

# Chairs' Briefing Meeting

Thursday 8<sup>th</sup> November 2018

Easthampstead Park Conference Centre



# AGENDA

1. Welcome and overview introduction – Rachel Morgan, Assistant Director, Education & Learning
2. Results Update – EYFS, KS1-5 – Standards & Effectiveness Partners
3. Priorities for the year - Rachel Morgan, Assistant Director, Education & Learning
4. MSC Dissertation Topic....A plea for your help! - Brian Poxon, Chair of Governors, Sandy Lane Primary School
5. Safeguarding – Keeping Children Safe – Debbe Smith, Inclusion and Safeguarding Team Manager
6. Summary and close – Councillor Gareth Barnard, Executive Member CYPL

## **Date of next meeting:**

Autumn term: - Thursday 28<sup>th</sup> February 2019



## Welcome and overview introduction

- Council Update
- Ofsted Update
- DfE
- Chairs and Clerks Development Programmes
- Schools Support Services Update and Customer Panel
- Importance of Clerks Briefing Papers
- Overview & Scrutiny and Schools Forum vacancies

## Ofsted Update

- September 2018 Handbook available – very few changes
- RI Schools now inspected up to 30 months.
- Focus of September 2019 Framework –
  - Curriculum – balance of knowledge and skills
  - Equalities
  - Data a ‘signpost’ not a ‘destination’
  - Data not used to drive an inspection

# Working definition of the curriculum

*"The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**); for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**) and for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**)."*

## DfE

- Most improved LA in the South East
- Floor standards
- Coasting measure
- Wave 13 bid for AP school – SEMH Hub
- Academisation

## OVERVIEW AND SCRUNITY PARENT GOVERNOR REPS

### **Bracknell Forest Currently Has 2 Parent Governor Representative**

#### **(PGR) Vacancies**

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

Candidates need to be:

- An existing governor at any Bracknell Forest maintained school **AND**
- Have a child attending any Bracknell Forest maintained school on the date of the election.



### **Nominations will be invited week commencing 3 December 2018**

- Governor Services will email qualifying governors direct to invite nominations
- The closing date for nominations will be Wednesday 2 January 2019
- The term is 4 years.
- An allowance of £297 per year is available.
- There will be an induction, training and ongoing support.
- Time commitment for regular attendance is around 8 or 9 evening meetings (from about 7.30pm) per year.

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)



## Schools Forum

- Information recently sent out about one primary governor vacancy and one secondary governor vacancy.
- Please advise Paul Clark [paul.clark@bracknell-forest.gov.uk](mailto:paul.clark@bracknell-forest.gov.uk) of names of interested parties by Friday 9<sup>th</sup> November 2019
- More information on the Schools Forum can be found at <http://democratic.bracknell-forest.gov.uk/ieListMeetings.aspx?Committeeld=187>



## Chairs and Clerks Development Programme

- Chairs Development Programme – looking to run a fully funded course, cost is £500 usually, in Bracknell Forest for aspiring and current chairs of governors. The course requires a minimum of 15 delegates to run (leaflet on your table).
- Clerks Development Programme – cost of £50 to the school with £350 funded by the government. Currently have 9 clerks interested and the programme will run in the Spring Term.



# School Support Services October 2018 Update

**Can (Do)**  
Working together



Welcome to Can (Do), the new place for all your support service needs. More than just a name, we are a customer focused service meeting the needs of schools and education settings in one place.

Ensuring the best possible educational outcomes for children is your main priority and we are changing our service offering to help you achieve this. Listed below are the wide range of current, updated and new traded and bespoke support services we will be offering you from April 2019.

#### Inspirational leadership

- Standards and Effectiveness Service
- Governor Services
- Financial Services *\*updated for 2019*
- Human Resources
- Legal Services
- Online Recruitment
- Payroll Services *\*updated for 2019*
- Counselling Service
- Internal Audit *\*new for 2019*
- Procurement *\*new for 2019*

#### A curriculum that meets the needs of pupils

- Physical Education and School Sport Support Programme
- Standards and Effectiveness Service
- Support for Learning
- Behaviour Support Service *\*new for 2019*
- Autism Support *\*new for 2019*

#### Thrive in learning

- Education Welfare
- Educational Psychology
- Family Hub Support Service *\*updated for 2019*
- Support for Learning
- Autism Support *\*new for 2019*
- Behaviour Support Service *\*new for 2019*
- Family Group Conferencing *\*new for 2019*
- Virtual School *\*new for 2019*

#### Be proud to succeed

- Bursar Cover Service
- Offsite and Adventurous Activities Service
- Schools IT Service *\*updated for 2019*
- Youth Support Services *\*new for 2019*

#### Access to a good school place

- Asset Management Planning
- Building Maintenance
- Health and Safety
- Inspection of Equipment
- Insurance and Risk Management
- Landscape Maintenance
- Reactive Buildings Maintenance
- School Admission Appeals
- School Admissions: Distance Calculations
- School Admissions: Helping you with your admissions
- School Building Cleaning
- School meals catering
- Tree Inspection
- Valuation Service

