

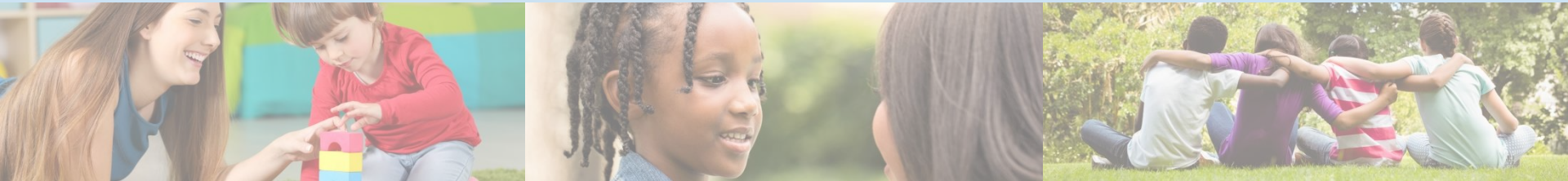
# Chairs' Briefing

Thursday 7<sup>th</sup> November 2019



# Assistant Director Welcome

Rachel Morgan



- Welcome & Overview
- Performance Data
- Ofsted/DfE Updates
- Priorities for the Year
- SEND – Outcomes & Updates
- Safeguarding – Keeping Children Safe
- Summary & Close

