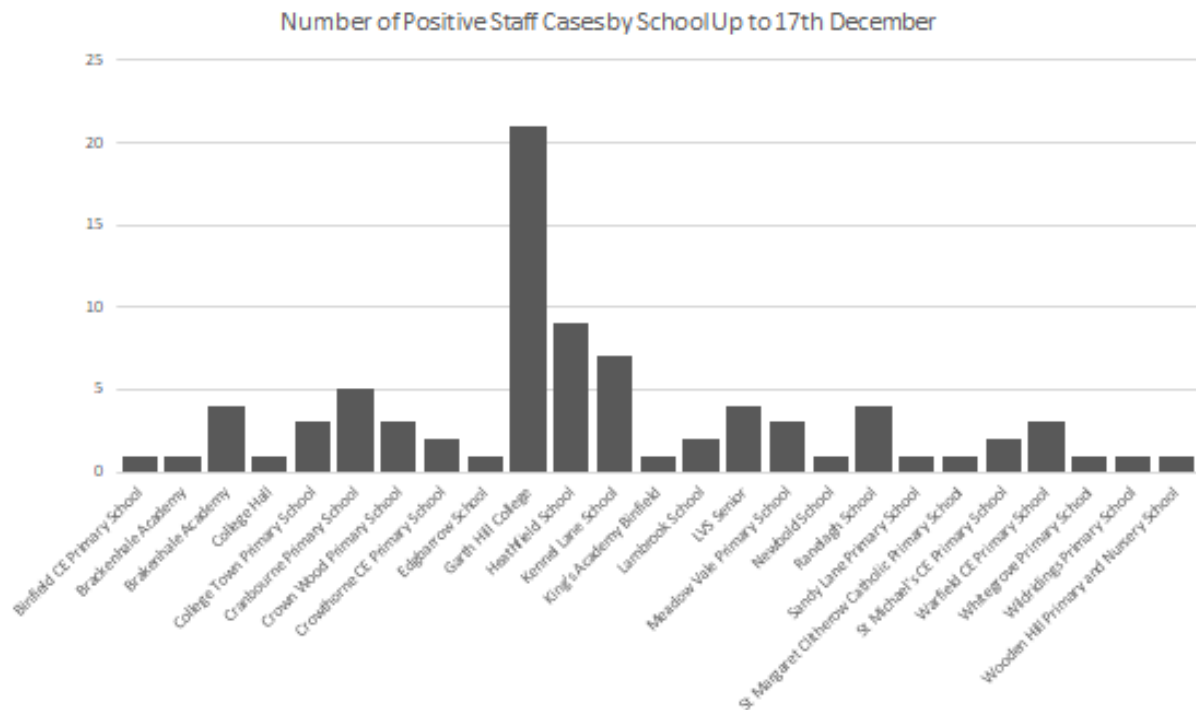
Number of Positive Student Cases by School Up to 17th December



Percentage of Students with Positive Case



Number of Positive Staff Cases



Situational Awareness

Up to 31st January, Bracknell Forest has had 6,259 confirmed cases of COVID-19. Between 20th – 26th January there had been 325 new cases of COVID-19, which make-up 5% of all Bracknell Forest's cases across the whole pandemic.

The weekly rate is 265.2 per 100,000 population, which is 24% lower than the week before and 45% lower than the week before that. Bracknell Forest's rate for people aged 60 and over has decreased by 27% in the last week at 276.4 per 100,000 population.

Situational Awareness indicators from 20th to 26th January* 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)
Bracknell Forest	410.9	↓	11	↓	265.2	↓	276.4	↓	325
Reading	532.5	↓	14.4	↓	469.2	↓	327.8	↓	759
Slough	513.5	↓	21.3	↓	638.6	↓	628.3	↓	955
West Berkshire	373.9	↓	9.6	↓	224	↓	231.2	↑	355
Windsor and Maidenhead	372.9	↓	11.5	↓	239.7	↓	235.7	↓	363
Wokingham	357.6	↓	9.9	↓	217.4	↓	197.6	↓	372
South East	452.1	↓	10.6	↓	286.9	↓	238.1	↓	25,562
England	448.6	↓	11.5	↓	309.5	↓	246.9	↓	174,182

Source: PHE Regional South East Situational Awareness Report (26th January 2021)

* Dates and figures refer to specimen date

Data thresholds

Data thresholds included in PHE's Situational Awareness Report:

Positivity rate

This includes all individuals with a valid test result from a specimen taken in the 7-day period shown. This includes Pillar 1 and Pillar 2 test.

Red: >7.5%	Amber: 4% to 7.5%	Green: <4%
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Weekly rate per 100,000 population (all ages)

Maroon: >250	Dark Red: 151 to 250	Red: 51 to 150	Amber: 25 to 50	Green: <25
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Weekly rate per 100,000 population (aged 60 and over)

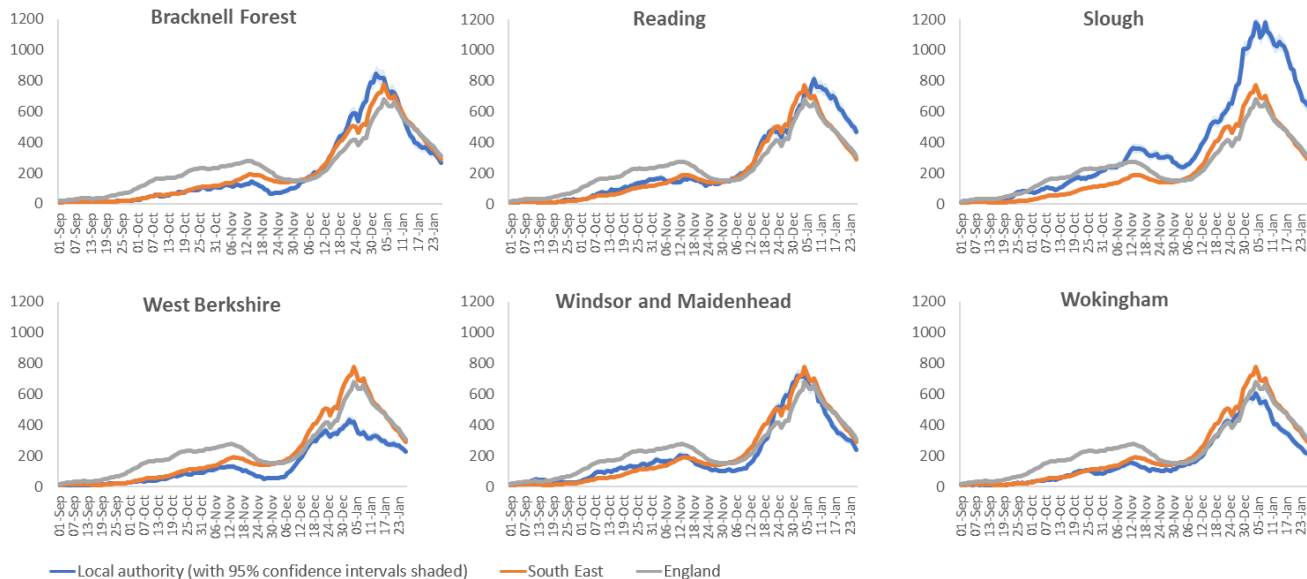
Maroon: >150	Dark Red: 101 to 150	Red: 51 to 100	Amber: 25 to 50	Green: <25
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Epidemiology of cases