#### Get the best start in life

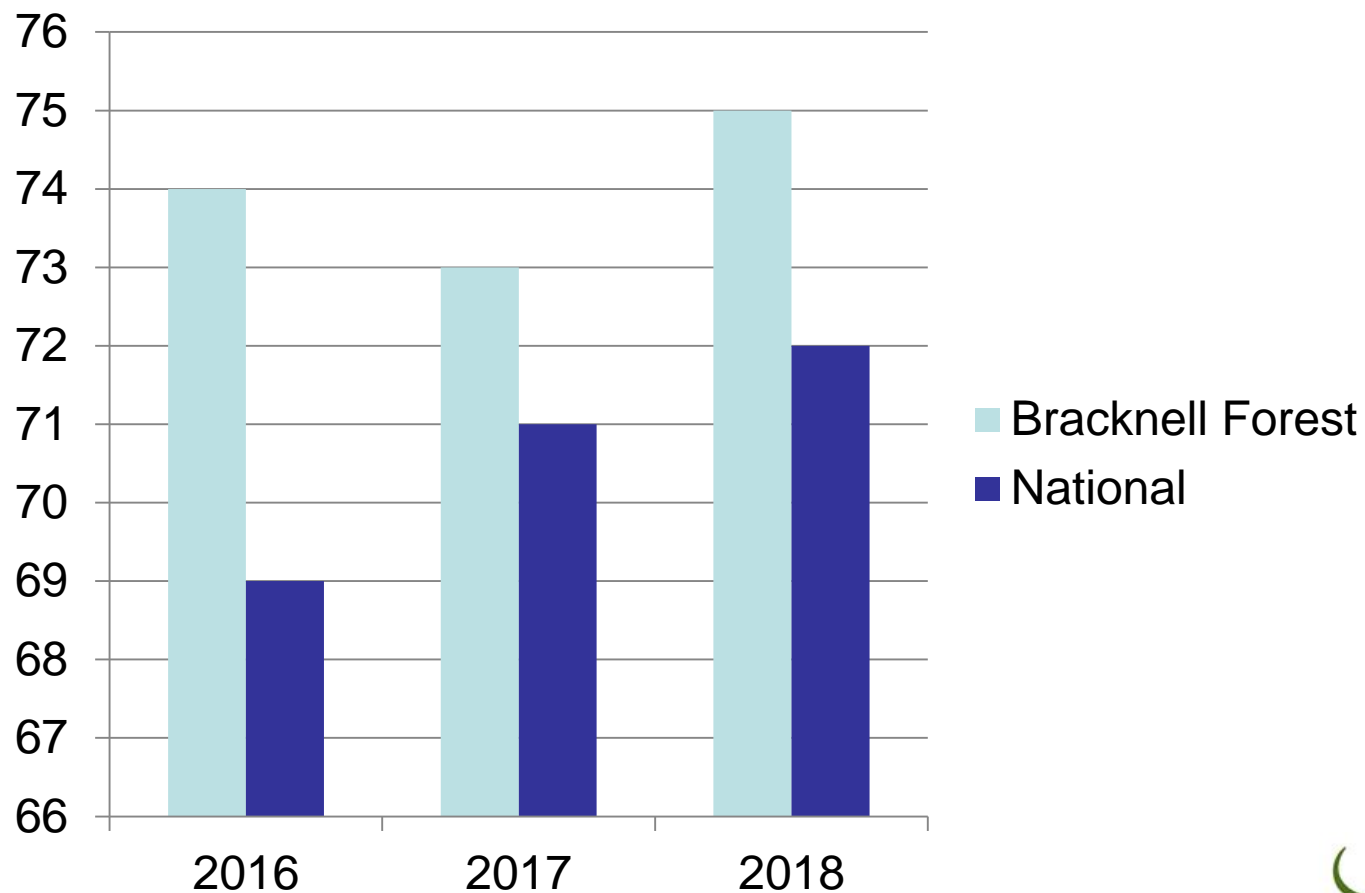
- Free School Meals Eligibility Checking
- Early Years Service *\*updated for 2019*



# Exam and Test Performance 2018 (Provisional)

September 2018

## EYFS (Early Years Foundation Stage)



## EYFS: Analysis & Trends

### 2018

- 29 schools
- 23 schools (79%) in line or above national
- 10 schools (34%) significantly above – 10%+
- Average Points Score (APS) 35.9

### 2016-2018

- 16 schools (55%) have been consistently above national for 3 year period

#### **vs Statistical Neighbours (11)**

- GLD- Latest average 74.1 % **BF 3<sup>rd</sup>**
- Average Point Score 35.3 **BF 2<sup>nd</sup>**

#### **vs England (152)**

- GLD- Latest average 71.5 % **BF 21<sup>st</sup>**
- Average Point Score 34.6 **BF 15<sup>th</sup>**

# Prime Learning Goals

% Communication & Language0	2018		
	Expected	Exceeding	Expected +
LA	66.2	20.7	86.9
National	67.0	15.3	82.4
Difference	-0.8	+5.4	+4.5

% Physical Development	2018		
	Expected	Exceeding	Expected +
LA	74.9	16.4	91.3
National	74.1	13.2	87.3
Difference	+0.8	+3.2	+4

% Personal, Social & Emotional Development	2018		
	Expected	Exceeding	Expected +
LA	76.0	12.5	88.5
National	74.8	13.2	85.2
Difference	+1.2	-0.7	+3.3



# Specific Learning Goals

% Literacy	2018		
	Expected	Exceeding	Expected +
LA	61.8	14.7	76.5
National	63.0	10.3	73.3
Difference	-1.2	+4.4	+3.2
% Reading			
LA	56.9	23.6	80.5
National	58.4	18.6	77.0
Difference	+1.5	+5.0	+3.5
% Writing			
LA	61.5	15.4	76.9
National	62.5	11.1	73.6
Difference	-1.0	+4.3	+3.3