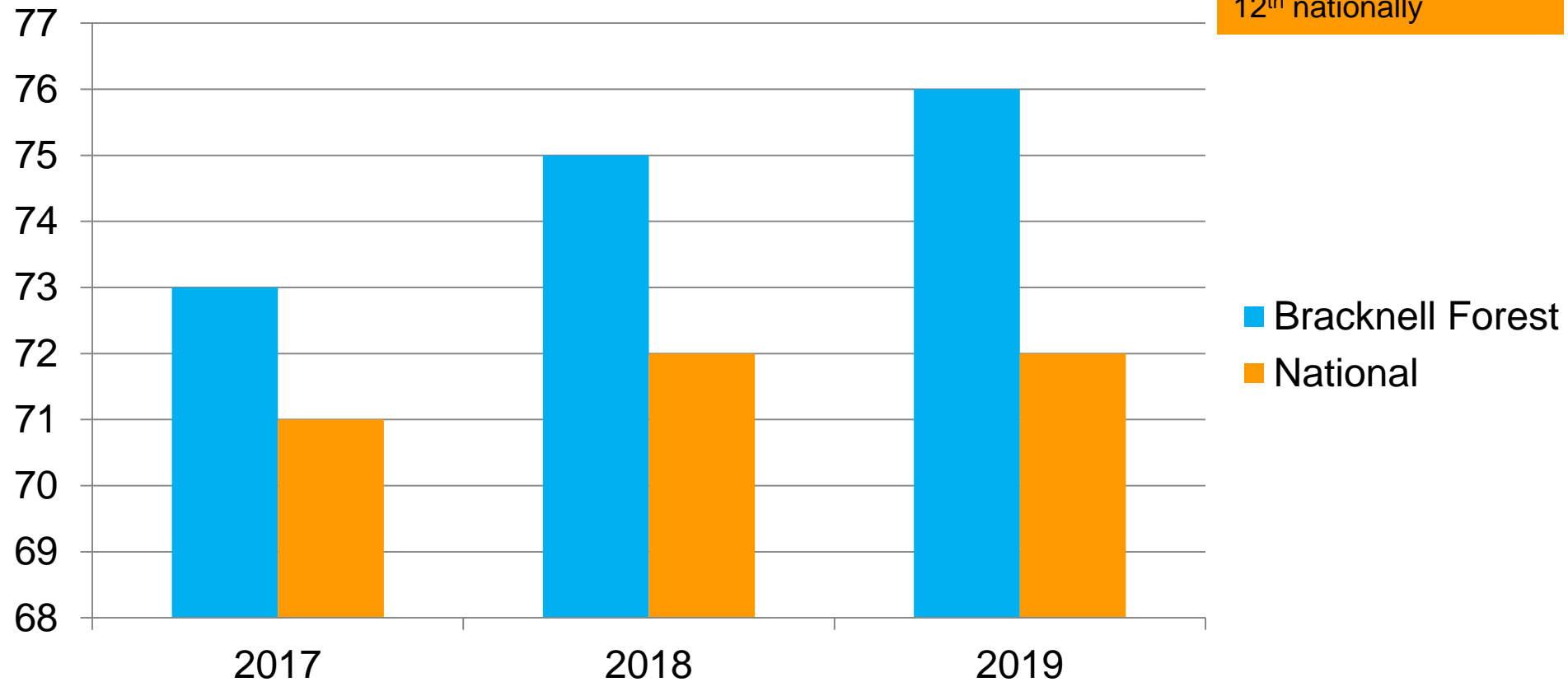
# Results Update

Sharon Jones – Head of Standards

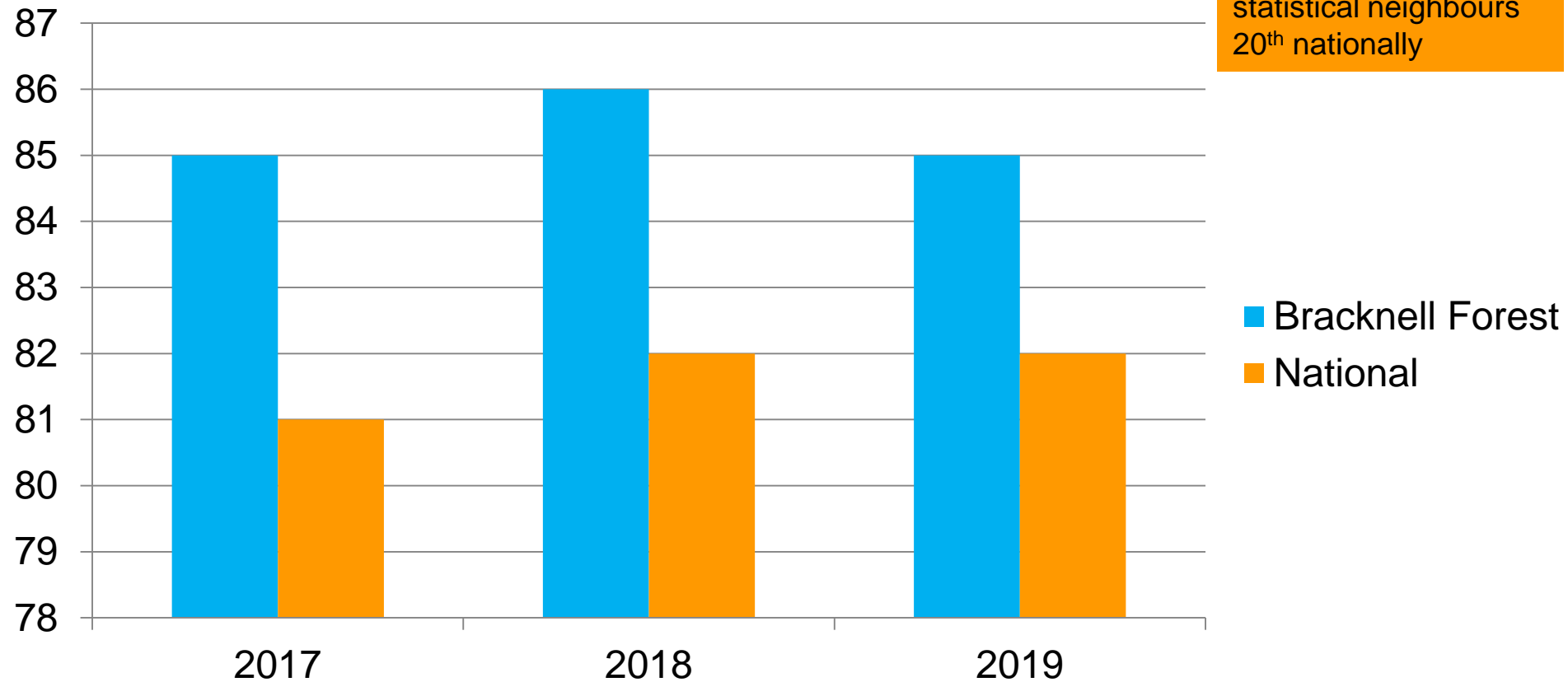


# Early Years Foundation Stage EYFS

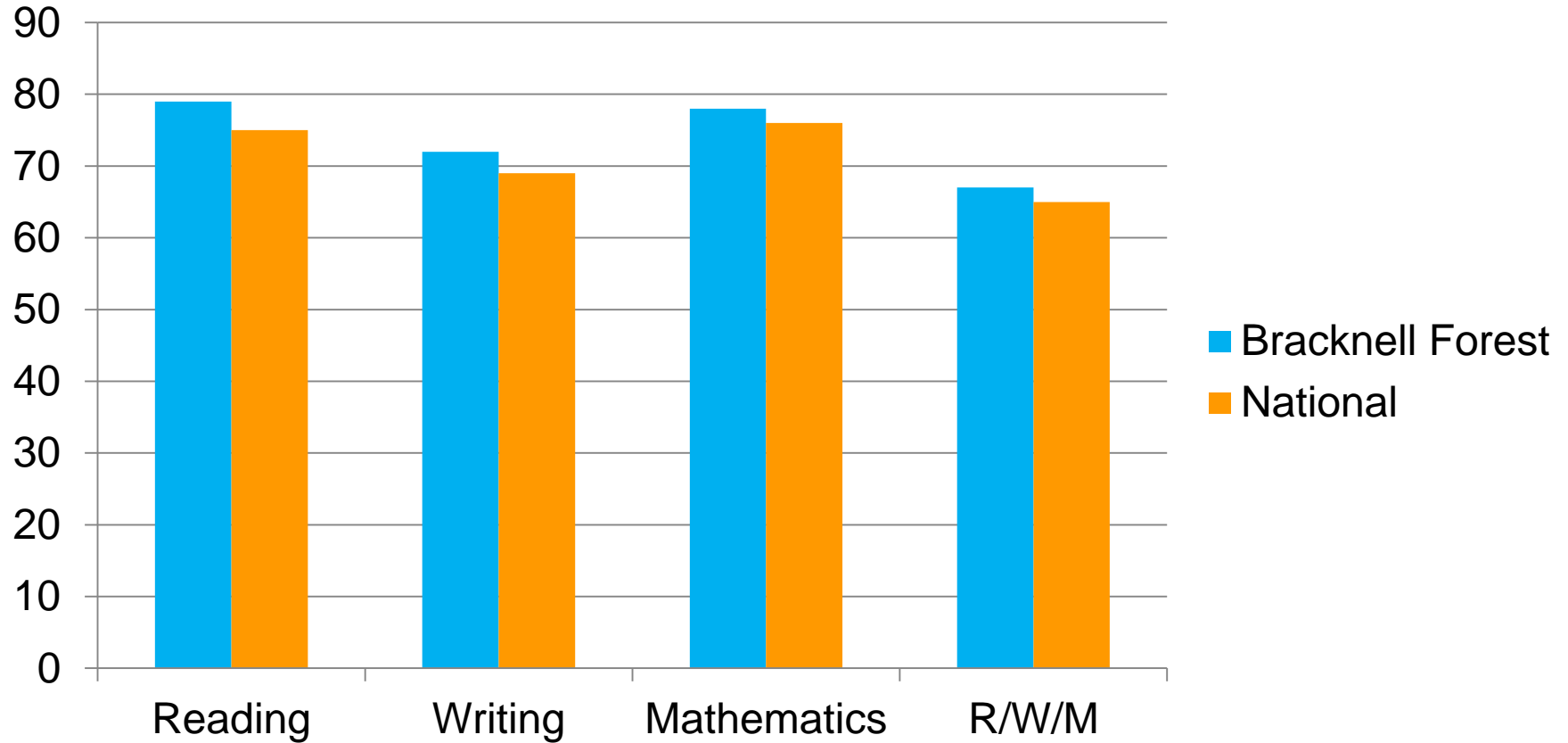
% GLD- 3<sup>rd</sup> vs  
statistical neighbours  
12<sup>th</sup> nationally



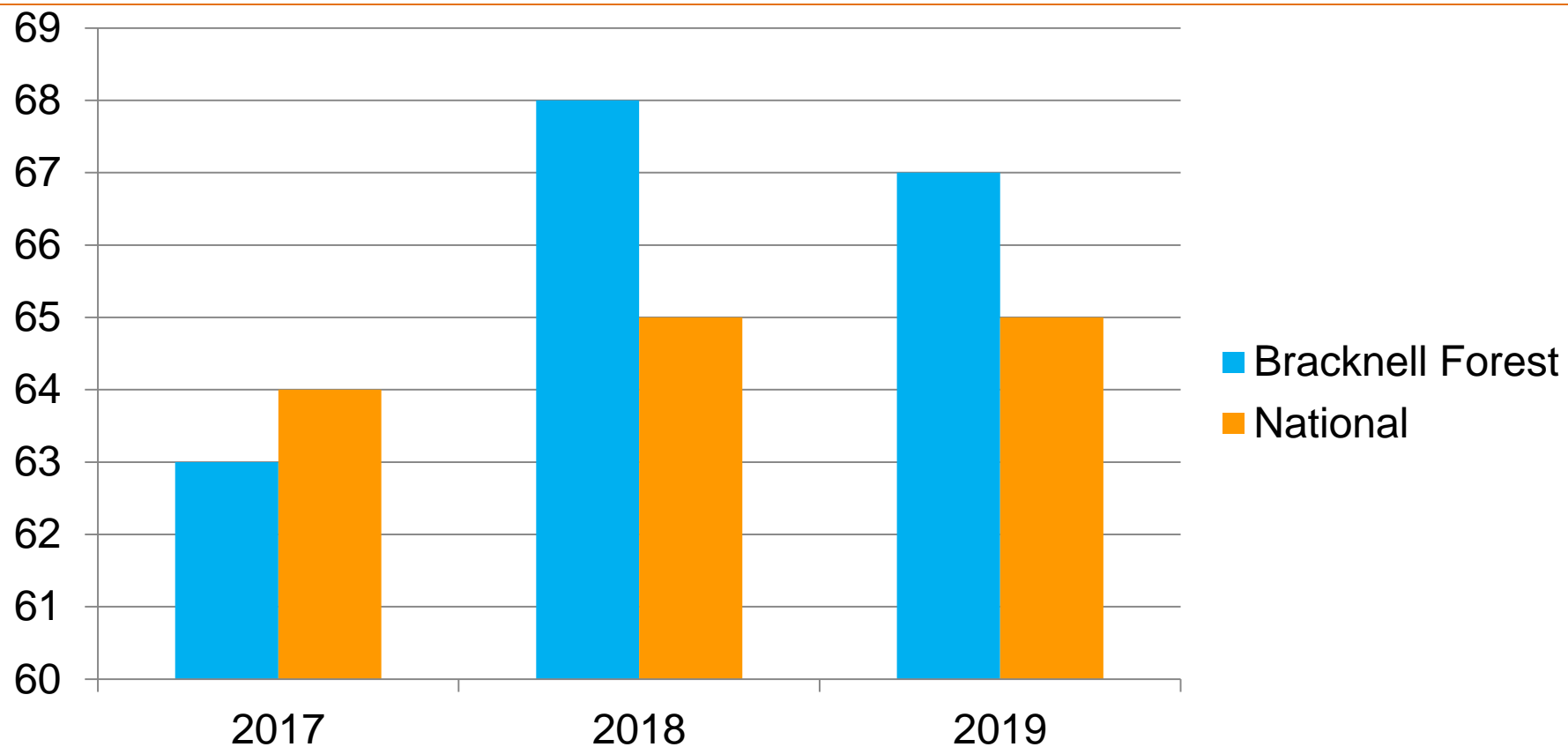
# Phonics



# Key Stage 1 – Achieving at the Expected Level or Above



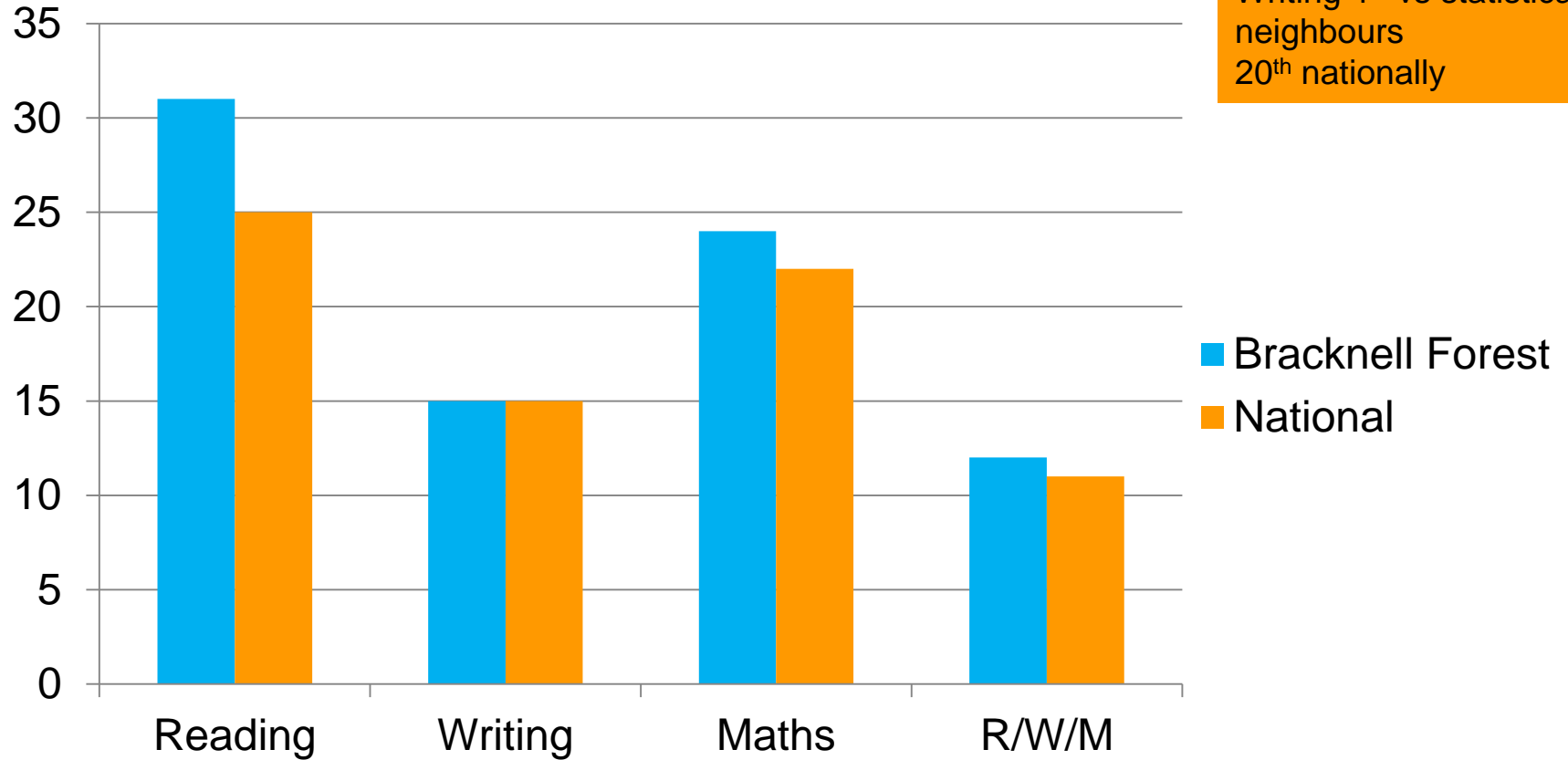
## Three Year Trend- Combined Reading/Writing/Mathematics Expected Standard KS1