Up to 27th January, there had been a total of 47,116 confirmed cases of COVID-19 in Berkshire. 69% (32,507) of these cases have occurred since the beginning of December 2020.

Weekly rate of confirmed COVID-19 cases per 100,000 population (7-day rolling average)

Data from the most recent 4 days have been excluded from the charts as these will be incomplete

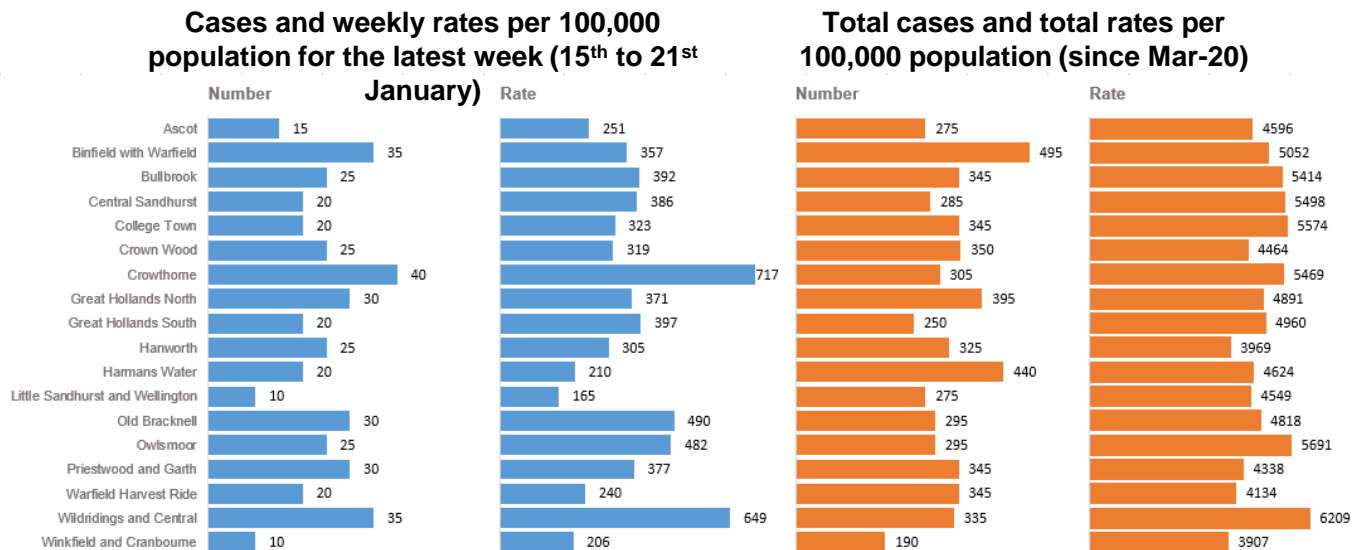


Source: PHE Second Generation Surveillance System (SGSS)

Bracknell Forest

Data on confirmed COVID-19 cases are shown by Electoral Ward.

Caution should be taken with this information, as it will be based on small numbers and can fluctuate. Data relating to each Electoral Ward has been rounded to the nearest 5. This is in order to protect the identity of individuals.



Source: PHE Second Generation Surveillance System (SGSS)

Schools Testing Programme – Secondary Schools and Colleges

To safeguard the health of the teaching workforce and keep as many staff and pupils in school and college as possible, the government has introduced a testing programme for schools using rapid-result coronavirus tests.

The schools programme comprises two elements:

1

‘test to identify’

the school and college **workforce** to conduct weekly testing of staff (and students were tested twice upon return to school – ‘test to return’)

2

‘test to release’

for students and pupils as well as the workforce to conduct daily testing for those identified as close contacts of workforce colleagues, students or pupils that have tested positive

For both elements of the programme, testing must take place on the school site.

For every group, testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within schools and colleges.

Schools Testing Programme – Secondary Schools and Colleges

- As part of our ongoing response to COVID-19 the East Berkshire Health Protection Board provides oversight of the delivery of our Outbreak Control Plan.
- In light of case numbers locally and the new variant of COVID-19, which is prevalent across Berkshire, the Board recommended that schools proceed only with weekly testing of staff for the purpose of case finding – ‘test to identify’.
- We advised our schools and colleges on 13 January not to proceed with the second element of the programme; daily testing of those who have had contact with positive cases – ‘test to release’.
- Instead, all close contacts of positive cases should continue to be instructed to self-isolate for 10 full days after contact with a positive case.
- This decision will be kept under review by the East Berkshire Health Protection Board.
- On 20 January, government announced daily testing (‘test to release’) is being paused in secondary schools and the workforce should now aim to test twice weekly instead of once weekly

Schools Testing Programme – Primary Schools and Nurseries

The primary schools LFD testing programme covers all primary schools, nurseries attached to primary schools and maintained nurseries. Private nurseries and childminders are not covered but will have access to the local mass community testing LFD programme

The schools programme comprises one elements: What is different to the secondary school programme?