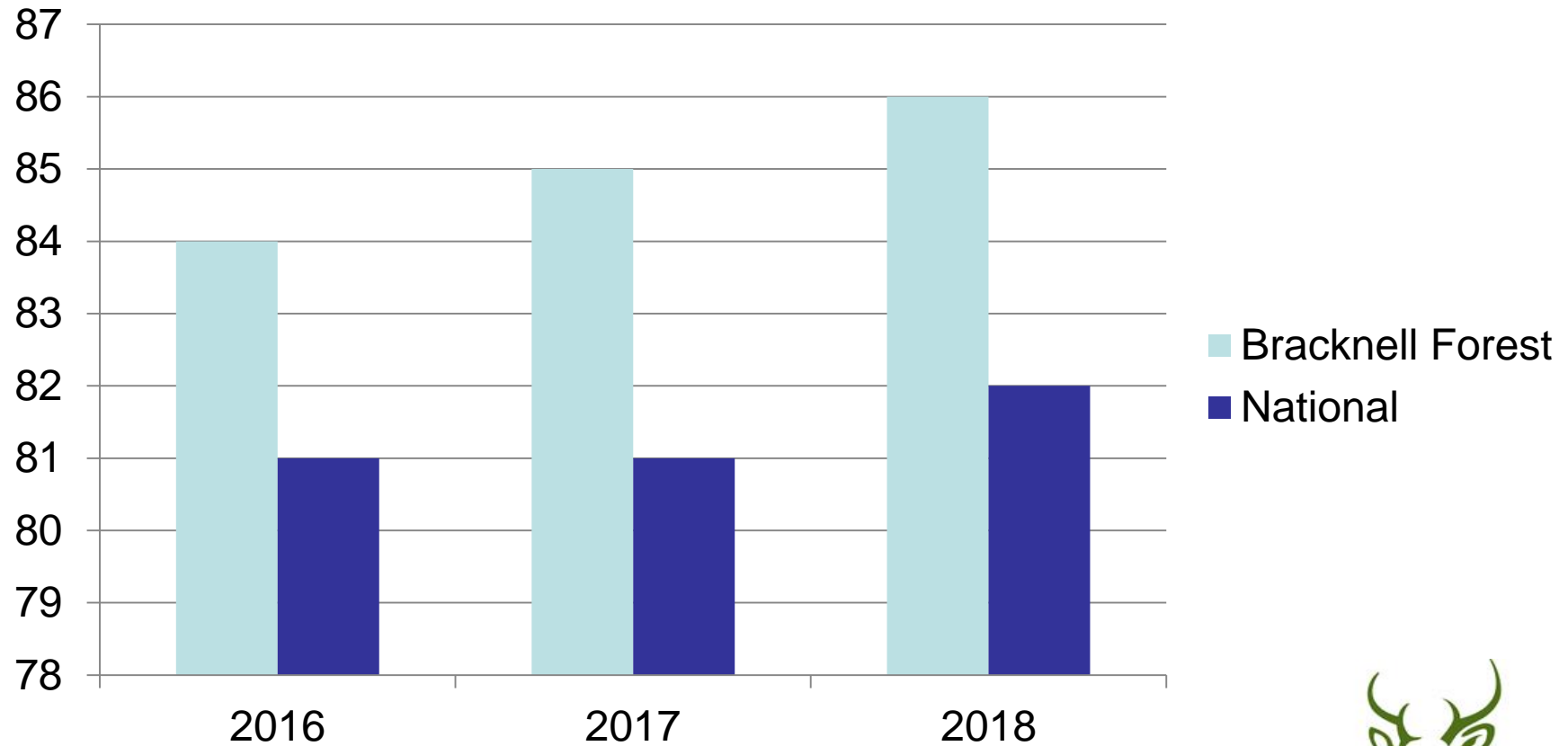
# Specific Learning Goals

% Mathematics	2018		
	Expected	Exceeding	Expected +
LA	65.2	17.2	82.4
National	65.5	12.8	78.3
Difference	-0.3	+4.4	+4.1
% Numbers			
LA	63.3	20.6	83.9
National	63.4	16.2	79.6
Difference	-0.1	+4.4	+4.3
% Shape, Space & Measures			
LA	65.6	19.9	85.6
National	66.6	15.1	81.6
Difference	-1.0	+4.8	+4.0

# Specific Learning Goals

% Understanding the World	2018		
	Expected	Exceeding	Expected +
LA	74.6	13.5	88.1
National	75.4	8.5	83.9
Difference	-0.8	+5.0	+4.2
% Expressive Arts & Design	2018		
	Expected	Exceeding	Expected +
LA	74.5	17.8	92.2
National	74.7	12.4	87.1
Difference	-0.2	+5.4	+5.1

## Phonics – Year 1



## Phonics : Analysis & Trends

### 2018

- 29 schools
- 21 schools (72%) in line or above national
- 11 schools (38%) significantly above national– 10%+