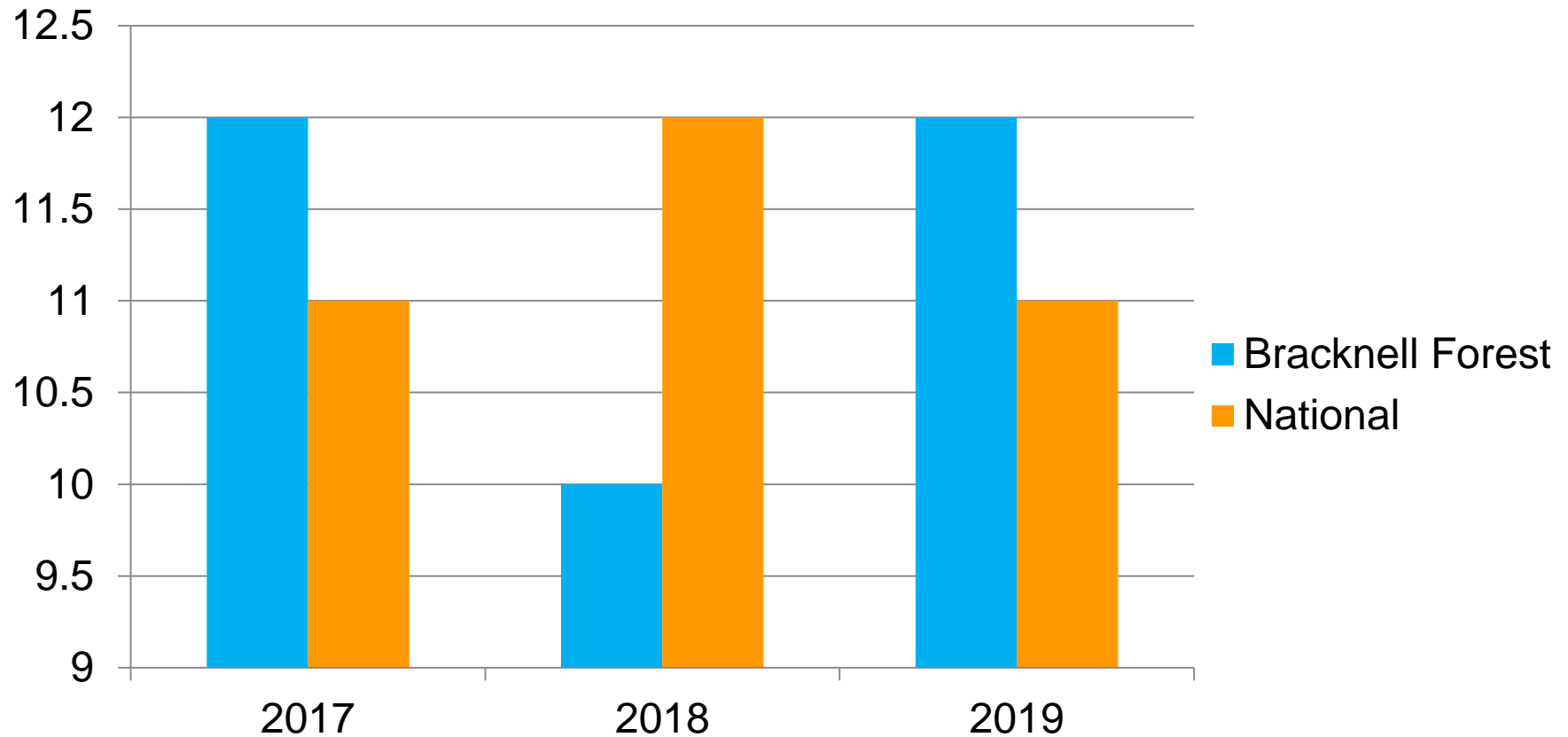


# Key Stage 1 Achieving Greater Depth

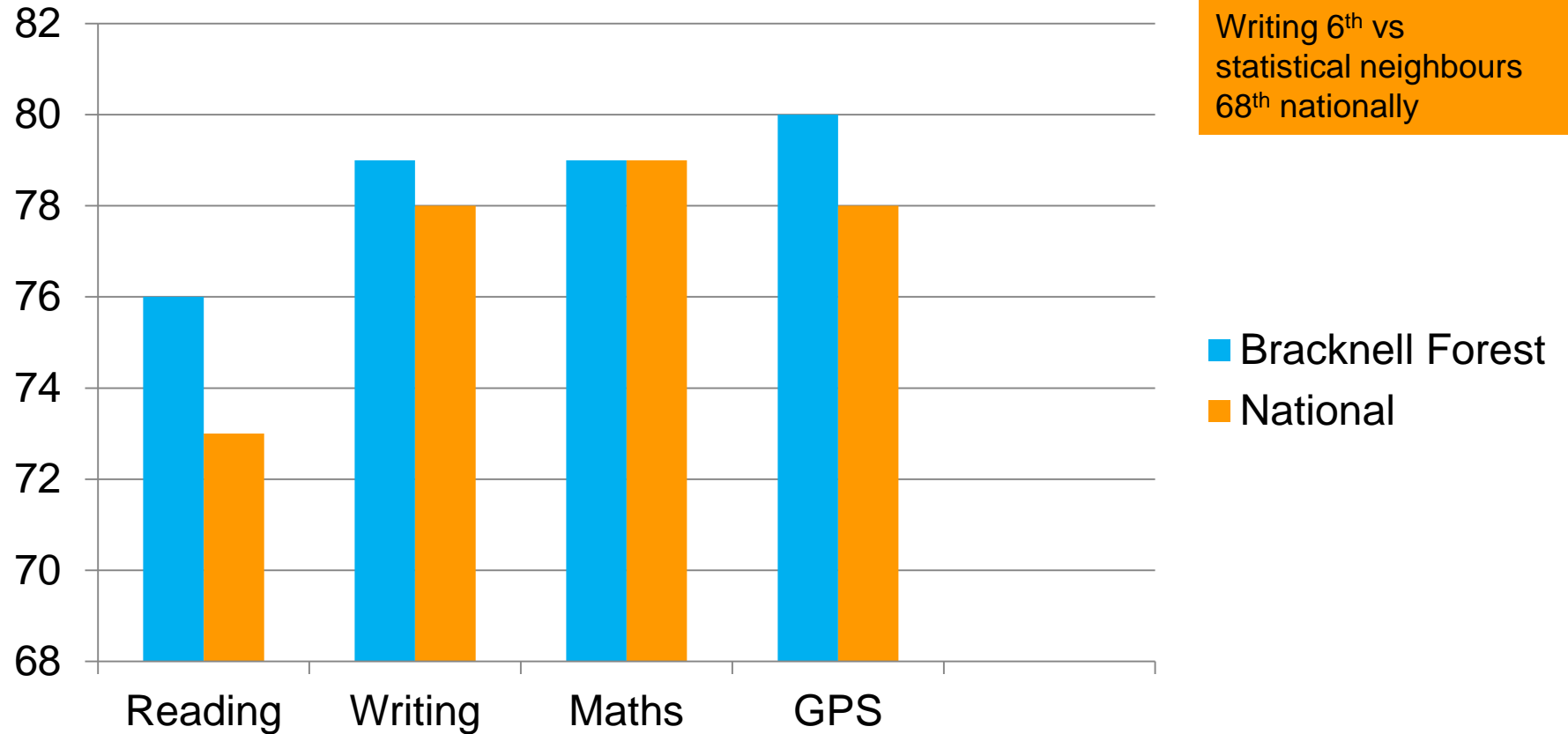
Reading & Maths 3<sup>rd</sup>  
Writing 4<sup>th</sup> vs statistical  
neighbours  
20<sup>th</sup> nationally