1

‘test to identify’

the school and nursery **workforce** to conduct twice weekly testing of staff

- There is no ‘test to release’ element
- Staff are expected to conduct the test **at home** and not on site at the school (although LFDs will be stored in school)
- Student testing is not included in the programme

For every group, testing is voluntary, but those who are eligible for tests are strongly encouraged to participate to reduce the risk of transmission within schools and colleges.

Safeguarding Updates

Review your Remote Provision (DfE, Jan 2021)

- Ensuring safety
- Online safety
- Wellbeing
- Data management
- Behaviour and attitude
- <https://www.gov.uk/government/publications/review-your-remote-education-provision>

Safeguarding Policy

The government's Contingency Framework, updated 1st January 2021 says,

- 'Schools and FE providers (ideally led by the designated safeguarding lead (DSL) or a deputy) should review their child protection policy so that it reflects the local restrictions and remains effective.'

<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities#safeguarding-and-designated-safeguarding-leads>

Working Together Guidance

Key changes include:

- Clarification about information sharing, this is the most important area to take note of, for example, strongly stating 'you [schools] do not need consent to share personal information...provided that there is a lawful basis to process any personal information required' (see page 106);
- Updating the definition of safeguarding (first seen in Keeping Children Safe in Education (2020) to specifically include mental health;
- Clarity about the Homelessness Duty, especially early assessments for 16/17 year olds; and
- Strengthening the wording of domestic abuse by including coercive control

Allegations – Working Together

New fourth allegation criteria added:

- The update includes a 4th allegation to the criteria
- “Behaved or may have behaved in a way that indicates they may not be suitable to work with children”
- Every employer is now required to formally refer to the LADO, a person working or volunteering with children who may not be suitable to do so.
- As with the current 3 criteria points, the employer will notify the LADO within 1 working day.

Consultation launched for Keeping Children Safe in Education 2021

Suggested changes include:

- New condensed annex for staff who do not work 'directly with children';
- Reminding schools that they should include cyberbullying in the behaviour policy;
- Making the section on information sharing much clearer
- Linking safeguarding to the behaviour management section of the Teacher Standards
- including 'child abduction and community safety incidents' in the potential harms section.

Consultation launched for Keeping Children Safe in Education 2021

The sections that see the greatest potential changes are in safer recruitment, child on child sexual violence and sexual harassment (peer-on-peer abuse) and the role of the designated safeguarding lead.

The consultation is open until 4th March 2021 (11:45pm) and can be found online here: <https://consult.education.gov.uk/safeguarding-in-schools-team/keeping-children-safe-in-education-schools-and-col/>

Proposed changes - Sexual Violence and Sexual Harassment 2021 to be included in consultation

Designated Safeguarding Lead role consultation events:

- 9 Feb 2021 at 14:00 to 9 Feb 2021 at 16:00
- 11 Feb 2021 at 10:00 to 11 Feb 2021 at 12:00
- If you wish to book a place on one of the events please email DSL.CONSULTATION@education.gov.uk and confirm the event you want to attend as well as your role and school.

Changes to Safer Recruitment

Important legal changes came into force on the 28th November 2020 to take into account a judgement by the Supreme Court. These changes are:

- Cautions given to under 18s are no longer legally disclosed
- The multiple conviction rule has been removed so that each offence should be considered individually
- Applicants must be told how to get independent, confidential advice on which cautions or convictions they must disclose and be given time to obtain advice

Safer Internet Day - 9th February 2021

Resources for next year's Safer Internet Day have been published to help schools activities for Safer Internet Day on Tuesday 9th February 2021

The resources are free to download and are tailored for 3-18 year olds and look at the topic of reliability online, helping young people differentiate fact from fiction. The resources are available include lesson plans, assemblies, posters, films, and other quick activities.

You can download the resources here: <https://www.saferinternet.org.uk/blog/new-educational-resources-looking-reliability-online-launched-safer-internet-day>

Education & Learning Priorities, Governor Monitoring & Ofsted

Sharon Jones



Ofsted Update- Overview

Monitoring Inspections – Section 8

- Commenced 25th January- remotely until after the February Half term.
- Schools judged as requires improvement at (at least) their last 2 consecutive section 5 inspections and schools judged as inadequate.
- Section 8 NFD inspections will take place to follow up concerns about schools that are not necessarily in a category of concern
- 2 days with 2 HMI.
- Monitoring inspections are not full inspections. Inspectors will not apply the whole education inspection framework or come to any graded judgements.
- Inspectors will look at whether leaders' actions are effective in providing education during the current circumstances.

Ofsted Update - Focus of Inspection

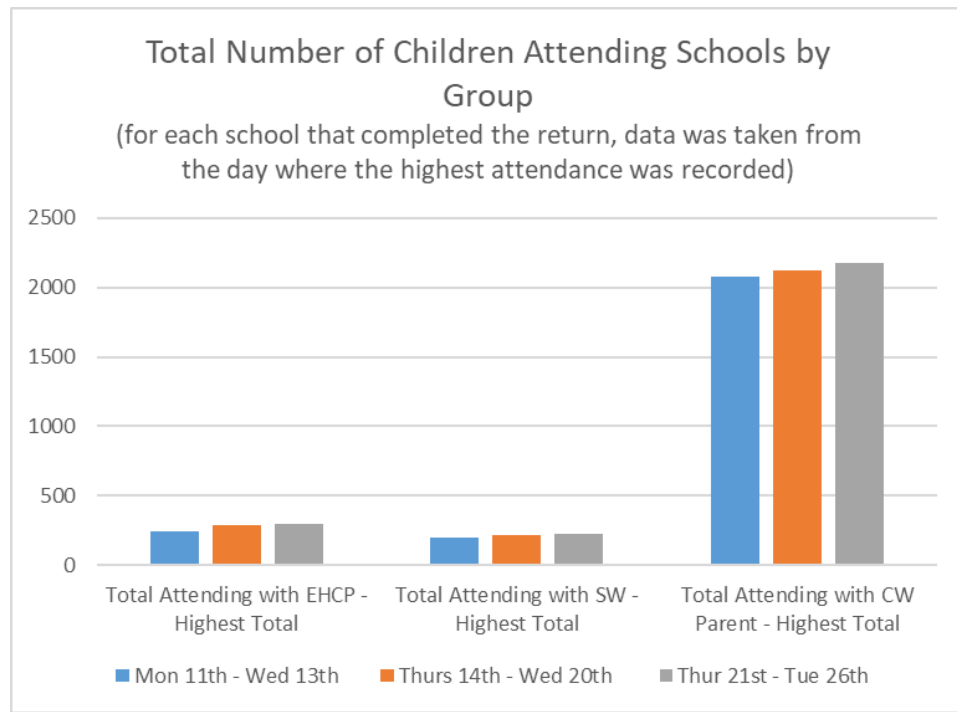
- How effectively leaders are adapting the existing curriculum to meet current challenges
- Remote education provision
- Educational provision for vulnerable pupils and for other pupils attending school on site
- Support for pupils with special educational needs and/or disabilities, whether they are in school or being educated at home
- ***Examining whether those responsible for governance are making an effective contribution to leaders' actions in providing the best possible education for all pupils in the current circumstances; this includes examining the decisions leaders have taken about the curriculum the impact of the support and challenge provided to the school around their curriculum and current education provision, including from any external partners***