### 2016-2018

- 13 schools (45%) have been consistently above national for 3 year period

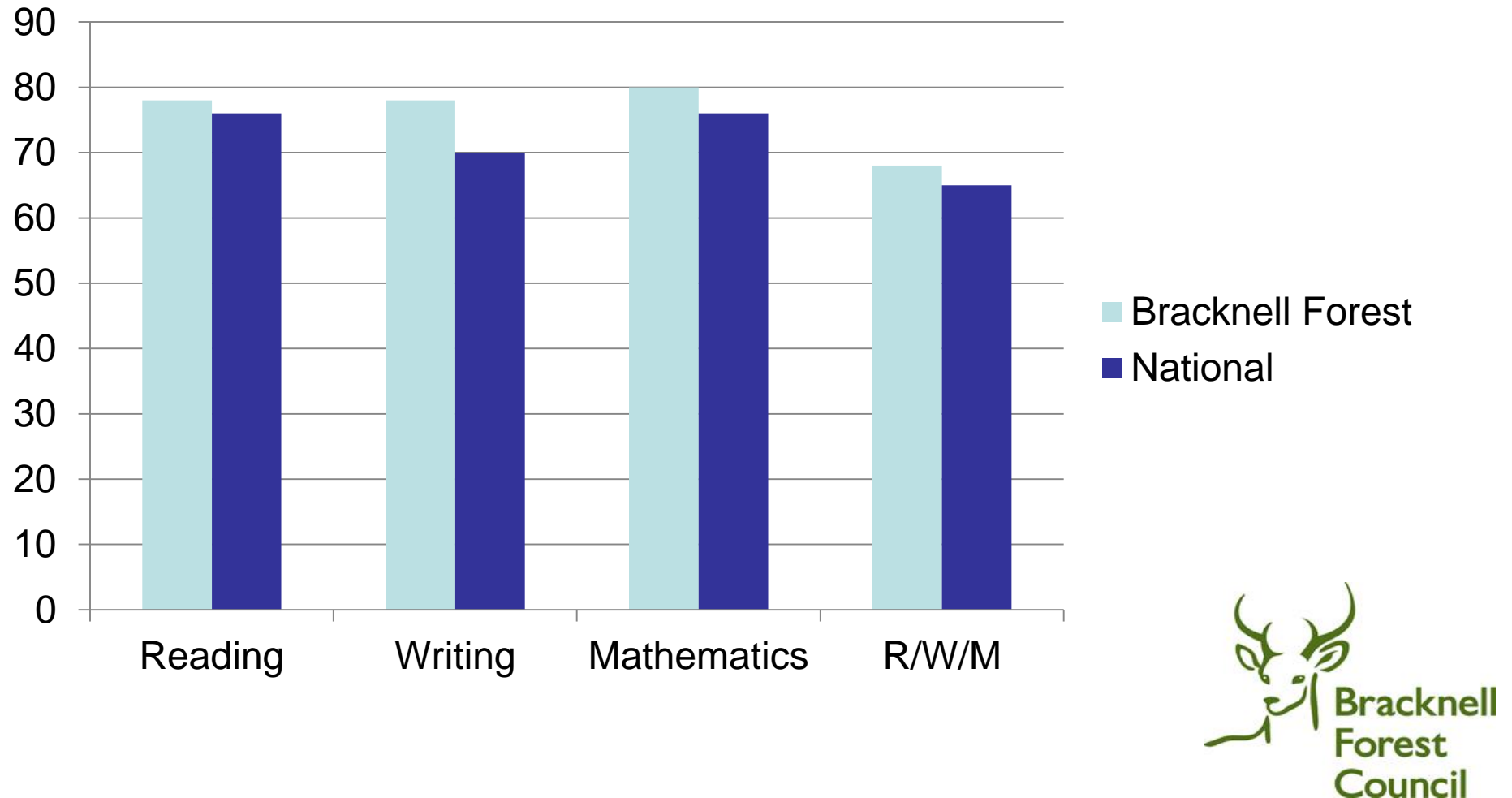
### vs Statistical Neighbours (11)

- Phonics- Latest average 84% **BF 1<sup>st</sup>**

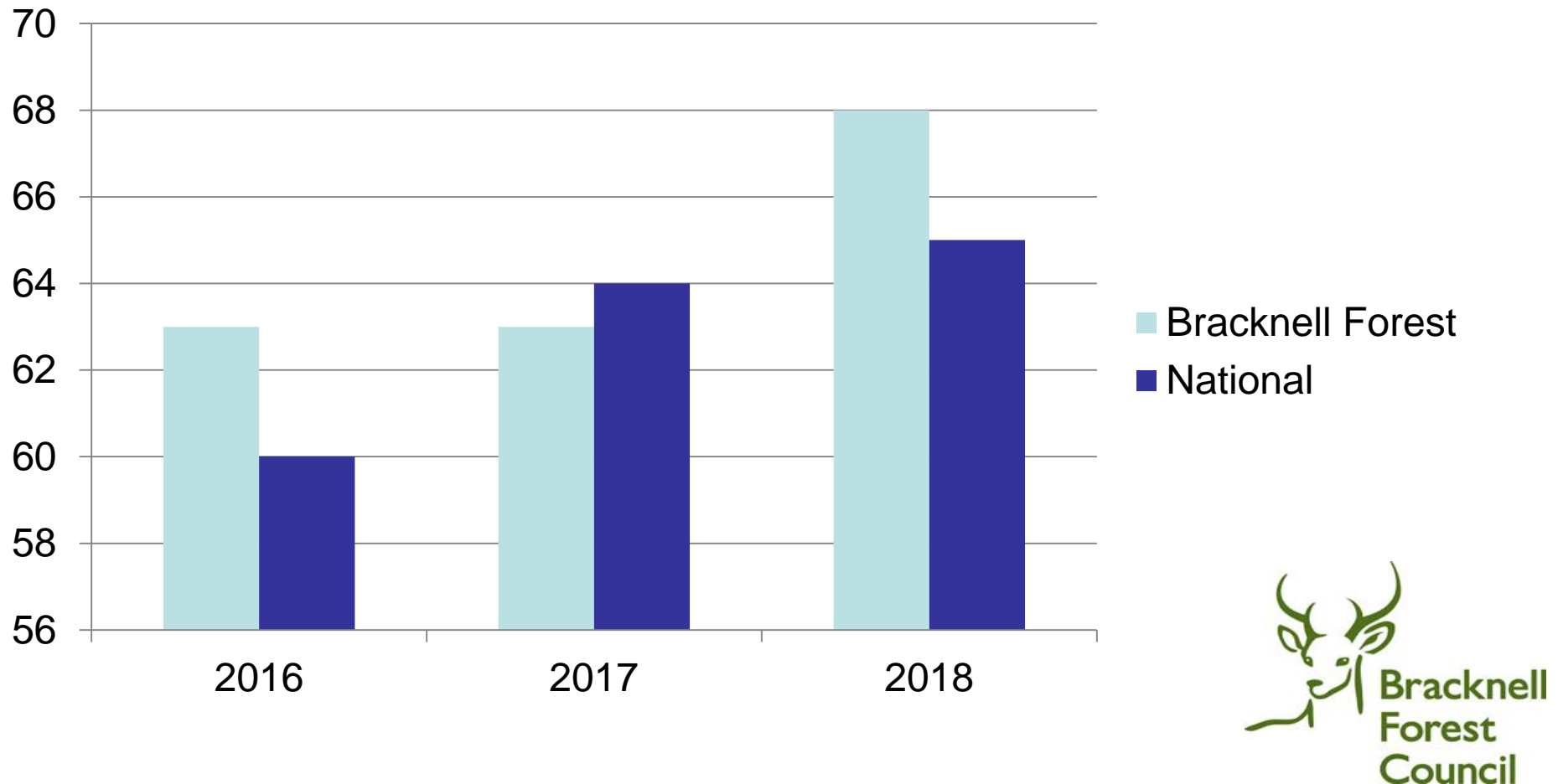
### vs England (152)