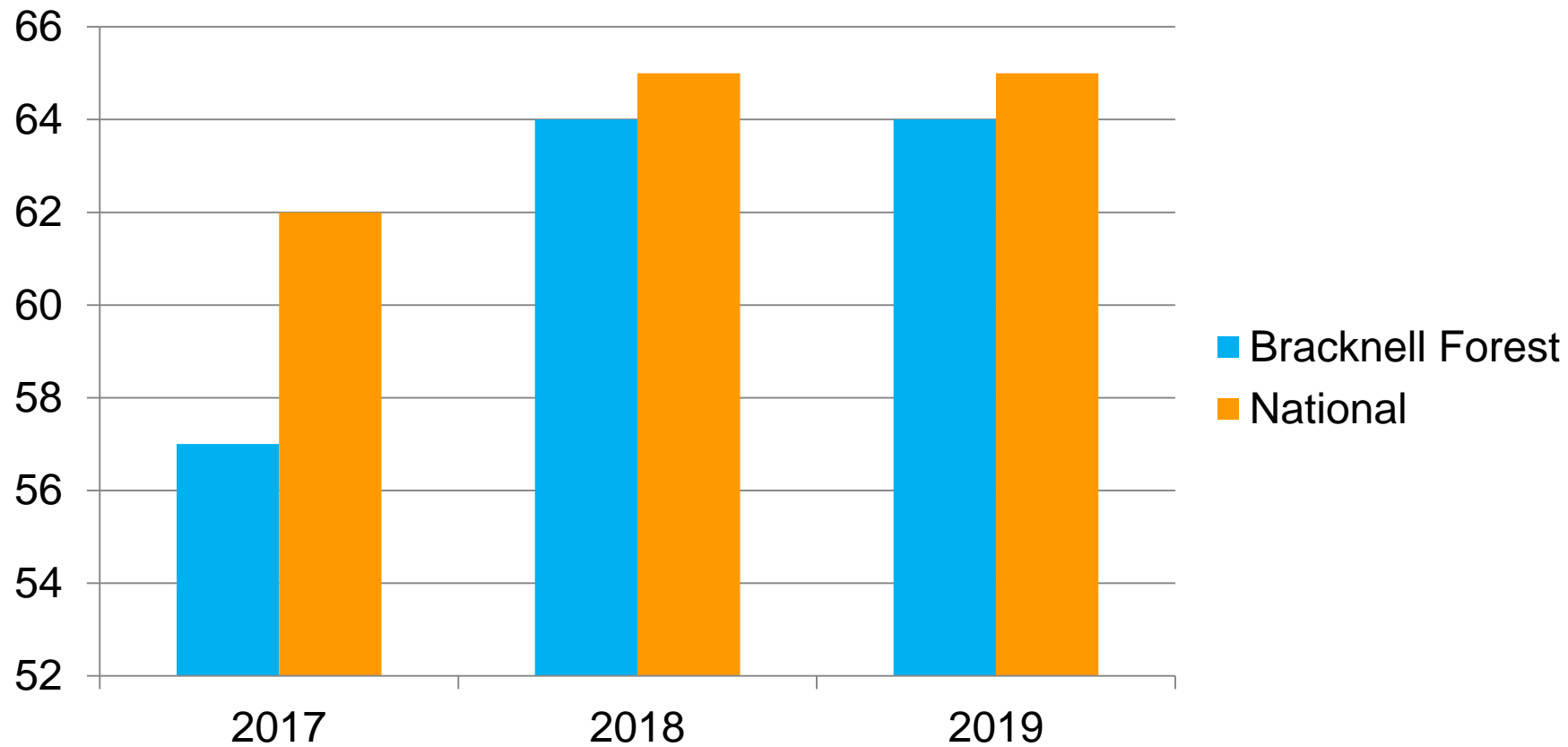
## Three Year Trend- Combined Reading/Writing/Mathematics Greater Depth KS1



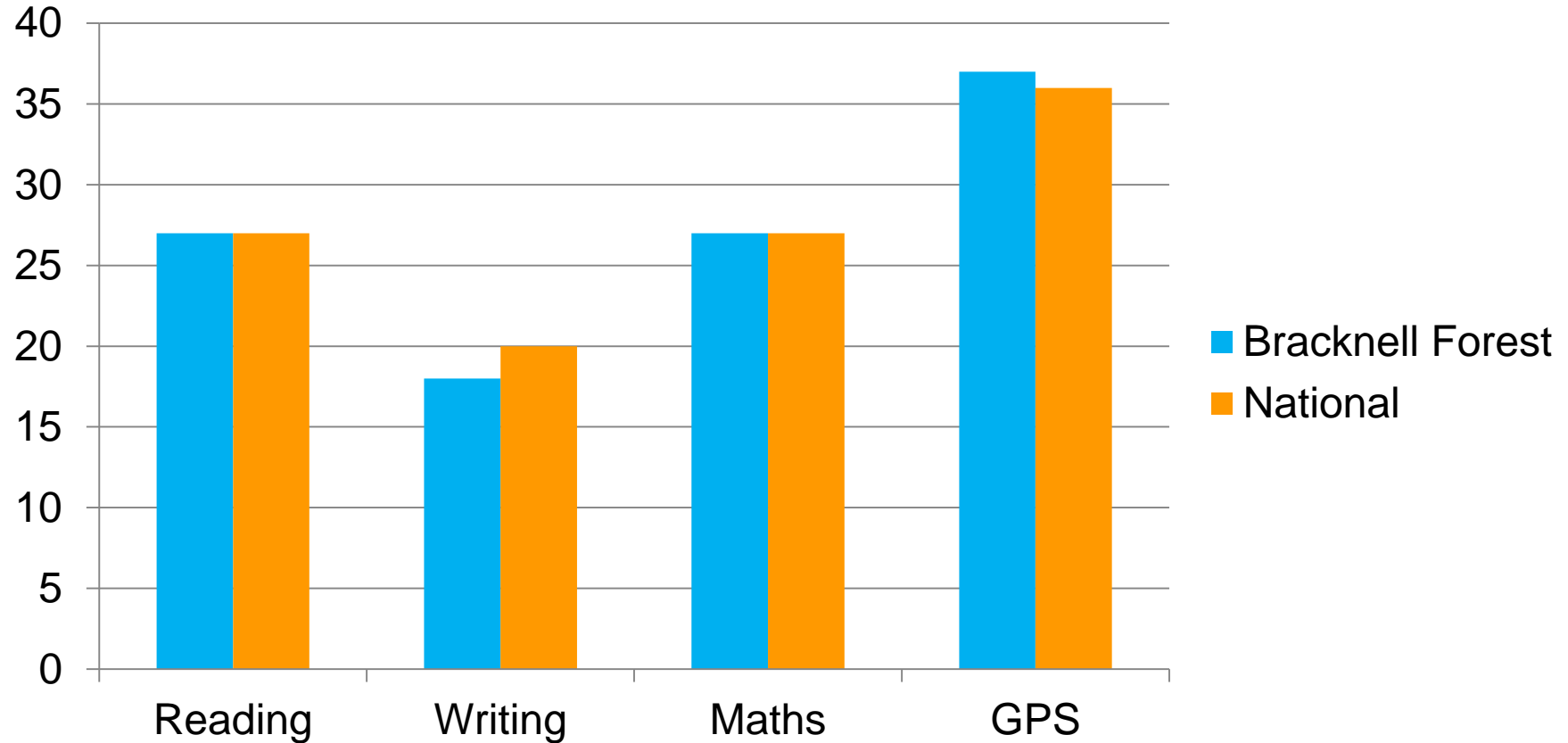
# Key Stage 2 – Achieving at the Expected Level or Above