[January 2021: maintained schools and academies - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/ofsted-announces-focus-of-inspection)

Priority Pupils

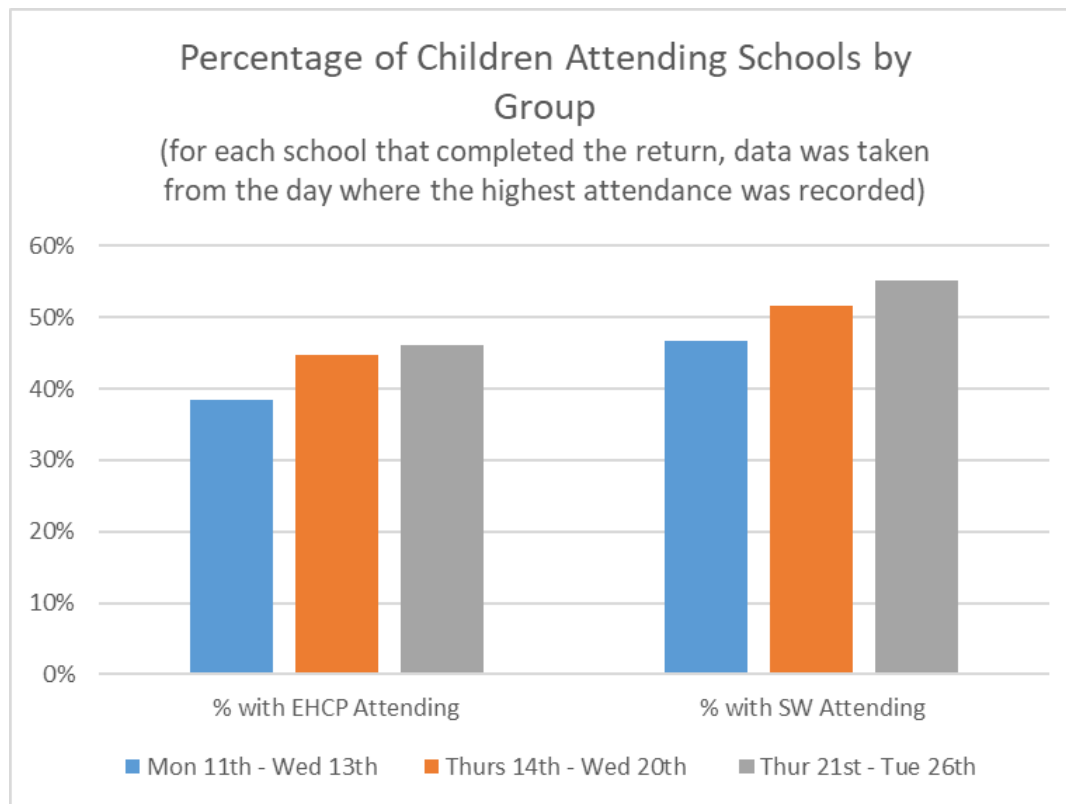
- Guidance updated 2/2/21
- **Vulnerable** children and young people- social worker, EHCP, otherwise vulnerable.
 - ‘In particular, children with a social worker are expected to attend provision (subject to public health advice), given their safeguarding and welfare needs.’
 - Where a vulnerable child or young person is not attending, schools should have in place procedures to maintain contact, ensure they are able to access remote education support and regularly check if they are doing so.
 - Parents and carers of vulnerable children who have not requested a place for their child have the option to return to that decision and should talk to their education setting and social worker (if they have one) to do so. Discussions with parents or carers, and social workers should focus on the welfare of the child or young person, ensuring that they can access appropriate high-quality education and support.
- **Critical Workers**
 - *Parents and carers who are critical workers should keep their children at home if they can*