- Phonics- Latest average 82 % **BF 20<sup>th</sup>**

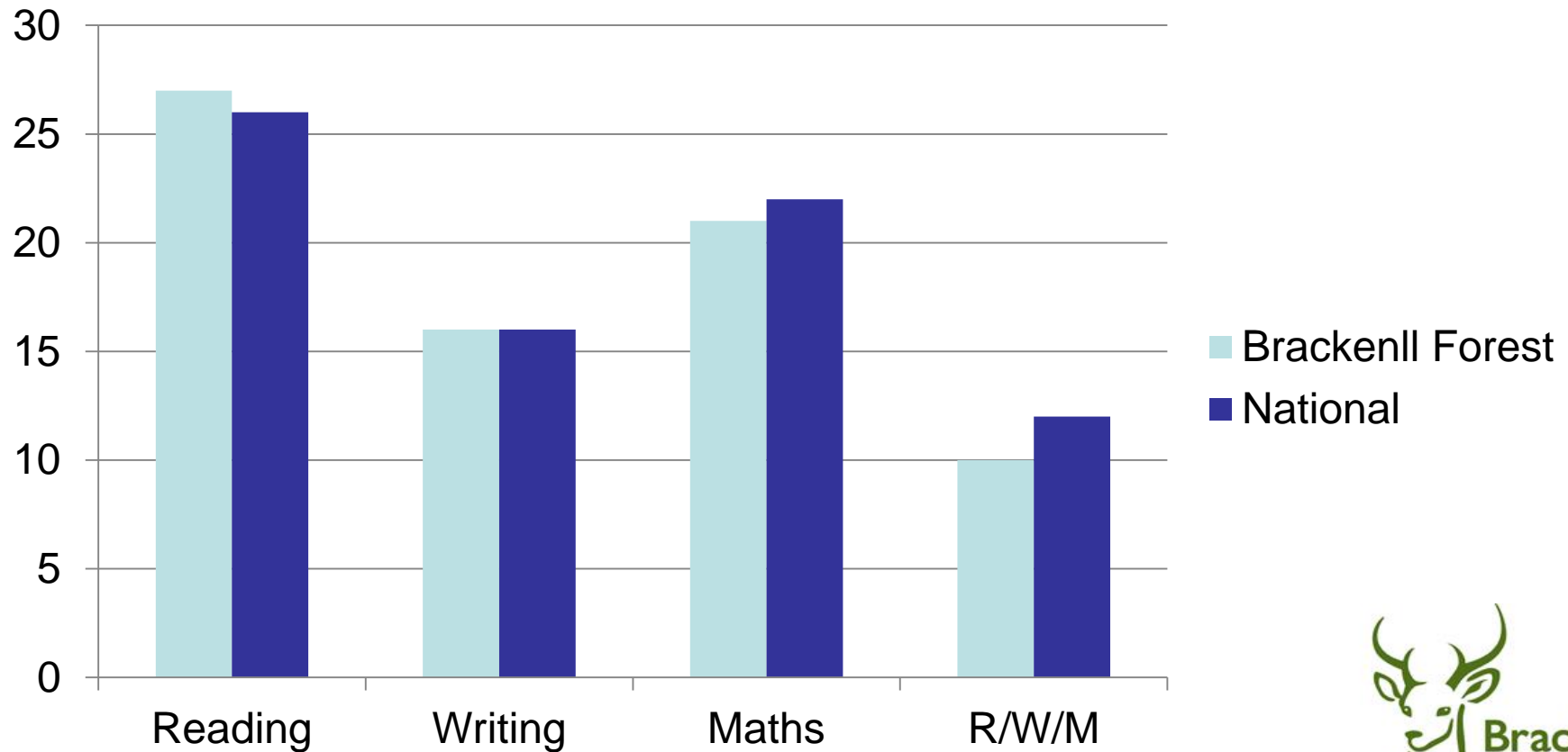
## Key Stage 1 – Achieving at the Expected Level or Above 2018