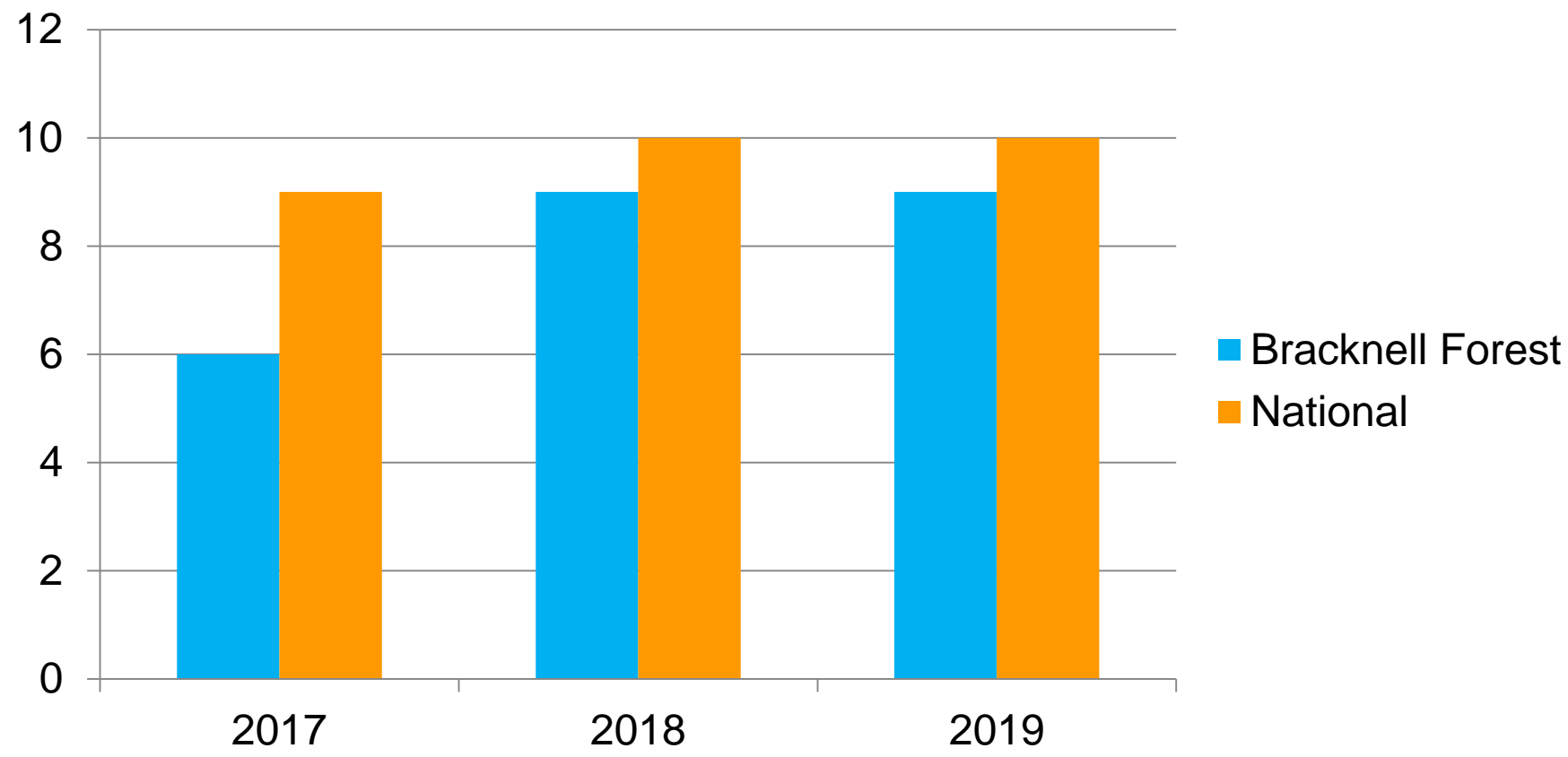
# Three Year Trend- Combined Reading/Writing/Mathematics Expected Standard KS2