Attendance of Priority Pupils

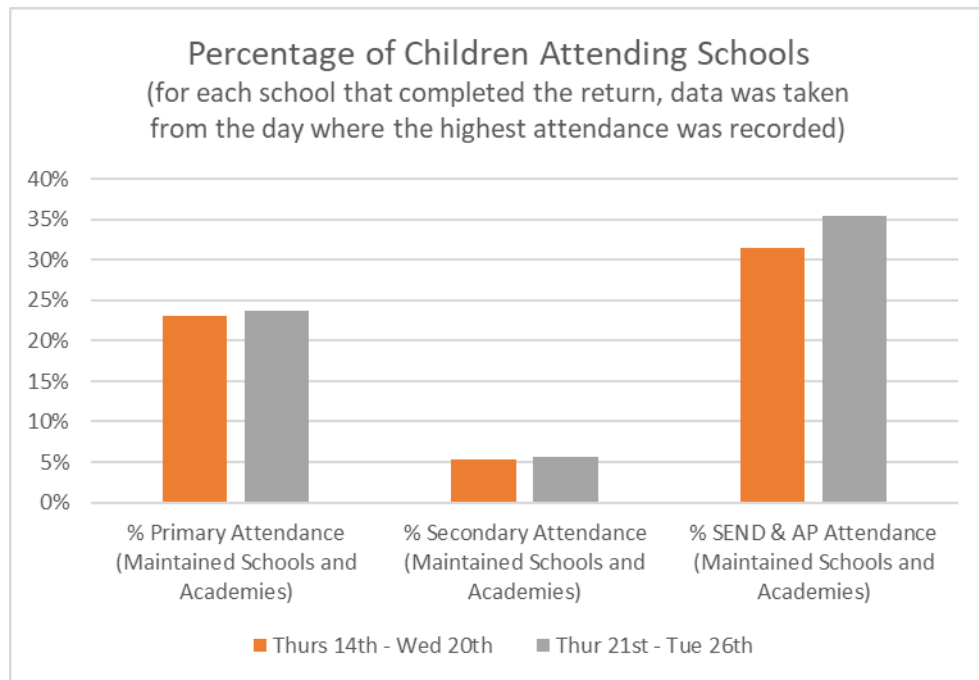


Total Attending with EHCP - Highest Total	294
On Roll with EHCP	637
% with EHCP Attending	46%
Total Attending with SW - Highest Total	226
On Roll with SW	410
% with SW Attending	55%
Total Attending with CW Parent - Highest Total	2173

Attendance of Priority Pupils



Attendance of Priority Pupils



% Primary Attendance (Maintained Schools and Academies)	24%
% Secondary Attendance (Maintained Schools and Academies)	6%
% SEND & AP Attendance (Maintained Schools and Academies)	35%

National benchmark to date

- % Primary Attendance 21
- % Secondary Attendance 5
- % SEND 30

Governor Monitoring

- Rationale for decision making re provision for priority pupils.
- Risk assessment – up to date reflecting the school context and arrangements for staff and pupils on-site.
- Clear systems and processes for vulnerable pupils not attending school.

Remote Education Provision - Overview

National Context

- Focus of Ofsted Monitoring Inspections from 25th January
- DfE guidance published re expectations- clarity and transparency
- Provision published on school websites by 25th January
 - Curriculum
 - Method of delivery
 - Engagement
 - Assessment of progress
 - Access including overcoming barriers
 - Support for additional needs

Remote Education Provision - Expectations

- Consistent use of a digital platform
- Senior leaders with overarching responsibility
- Teaching equivalent to core teaching in school
 - KS1: 3 hours (less for younger children)
 - KS2: 4 hours
 - KS3&4: 5 hours
- Safeguarding policies updated
- Focus on online safety – statutory guidance KCSIE

Overview of Remote Provision across Bracknell Forest

Local Context

- Focus of STEP spring visits
- Range of platforms being used effectively
- Broad balanced age - appropriate curriculum
- Daily & weekly timetables
- High levels of engagement
- Lack of engagement followed up barriers addressed
- Increase in access to laptops/tablets- **DfE as of 02/02/21-750 devices delivered to BF maintained schools**
- Effective deployment of staff
- Multi-agency working

Governor Monitoring

- Is remote education aligned with in-school provision?
- What support, resources and CPD are available to teachers to deliver online learning and adapt the curriculum for online learning to best meet the needs of pupils?
- How are we supporting our pupils and their families to engage with the online learning provided?
- Are our online education approaches tailored meet the needs of pupils with SEND?
- Have pupils and families with limited or no access to the technology required for remote education been identified? Are they receiving appropriate support?

Challenges

- Replicating opportunities to socialise
- Impact of 'screen time'
- Access - where multiple siblings
- Development of pupils in Early Years
- Implementation of 'Catch-Up' plans
- Sustaining pupil engagement
- Longer term impact on well-being

Wellbeing across the School Community

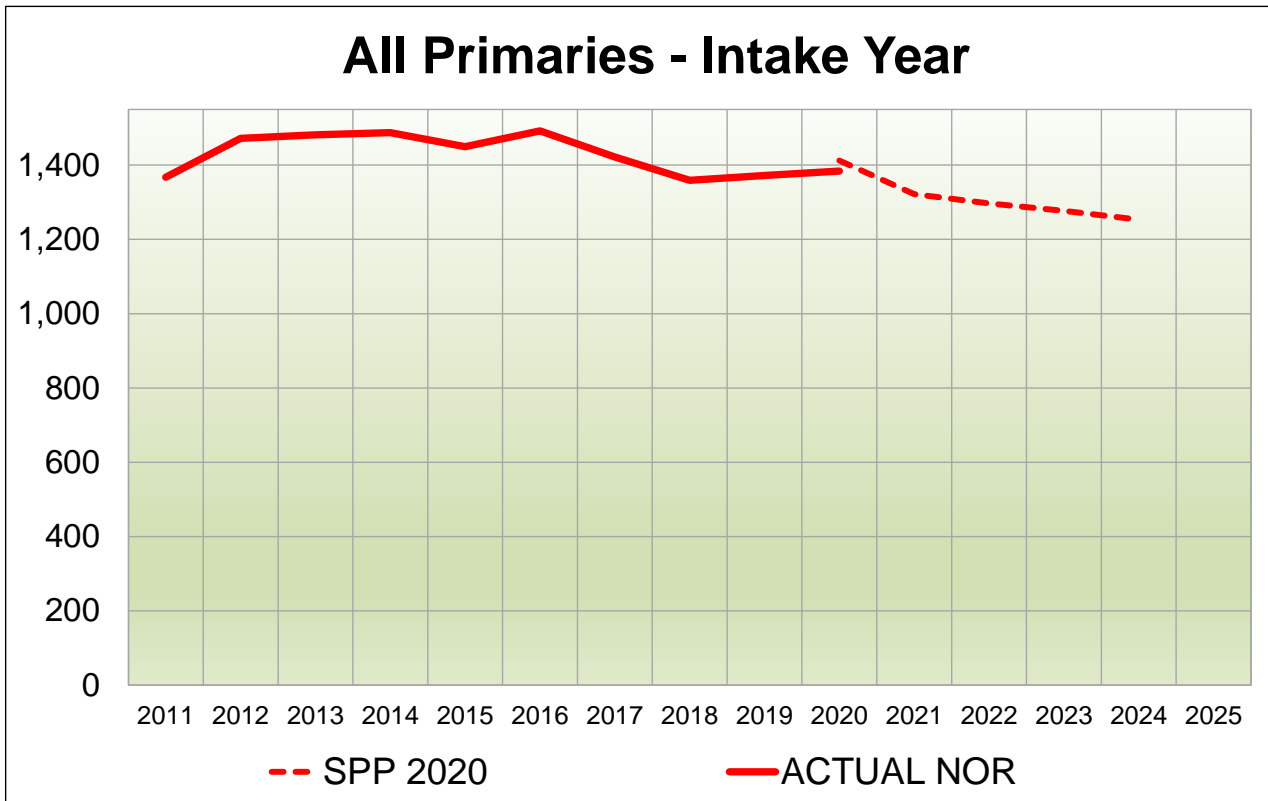
- Governing boards should engage with stakeholders and school leaders to understand the impact that COVID-19 has had, and continues to have, on pupil and staff mental health and wellbeing. Discussions should focus on the support in place and its effectiveness.
- How and why should school governors support mental health and wellbeing? - Understand the benefits that will come from a focus on wellbeing and make it a board priority. ([Reference Governors for Schools webinar and materials](#))