## Three Year Trend – Combined Reading/Writing/ Mathematics at the Expected Standard KS1.

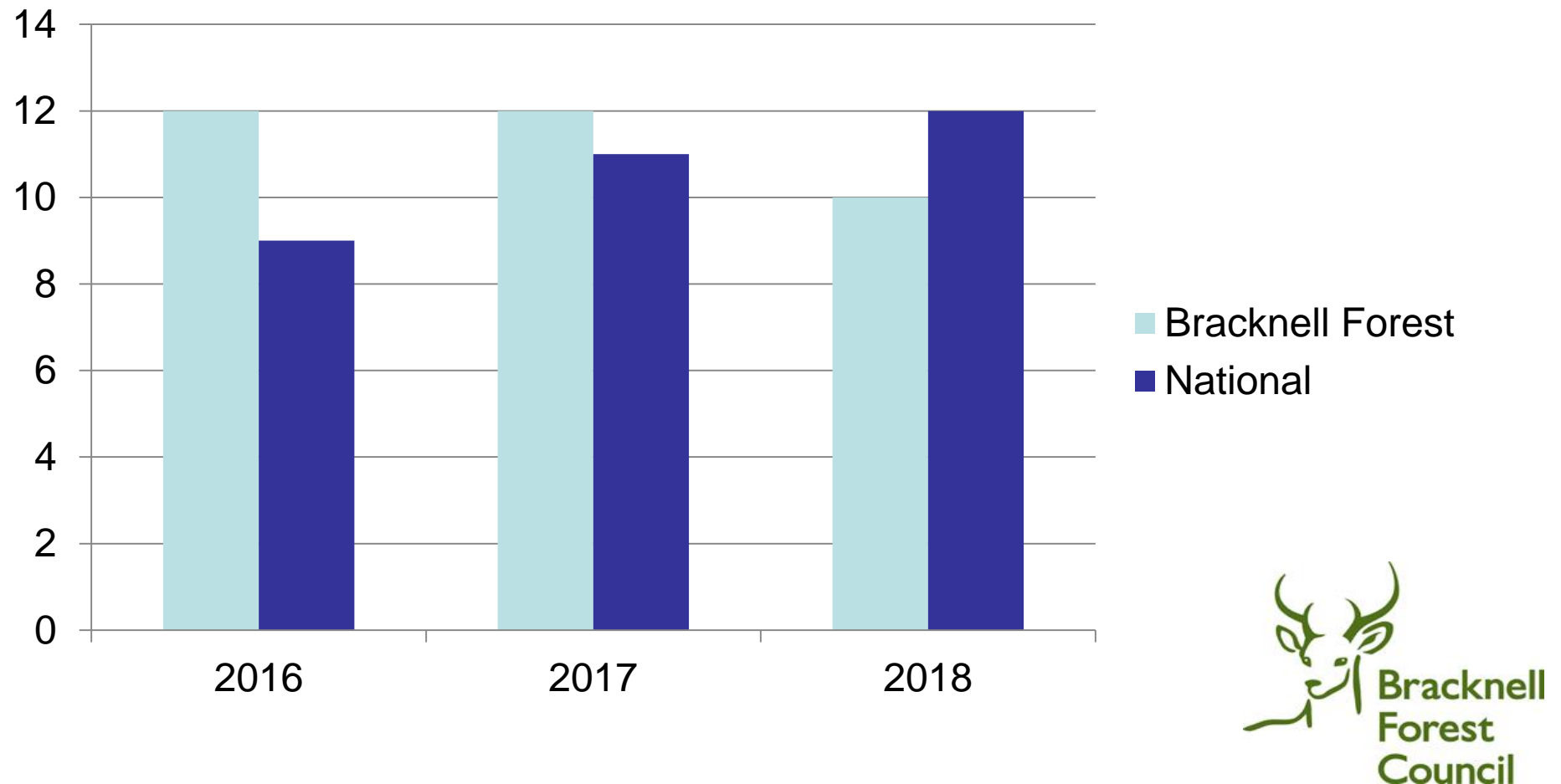


## Key Stage 1 – Achieving Greater Depth 2018



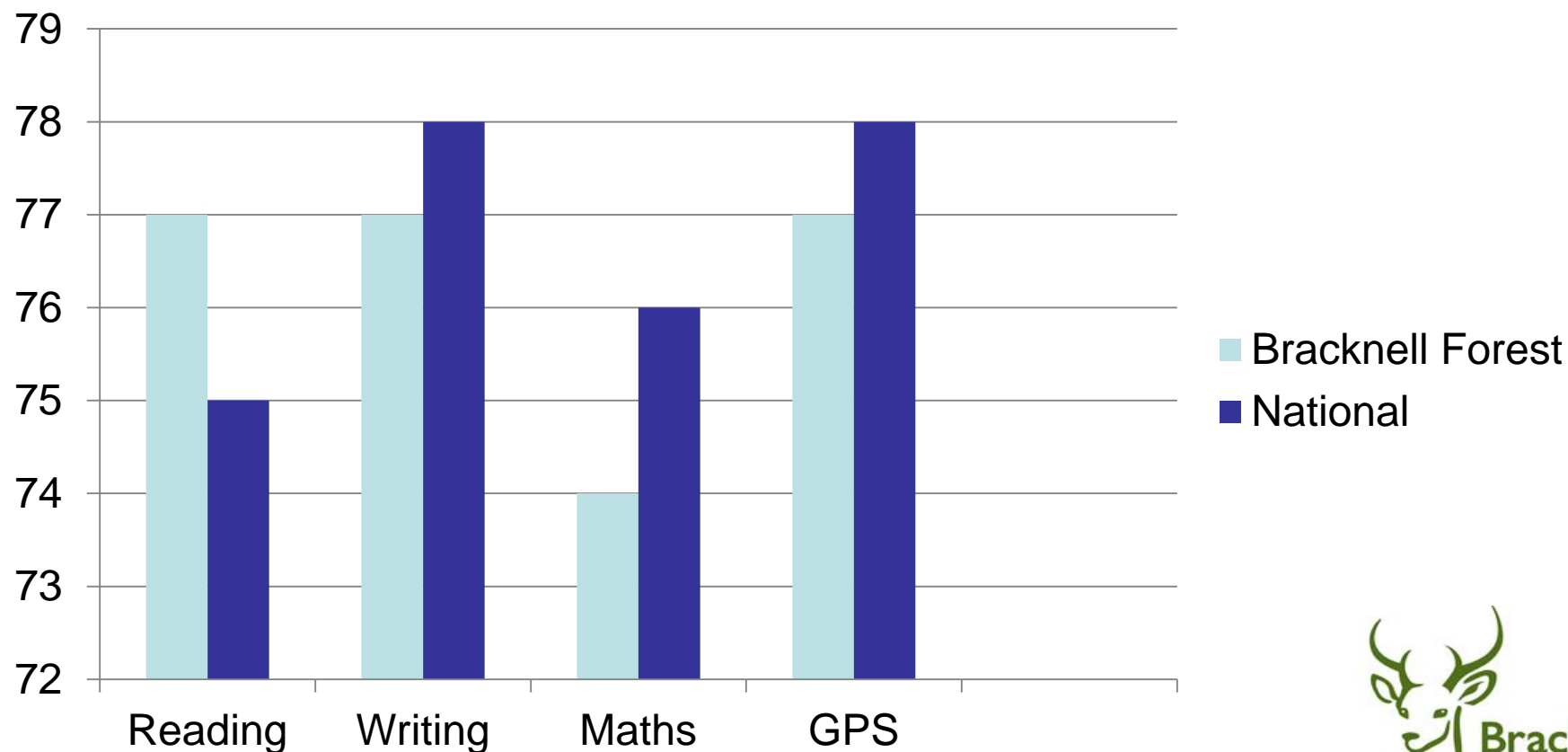