# Key Stage 2 – Achieving the Higher Standard

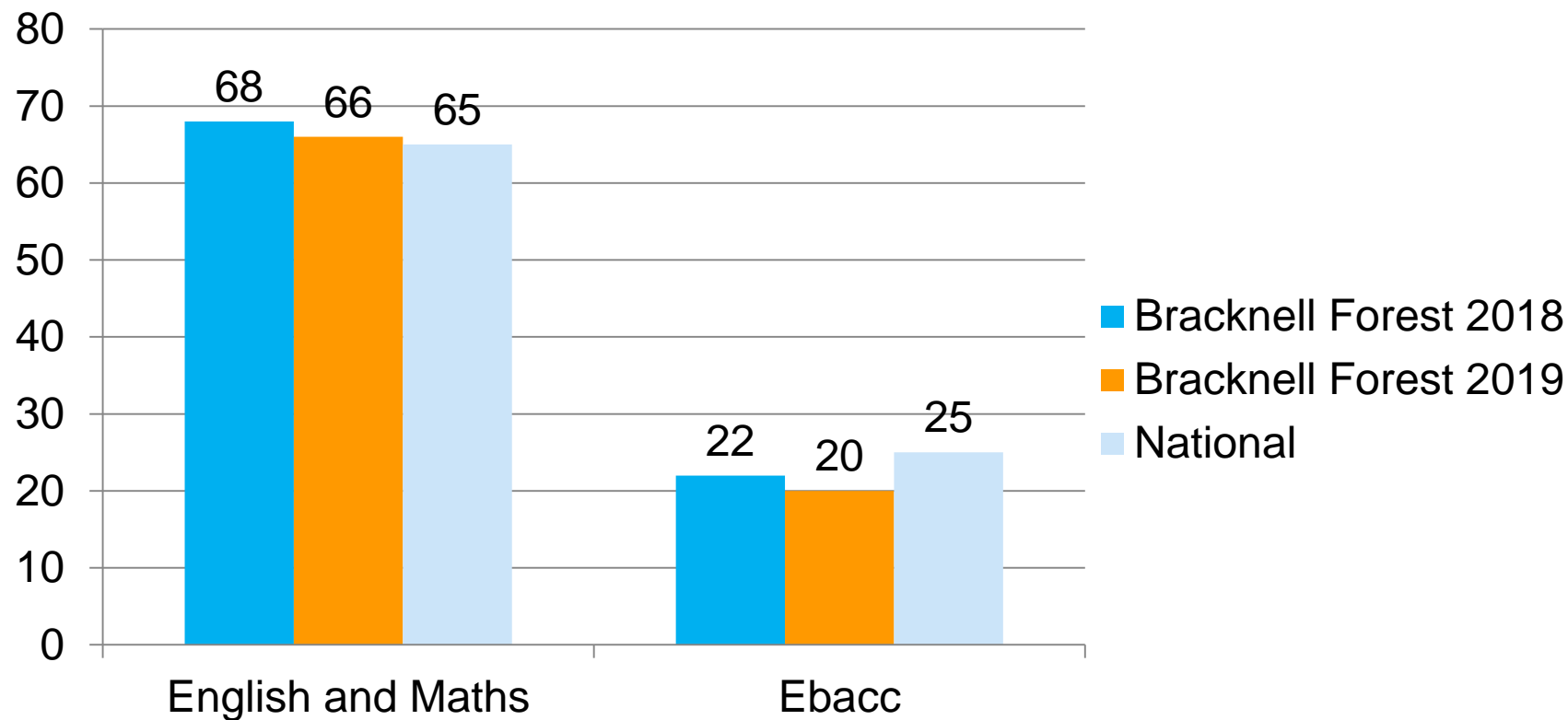


# Three Year Trend- Combined Reading/Writing/Mathematics Higher Standard KS2

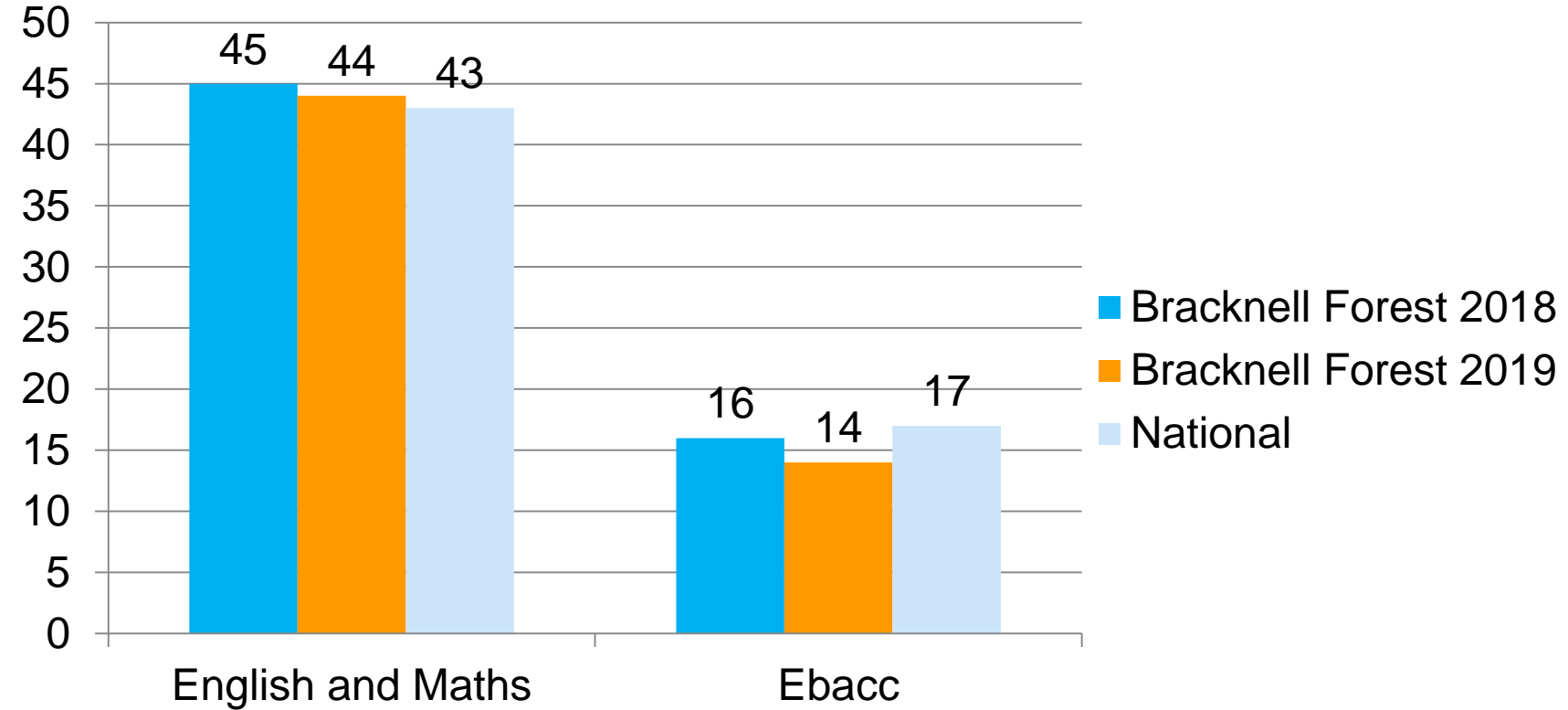


# Key Stage 4 - % 9 - 4

Attainment 8 – BF 46.8 National 46.7  
Progress 8 – BF -0.02 National -0.03

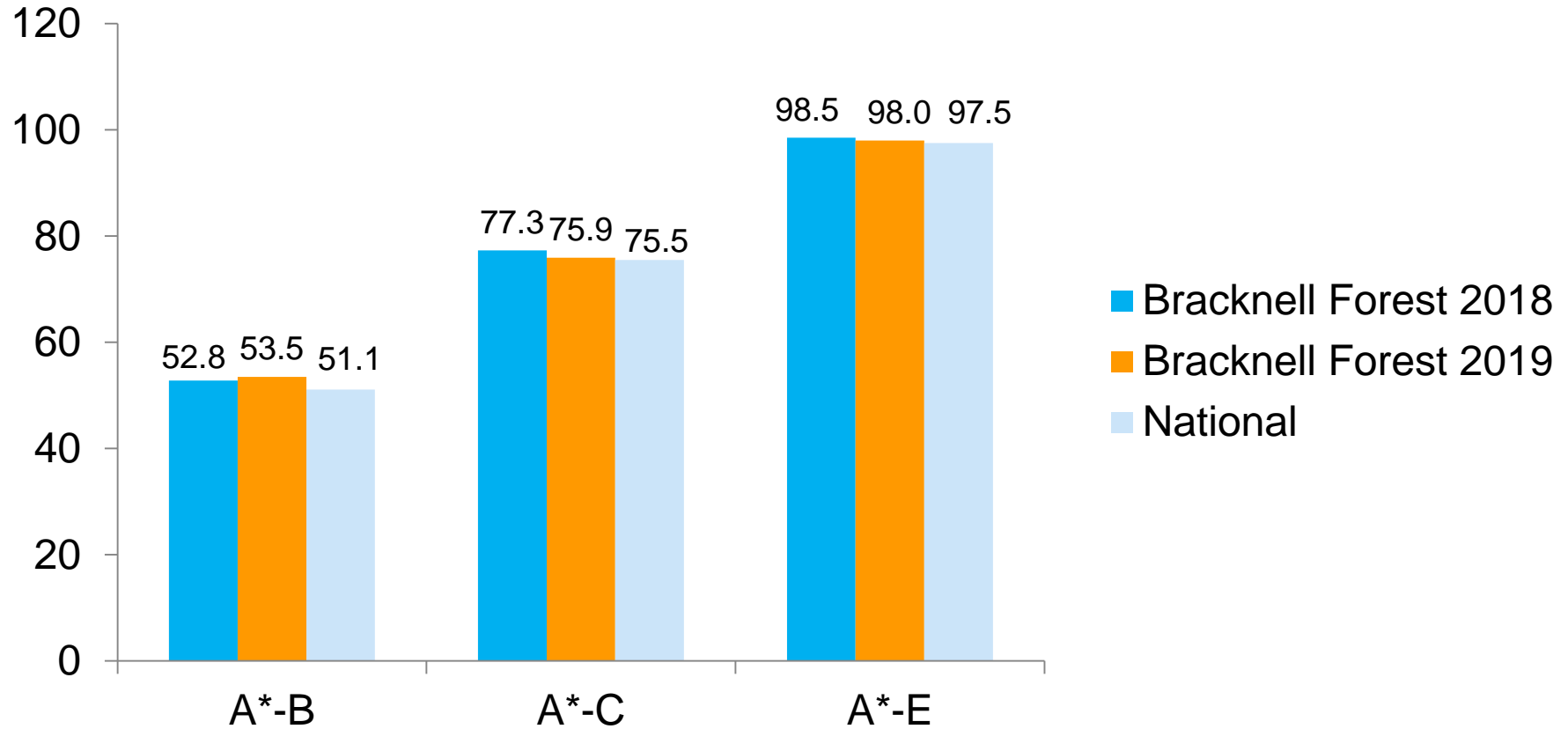


# Key Stage 4 - % 9 - 5





# Key Stage 5



# Bracknell Forest Outcomes Summary

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- EYFS – Above average
- Phonics – Above average
- KS1 Expected – Above average
- KS1 Greater Depth – Above average
- KS2 Expected and Greater Depth – Broadly average
- KS4 – Broadly average
- KS5 – Broadly average

# Disadvantaged Pupil Outcomes – EYFS & KS1

## **EYFS GLD**

Disadvantaged 60% v Other pupils 77%

Up on 2018 by 4%

Gap reduced by 4%

Above national disadvantaged (56.5%)

## **KS1 reading**

Disadvantaged 68% v Other pupils 81%

Up on 2018 by 11%

Gap reduced by 11%

Above national disadvantaged (61.9%)

## **KS1 writing**

Disadvantaged 57% v Other pupils 74%

Up on 2018 by 3%

Gap reduced by 6%

Above national disadvantaged (54.7%)

## **KS1 maths**

Disadvantaged 66% v Other pupils 82%

Up on 2018 by 4%

Gap reduced by 7%

Above national disadvantaged (62.3%)

# Disadvantaged Pupil Outcomes – KS2

## KS2 reading

Disadvantaged 60% v Other pupils 80%

In line with 2018

Gap narrowed by 1%

**Below national disadvantaged (62%)**

## KS2 writing

Disadvantaged 63% v Other pupils 82%

Up on 2018 by 4%

Gap narrowed by 3%

**Below national disadvantaged (67.8%)**

## **KS2 maths**

Disadvantaged 62% v Other pupils 83%

Up on 2018 by 6%

Gap narrowed by 2%

**Below national disadvantaged** (67.4%)

## **KS2 RWM**

Disadvantaged 42% v Other pupils 70%

In line with 2018

**Gap increased by 1%**

**Below national disadvantaged** (51.4%)

# Disadvantaged Pupil Outcomes- KS4

## KS4

- **English and maths 4+**

Disadvantaged 38% v Other pupils 71%

Down on 2018 by 9%

Gap increased by 9%

Below national disadvantaged (44.3%)

- **English and maths 5+**

Disadvantaged 16% v Other pupils 49%

Down on 2018 by 9%

Gap increased by 10%

Below national disadvantaged (24.3%)

## KS4 cont.

- **Attainment 8**

Disadvantaged 33.7 v Other pupils 49.3

Down from 2018 by 2.9

Gap increased from 2018 by 1.6

Below national disadvantaged (36.5)

- **Progress 8**

Disadvantaged -0.47 v Other pupils 0.07

Down slightly from 2018 (-0.43)

Gap broadly the same as 2018 (-0.54)

Below national disadvantaged (-0.44)



# Ofsted Update

Rachel Morgan



- 2 schools in Bracknell Forest have been inspected under the new framework
- Report format has changed – audience a 14 year old!
- First outstanding report has been published
- Useful video clips for governors  
<https://www.youtube.com/playlist?list=PLLq-zBnUkspPBRlt1VCsnoT4UYnZsd007>

School report



## Inspection of Oak Cottage Primary School

Greswolde Road, Solihull, West Midlands B91 1DY

Inspection dates: 18–19 September 2019

### Overall effectiveness

### Outstanding

The quality of education  
Behaviour and attitudes  
Personal development  
Leadership and management  
Early years provision  
Overall effectiveness at previous inspection

Outstanding  
Outstanding  
Outstanding  
Outstanding  
Outstanding  
Good

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

The superb leadership of Oak Cottage Primary School brings out the best in everyone. Leaders, staff and pupils work hard, aim high and enjoy school life. In English, mathematics, science and a raft of other subjects, teachers' work is **top notch** and pupils excel. Teachers make sure that pupils work hard and learn a lot but there is also plenty of fun and laughter along the way. Quirky science topics, such as 'burps, bottoms and bile' for example, grab pupils' attention and inspire them to find out new things. Importantly, new work builds perfectly on earlier work and teachers are always thinking ahead to what needs to be taught next. In addition, pupils understand the link between effort and success and the value of a thoughtful word or kind action.

# Updates- Outstanding Primary Schools

- October 2019 - April 2020 additional inspections of exempt outstanding primary schools.
- Each inspection will focus on one of the following:
  - modern foreign languages
  - history
  - geography
- Findings will feed into wider analysis of subject practice and contribute to thematic reports on curriculum subjects, beginning in 2020.
- HMI with expertise in primary or in these subjects (ideally both!) will lead the inspections.

# Deep Dives (4-6)

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## Primary

- Reading
- Mathematics
- Up to 2 foundation subjects

## Secondary

- English
- Mathematics
- Up to 4 other subjects

**Inspectors will consider what these deep dives tell them about the curriculum in the school as a whole.**

# What will be included in the deep dives?



How are you going to gather information to inform your view of the quality of education?