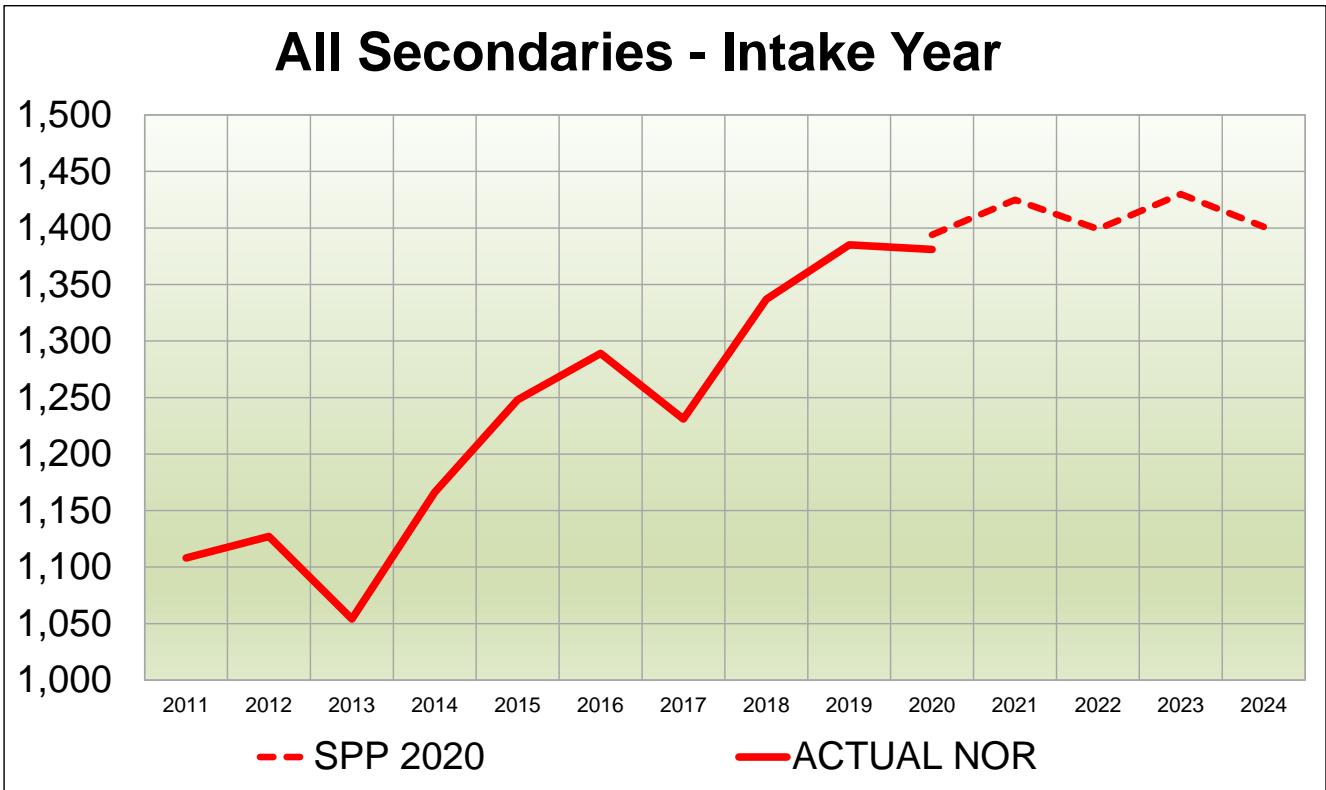
- Virtual meetings: board dynamics, chairing, reports and questions in advance – having courageous and challenging conversations in a virtual environment can be more difficult, does meeting protocol and practices promote effective teamwork? Is everyone's voice heard?
- Virtual monitoring: implementing a virtual monitoring programme and stakeholder engagement.
- Virtual induction: adapting the board's induction programme – how can relationships be developed? Shadowing and mentoring. Ensure you do not lose new governors.