## Three Year Trend – Combined Reading/Writing/ Mathematics at Greater Depth KS1.



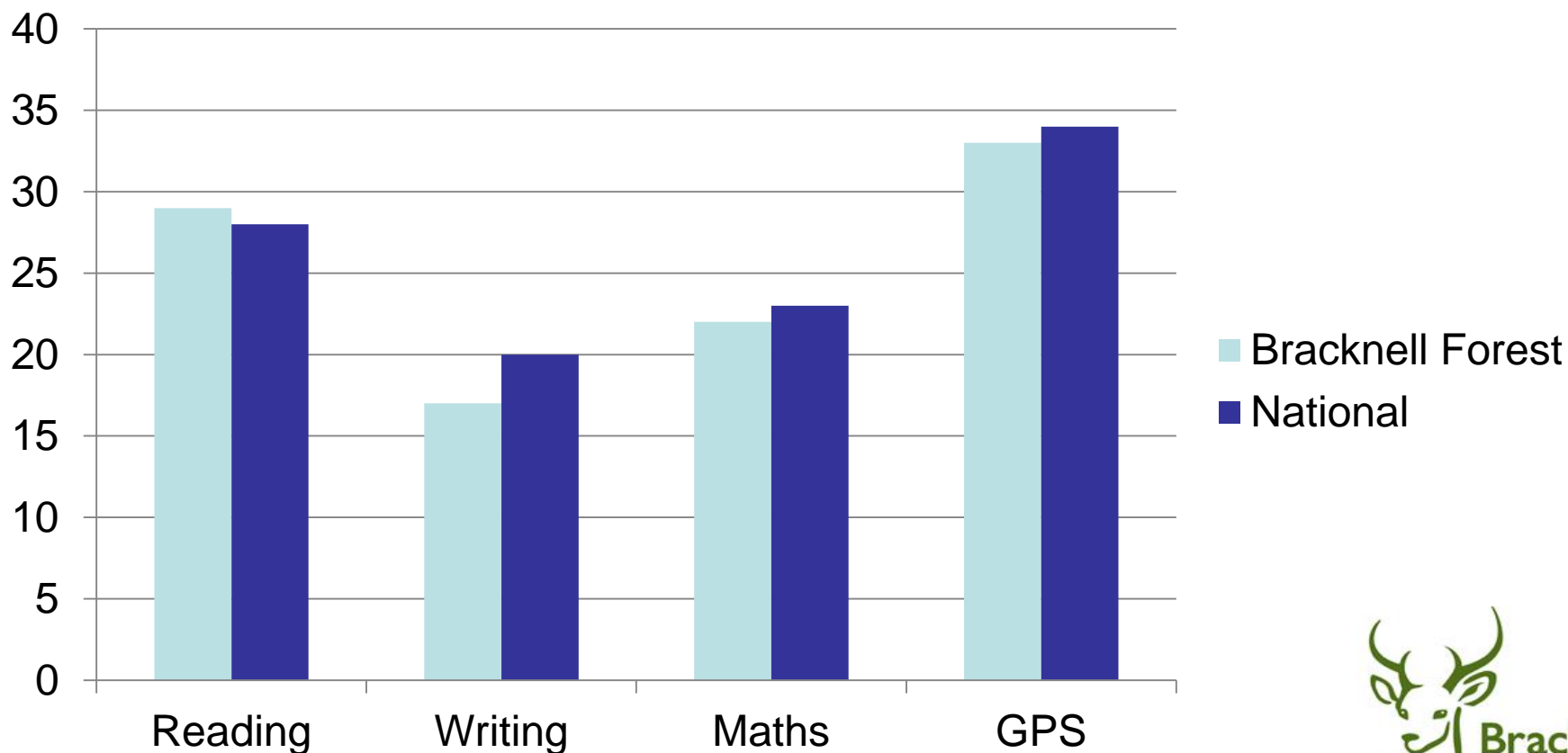
## Key Stage 2 – Achieving at the Expected Level or Above