# Priorities for the Year

Rachel Morgan





# Education and Learning



## Learning Improvement Strategy



# Key Priorities 2019 - 2022



## Key Priorities

- Inspirational Leadership - raising expectations for all groups of pupils particularly most able and PPG learners.
- Ensuring the curriculum meets the needs of all pupils
- Oracy across all key stages
- Writing across all phases – attainment and progress
- Embedding work achieved in mathematics
- Inclusion – thrive in learning and be proud to succeed

# SEND - Outcome Update



1. Intervention Hubs
2. SEND Prevalence and Characteristics (August 2019)
3. SEND – National and Local Updates

# Intervention Hubs

To support a school's delivery of its graduated approach through assess, plan, do and review cycles.

Enable educational settings to make applications to access short-term additional specialist support from the High Needs Block without having to wait for an EHC needs assessment and Plan.

## **There will be two options available to schools:**

1. The level of risk and type of need has been clearly assessed and the source of support needed has been identified. A school can make an application to the Intervention Hub to secure short term funding for six weeks (from the date of the meeting).
2. A child/young person is presented to the Intervention Hub for discussion and determination for type and allocation of source of support.

## Criteria for presenting a child/young person at the Intervention Hub

- They are considered to be 'at risk' or 'in crises' in relation to making less than expected progress as learners (based on the SEND Code of Practice)-whether they are at SEN Support or not.
- The educational setting can demonstrate that they are already supporting a child's special educational need using quality first teaching and a high quality graduated approach (this must involve evidence that outside agencies have been used during cycles of assess, plan, do and review) at SEN support.
- There is evidence that the school has used their normally available resource (i.e. element 2 funding of £6,000 per child per annum) over time to support the child's special educational need via a provision map.

### How often will the Intervention Hubs Meet?

- Half termly initially (at Time Square)

### How do I make an application?

- Via the form circulated on 5/09/19 and also found on the Local Offer under 'Intervention Hubs'.

<b>Date of the Hub (Tuesday)</b>	<b>Time</b>	<b>Venue</b>	<b>Referrals due in by (Midday)</b>
<b>1<sup>st</sup> October 2019</b>	1130 – 1330 hrs	Time Square Grd Floor Boardroom	24 <sup>th</sup> September 2019
<b>19<sup>th</sup> November 2019</b>	0930 – 1130 hrs	Time Square Grd Floor Room 4	12 <sup>th</sup> November 2019
<b>28<sup>th</sup> January 2020</b>	0930 – 1130 hrs	Time Square Grd Floor Room 4	21 <sup>st</sup> January 2020
<b>10<sup>th</sup> March 2020</b>	0930 – 1130 hrs	Time Square Grd Floor Room 4	3 <sup>rd</sup> March 2020
<b>12<sup>th</sup> May 2020</b>	0930 – 1130 hrs	Time Square Grd Floor Room 4	5 <sup>th</sup> May 2020
<b>23<sup>rd</sup> June 2020</b>	0930 – 1130 hrs	Time Square Grd Floor Room 4	16 <sup>th</sup> June 2020

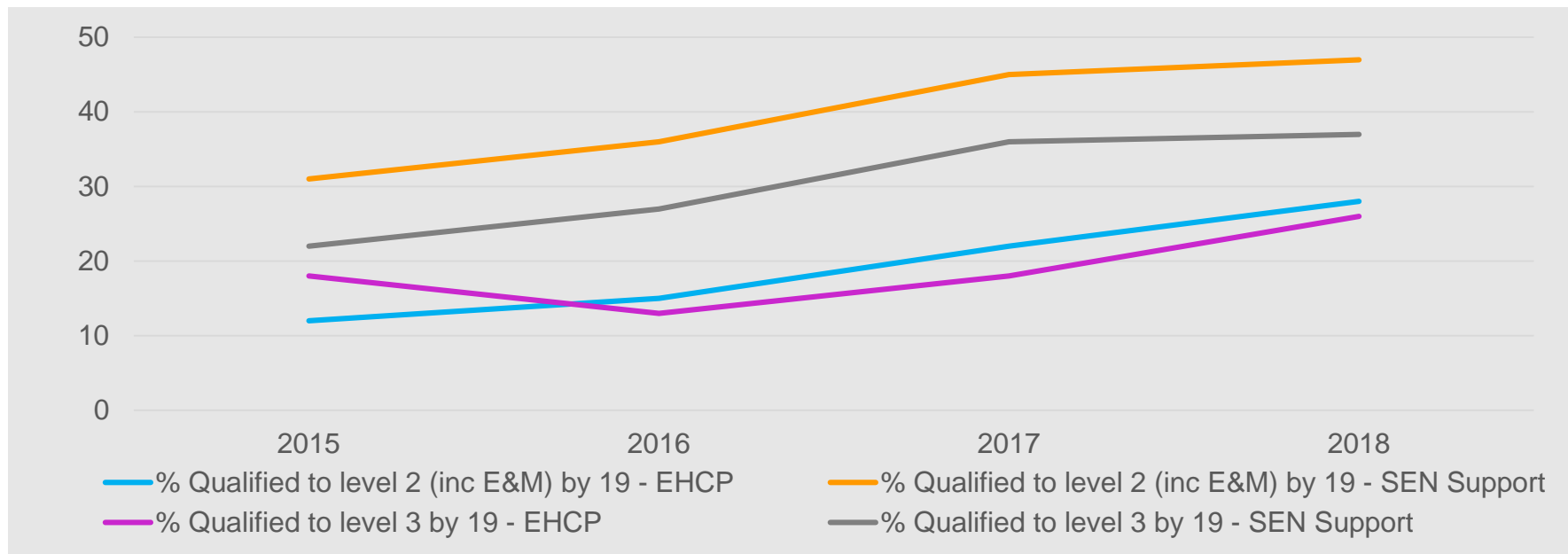
# SEND Prevalence and Characteristic (August 2019)

- Bracknell Forest **has the lowest rate of EHCP pupils in primary schools and the highest rate of EHCP pupils in secondary schools** when compared with its 11 statistical neighbours
- The percentage of SEN pupils with a primary need described as **other difficulty/disability** has **decreased** to 4.7% compared to 8.4% the year prior.
- The percentage of SEN pupils with **ASD increased** for the third year in a row to 14.6%, and Bracknell Forest now ranks 2<sup>nd</sup> amongst statistical neighbours and 20<sup>th</sup> nationally (having been 49<sup>th</sup> in 2018)
- The percentage of SEN pupils with a primary need described as **SEN Support but no specialist assessment** has **more than doubled** over the last year, from 2.0% to 4.2% in 2019. This now puts Bracknell Forest above the national average



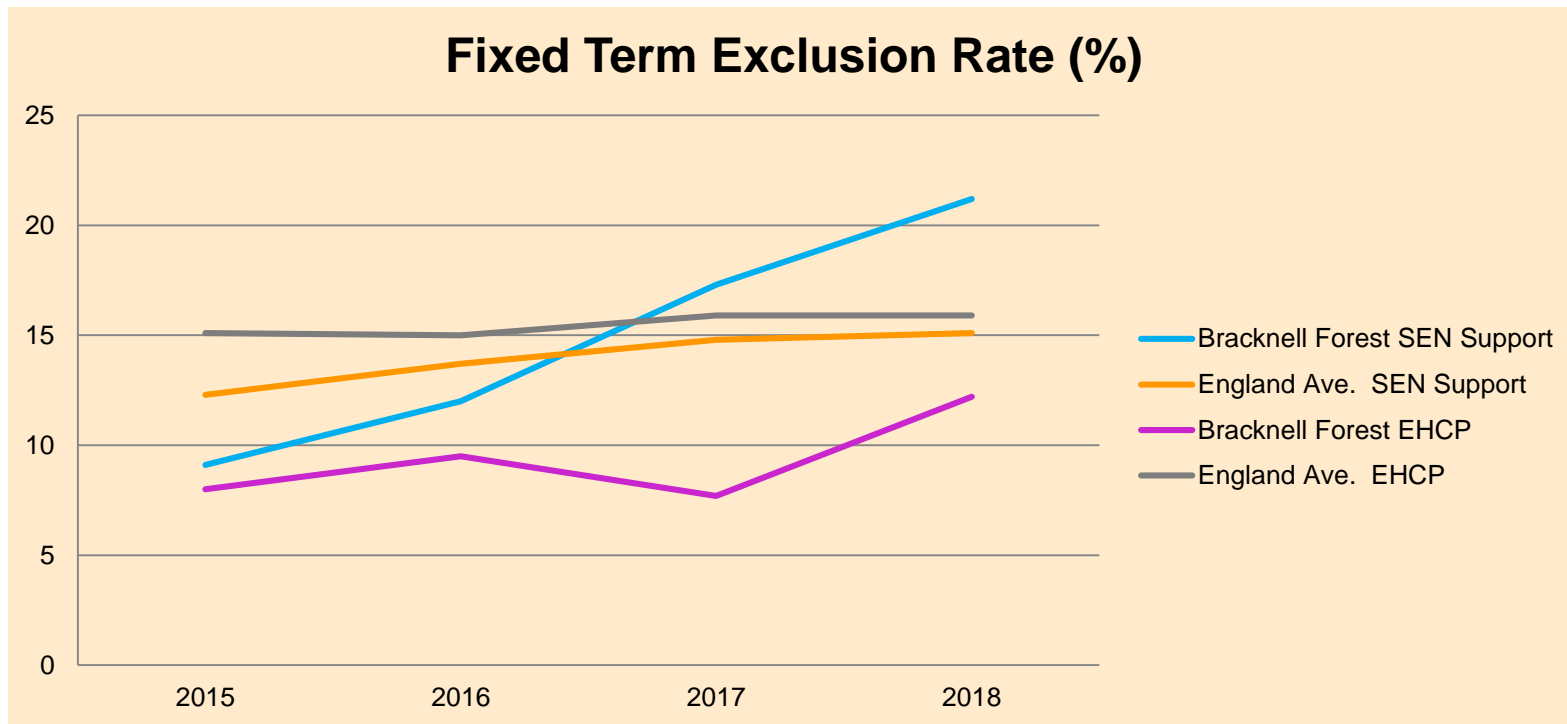
# Outcomes

- KS4 – Attainment 8 and Progress 8 (both EHCP & SEN Support): top 20% nationally
- Achievement by age 19: 3 of 4 categories in top 10% nationally



# Outcomes

- KS2 **progress scores** (both EHCP & SEN Support): bottom 20% nationally
- Over the past 4 years **the fixed term exclusion rate for SEN Support pupils** and those with **EHCP's** has continued to **increase** steadily.