Place Planning

Chris Taylor







- Went to Schools Forum on 14-Jan
- Going to Executive on 09-Feb
- Going to Headteachers 11-Feb

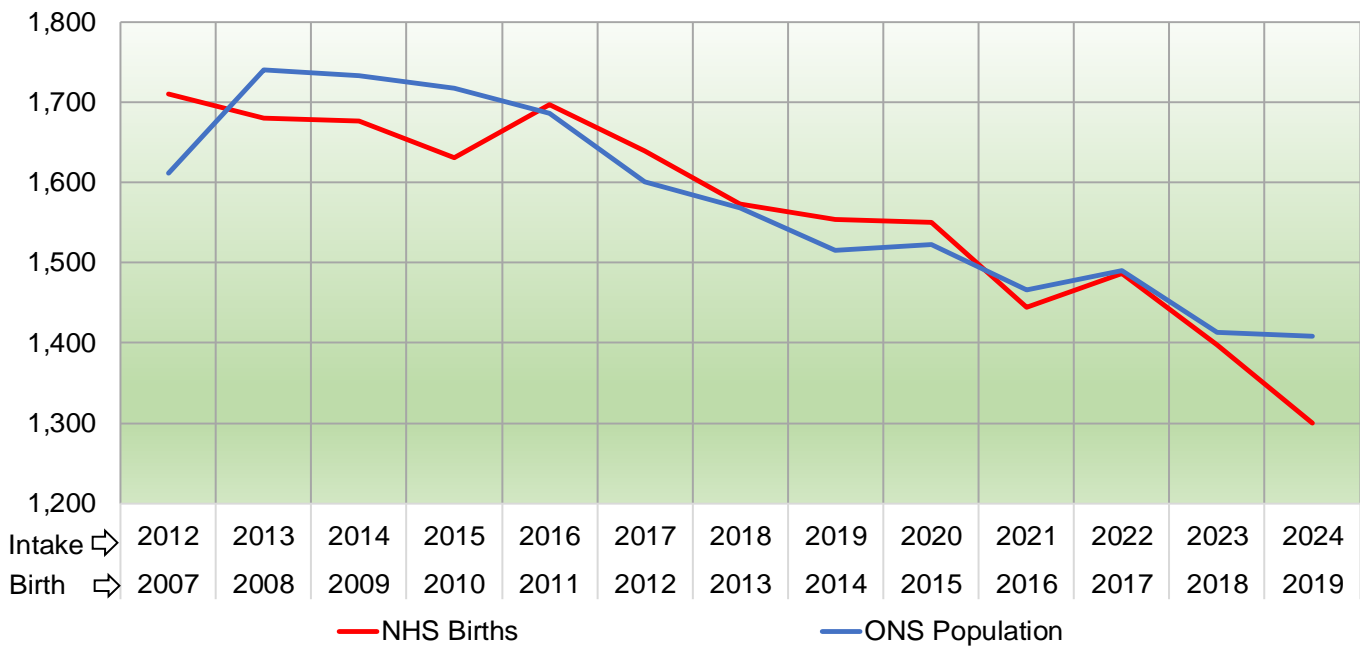


**SCHOOL PLACES PLAN and
CAPACITY STRATEGY**

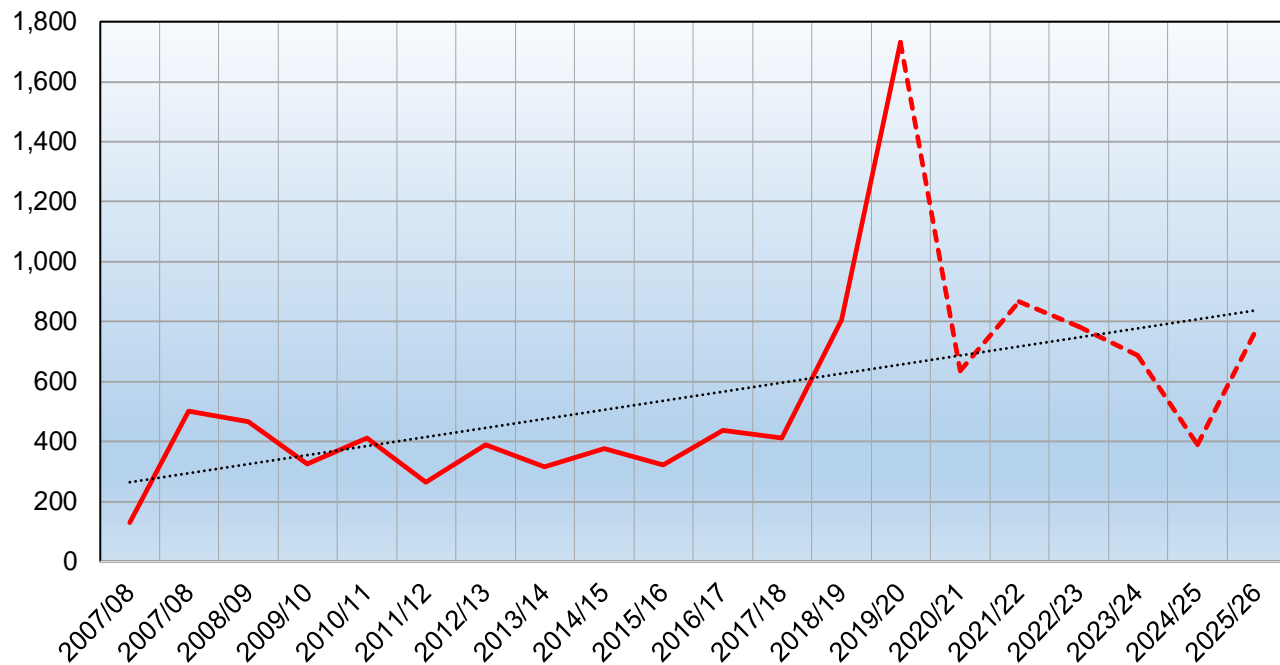
2021 – 2025

- Executive Summary
 - Early Years - decrease by up to 5% (114)
 - Primary - decrease by up to 9% (898)
 - Secondary KS 3 & 4 - increase by up to 6% (384)
 - Post 16 - increase by 28% (331)
 - SEN - increase by 7.8% (340)