# SEND Updates

## SEND review

- DfE announced a review into support for children with SEND.
- Additional £700 million in funding for 2020/21 for pupils with SEND: specific details TBC.

## DfE consultation on school transport

Specific issues covered in the guidance and the consultation document include:

- Travel training
- Behaviour during travel
- Support for pupils with medical conditions

## NAO Report (recommendations to the DfE):

- evidence-based assessment of how much it would cost to provide the system created by the 2014 reforms;
- identify and share good practice on how mainstream schools can effectively meet the needs of pupils requiring SEN Support;
- work with Ofsted to identify what more can be done to make inspections of mainstream schools provide more assurance about SEND provision.

- **SEND Needs and Sufficiency Analysis**
- **Revised SEND Strategy**
- **Joint Commissioning SEND Strategy**
- **Review of Alternative Provision**



# Safeguarding

Debbie Smith – Safeguarding Our Schools Team Manager



# The new Ofsted Education Inspection Framework

- 'Inspecting safeguarding in early years, education and skills' and this has also been updated
- Safeguarding will not be graded specifically in the new Ofsted Education Inspection Framework, but it will be referenced in the Leadership and Management section of the report.
- 'When safeguarding is ineffective, this is likely to lead to an inadequate leadership and management judgement'
- Inspectors will be looking for evidence that 'the provider has a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.'

- In the new EIF, inspectors will be looking closely at how the behaviour of learners is being managed, and the strategies the school has to develop alternative strategies to exclusion. Importantly, inspectors will look for evidence that the school is taking account of any safeguarding risks to pupils who may be excluded.
- Where pupils are attending off-site units, inspectors may visit units and assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance.
- Governors or trustees are responsible for ensuring that the school fulfils its statutory duties and inspectors will consider how well that oversight is being discharged

# Staff well-being and the availability of staff supervision (Ofsted)

- In the new inspection framework, Ofsted inspectors will be looking at how schools consider staff well-being under the leadership and management judgement.
- Although noted in both Working Together and Keeping Children Safe in Education for some time, there is an increased focus in the new Ofsted Framework.
- Staff supervision is described as one of the signs of successful safeguarding arrangements: "Staff and other adults receive regular supervision and support if they are working directly and regularly with children and learners whose safety and welfare are at risk".

# Education Support Partnership

The Education Support Partnership are the only UK charity dedicated to improving the wellbeing and mental health of education staff in schools, colleges and universities. The support is available to anyone who works in schools about all kinds of issues including:

- Feeling overwhelmed, stressed or anxious
- Personal issues
- Financial information
- Issues of work-life balance

**Helpline: 08000 562 561**

**Text Helpline: 07909 341229**

The helpline is free and available to all teachers, lecturers and staff in education (primary, secondary, further or higher education) in England, Wales and Scotland 24/7, 365 days a year.



# Guidance for Safer Working Practices (Updated version)

In May 2019, a new version of the non-statutory 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education'.

The initial update in May 2019 said, 'This means that adults should: turn off 3G/4G data access on school premises.'

The paragraph has now been changed to say, that adults should: 'only use internet-enabled devices in line with school acceptable use policies', which may of course include no data access whilst in school.

The latest version of the Safer Working Practices document is now version 2 and was republished in August 2019, albeit with the front cover date of May 2019.

It can be downloaded from the Safer Recruitment Consortium website here:  
<https://www.saferrecruitmentconsortium.org/>

# FGM Guidance Update

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Two updated guidance documents about FGM have been published.

Female Genital Mutilation: Guidance for schools (National FGM Centre)

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

Female genital mutilation: the facts (Home Office)

<https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

# New BBC wellbeing app 'Own it'



- The BBC has launched a new app, designed to monitor young people using the internet.
- The app, which features a special keyboard, combines machine-learning technology with the ability to keep a diary of their emotions to allow children the chance to record how they're feeling and why
- In response, the app can offer help and support, giving advice if their behaviour strays outside safe and sensible norms.
- Children can access the app at any time to get instant, on-screen advice and support the moment they need it.

# Consultation- Restraint in mainstream settings and alternative provision (DfE)

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After the publication of guidance on reducing the need for restraint and restrictive intervention in special schools, the Department for Education is now gathering views on whether there is a need for further guidance on the use of restraint and restrictive intervention in mainstream schools and alternative provision.

Restraint in mainstream settings and alternative provision  
<https://consult.education.gov.uk/send-alternative-provision-and-attendance-unit-sapau-analysis/guidance-on-reducing-restraint-and-restrictive-int/>

*The consultation closed on Thursday 17th Oct 2019*

# Engaging Parents with Relationships Education Policy

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From September 2020, relationships education will be compulsory for primary schools. The DfE has published guidance for headteachers on engaging parents on the relationships education policy.

The guidance has advice, tips and case studies on how to carry out effective parental engagement including where to go for help and the role governors and trustees can play in the engagement process.

<https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>

# Safeguarding Our Schools

## Annual Conference 2019



### Keeping Children and Young People Safe

#### Why is this important?

Keeping children and young people safe must be a key priority for our schools. Therefore, we must ensure that their safeguarding practice and knowledge is well informed and up to date.

The first of our planned annual Safeguarding Our Schools conferences will provide school staff and Governors the opportunity to hear from, question and share insights with renowned speakers with in key areas of Safeguarding.

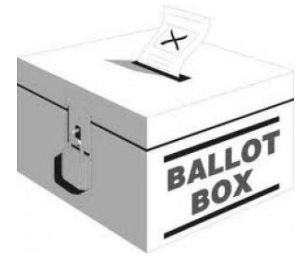
Understanding and keeping up to date with the evolving threats to children and young people is vital to a safe school culture - making this conference a must-attend!





# BRIEFING TO THE CHAIRS OF GOVERNORS

## 7 November 2019



### **Bracknell Forest Council had 2 Parent Governor Representative (PGR) vacancies**

- 1 primary stage PGR vacancy and 1 secondary stage PGR vacancy.

### **As part of the most recent recruitment which began on 2 September 2019, nominations for both vacancies closed at midday on Wednesday 9 October 2019**

- Both vacancies were filled without the need for a ballot (only one nomination was received for each role)
- The successful candidates will be formally appointed at full Council on Wednesday 27 November 2019
- The term is 4 years

### **Both Representatives will sit on the Overview and Scrutiny Commission at Bracknell Forest Council**

- The Overview and Scrutiny Commission has overall responsibility for the scrutiny of the Council's decision making process
- The roles are non-political but representatives do have voting rights on matters of education

### **They will:**

- Be a voice for parents and ensure councillors are aware of parents' views on educational issues
- Report back to parents on the Authority's discussions and decisions on education
- Have an opportunity to take part in and contribute to enquiry review groups across a range of topics to improve the lives of residents in the borough

For further information please contact:

Kirstine Berry: Governance and Scrutiny Co-ordinator 01344 354068

[kirstine.berry@bracknell-forest.gov.uk](mailto:kirstine.berry@bracknell-forest.gov.uk)

# Date for your Diaries

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1. Chair and Headteacher Working Together – session 3 – Spring term 2020
2. Induction for New Governors – Monday 20<sup>th</sup> & Monday 27<sup>th</sup> January 2020 (two evening sessions)
3. Chairs' Briefing – Thursday 13<sup>th</sup> February 2020
4. Governor Development Conference – Friday 6<sup>th</sup> March 2020



# Governor Development Conference

**Friday 6 March 2020**

**9:00 - 16:00**

**Easthampstead Park Conference Centre**

## **‘Ensuring Quality - The Pursuit of Happiness’**

Governors (including HeadTeacher), associate members and clerks can attend by booking a place. Two places are offered free per school as part of the Governor Services SLA with a small charge for additional attendees



The Pursuit  
of Happiness

# Agenda



08:45 Arrival & Registration

09:00 Welcome

09:10 Dr Debra Kidd on **Implementation of the Quality of Education**

11:00 David Beeney on **Wellbeing in Leadership**

12:15 Lunch

13:15 Stephanie Davies on **Ensuring Positive and Mental Health through the Pursuit of Happiness**

15.15 Closing Remarks

# Summary & Close

Councillor Gareth Barnard - Executive Member CYPL