- Graph One



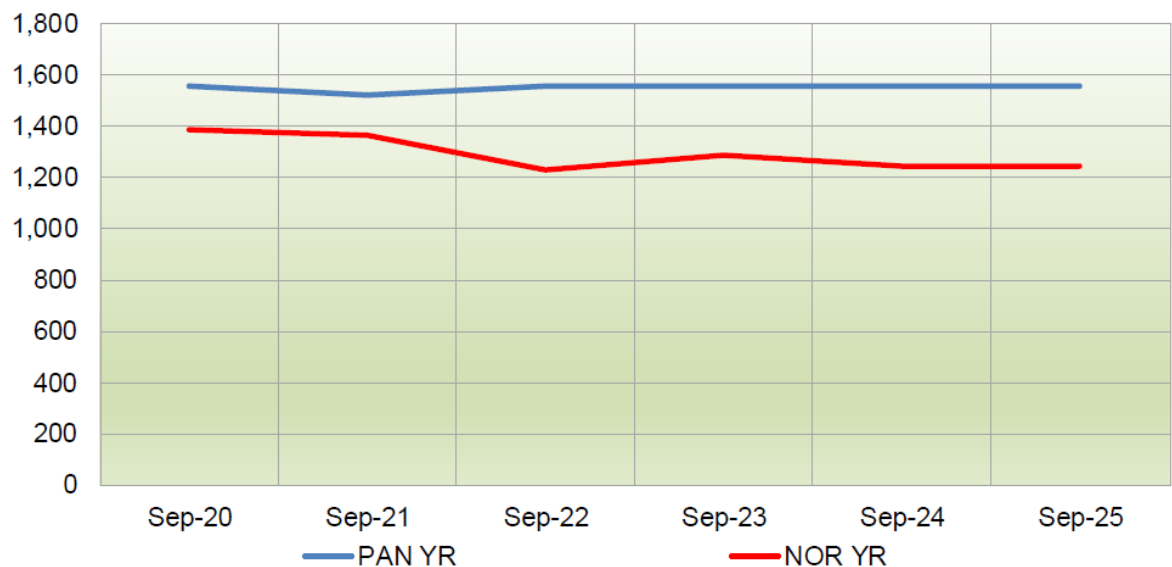
- Graph Two



School Places Plan 2021-25 – Primary Forecasts

Graph Fourteen: Primary Forecasts
Borough Wide Intake Year

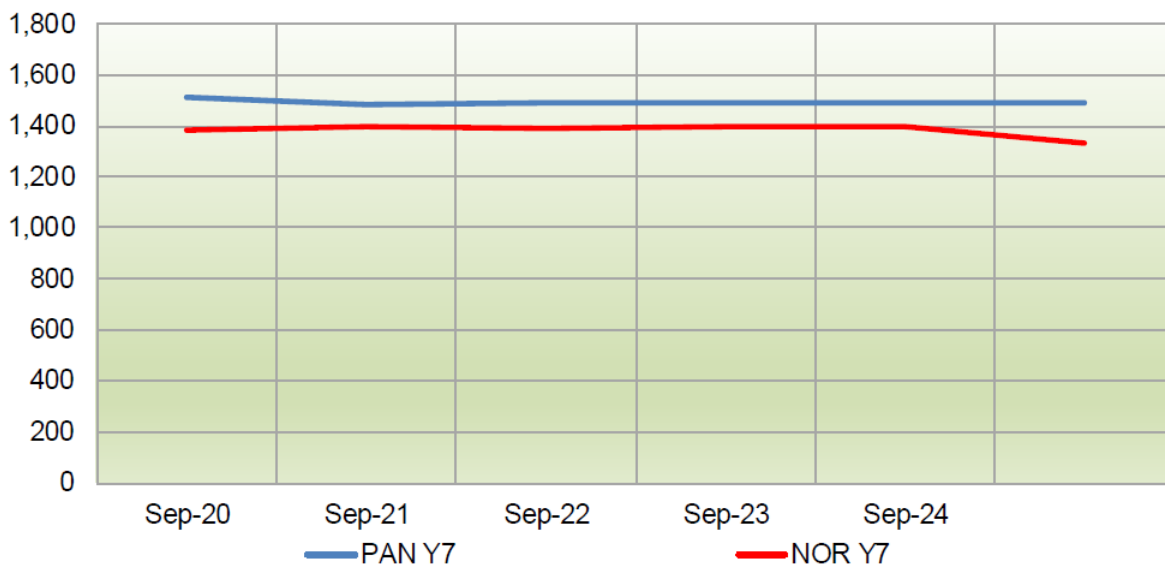
YEAR	PAN YR	NOR YR	SURPLUS	%
Sep-20	1,555	1,384	171	11%
Sep-21	1,525	1,363	162	11%
Sep-22	1,555	1,228	327	21%
Sep-23	1,555	1,291	264	17%
Sep-24	1,555	1,243	312	20%
Sep-25	1,555	1,243	312	20%



School Places Plan 2021-25 – Secondary Forecasts

Graph Twenty Two: Secondary Forecasts
Borough Wide Intake Year

YEAR	PAN Y7	NOR Y7	SURPLUS	%
Sep-20	1,515	1,383	132	9%
Sep-21	1,485	1,400	85	6%
Sep-22	1,494	1,392	102	7%
Sep-23	1,494	1,399	95	6%
Sep-24	1,494	1,399	95	6%
Sep-25	1,494	1,336	158	11%



- **Consultation draft issued Dec-20**
- **Expected to go live Apr-21**
- **Will apply to 2022-26 SPP**



School Capacity Survey 2021

Guide to forecasting pupil numbers in
school place planning

December 2020

- **More prescriptive with less room for LA variations**
- **National core forecasting model**
- **LAs do retain some ability to make changes to forecasts**

Questions?

School Support Services

Richard Skegg



School Support Services (1 of 2)

- Introducing Richard Skegg
- Who am I?:
 - Former School Business Manager
 - School Governor since 2015
 - Happy to help!
- How can I help you as Chairs?
 - Technical Assistance with Can (Do) for Clerks / Chairs
 - Advice on Services and Purchasing
 - Formal or informal feedback – what works, what does not and ultimately what do you want to see available?

- Current Information
 - Draft Services Price List has been sent to Bursars / SBMs
 - Training Guide was released last week – Bookings available now!
 - New buying period begins 1st March EXCEPT:
 - School Admissions Appeals packages (available now)
 - Legal Services SLA – Available Mon 8th Feb 2021
 - 'Early Bird' discount is significant and only available until 1st April 2021

Hot off the Press – Finance Update

- DfE have today delayed the collection of SFVS (Schools Financial Value Standard) for the financial year 2020 to 2021 for maintained schools to 28th May 2021.
- Further information available here <https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs>

Summary & Close

Councillor Dr Gareth Barnard