2018

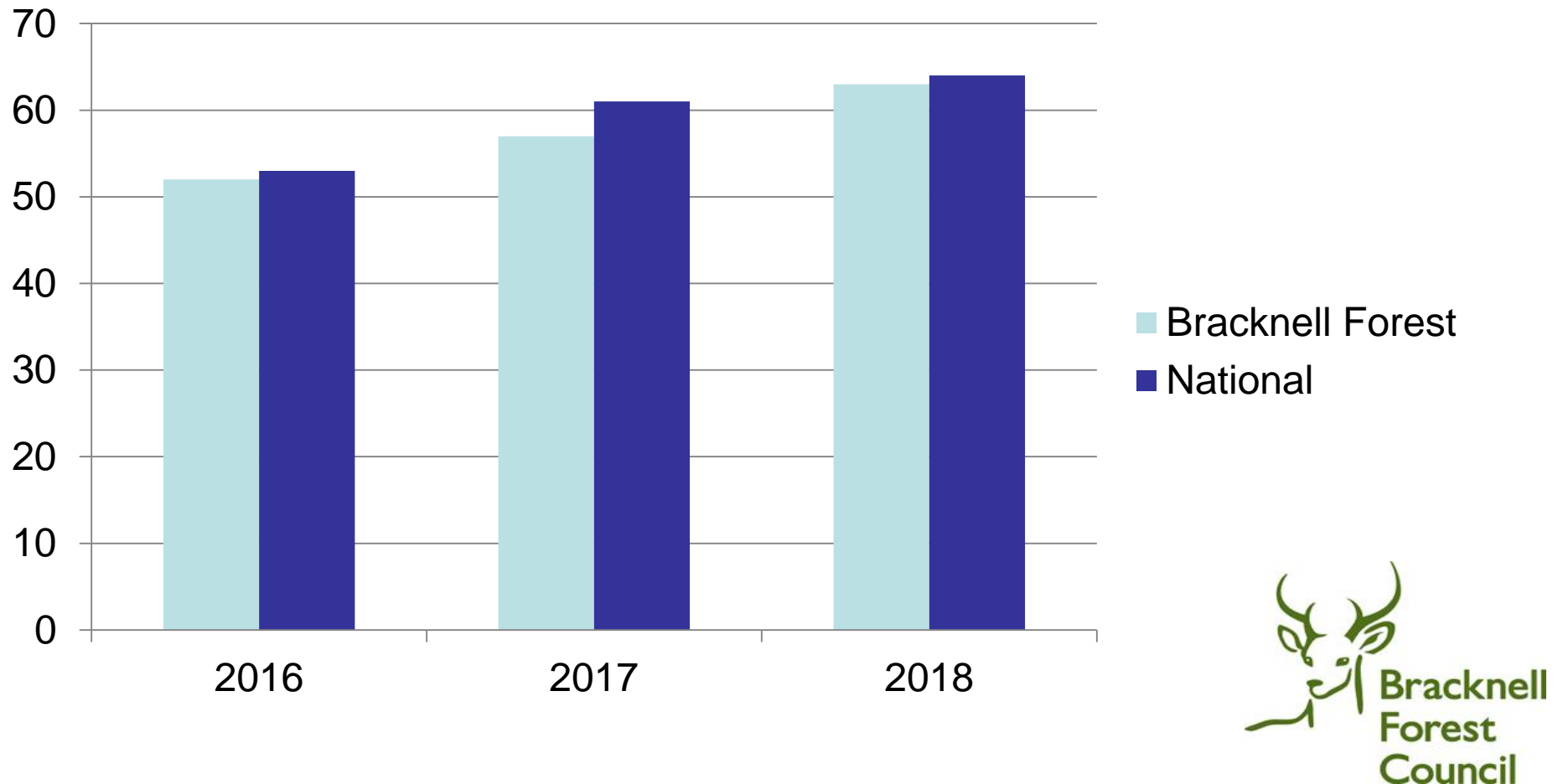


## Key Stage 2 – Achieving Greater Depth

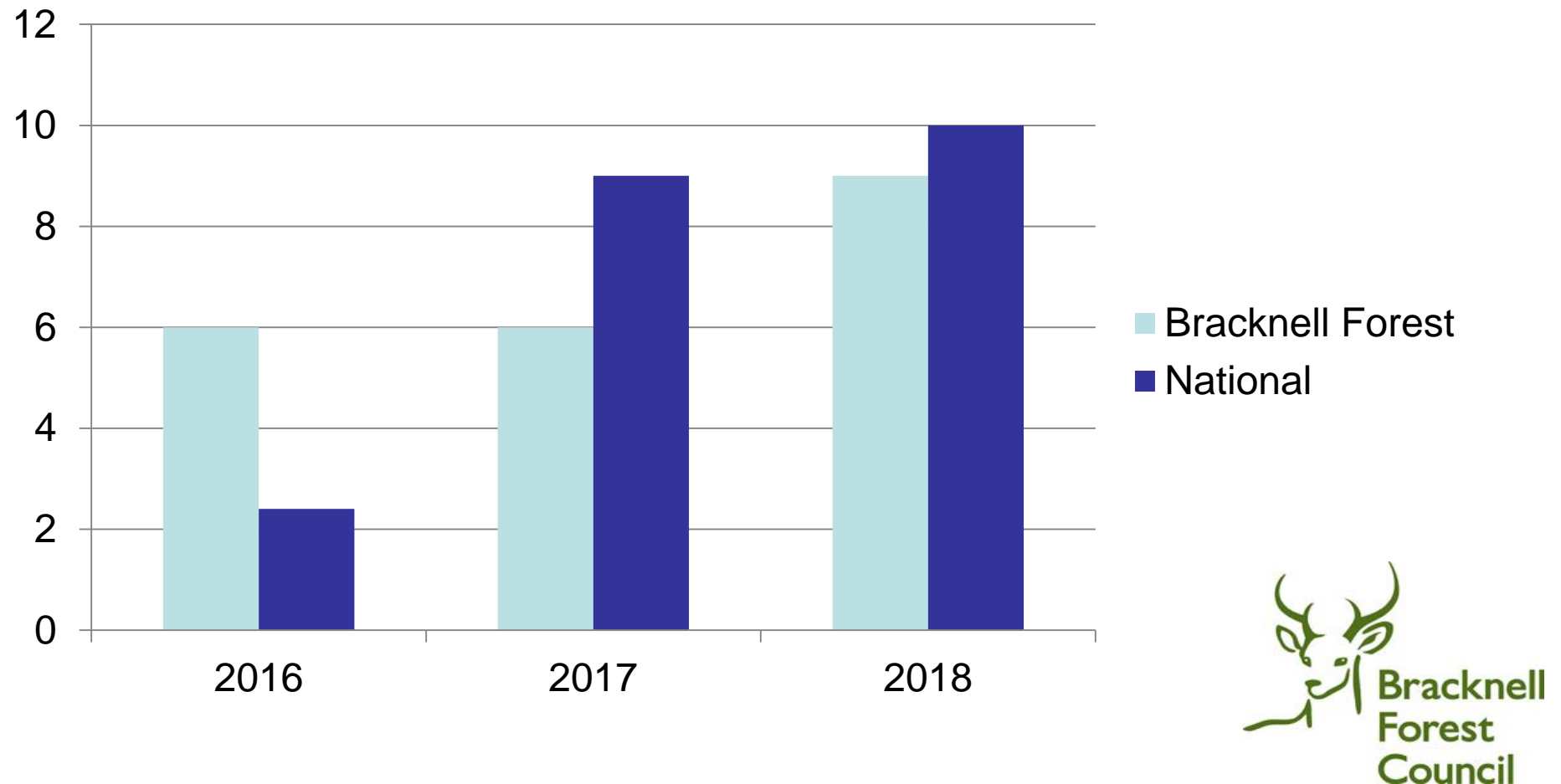
2018



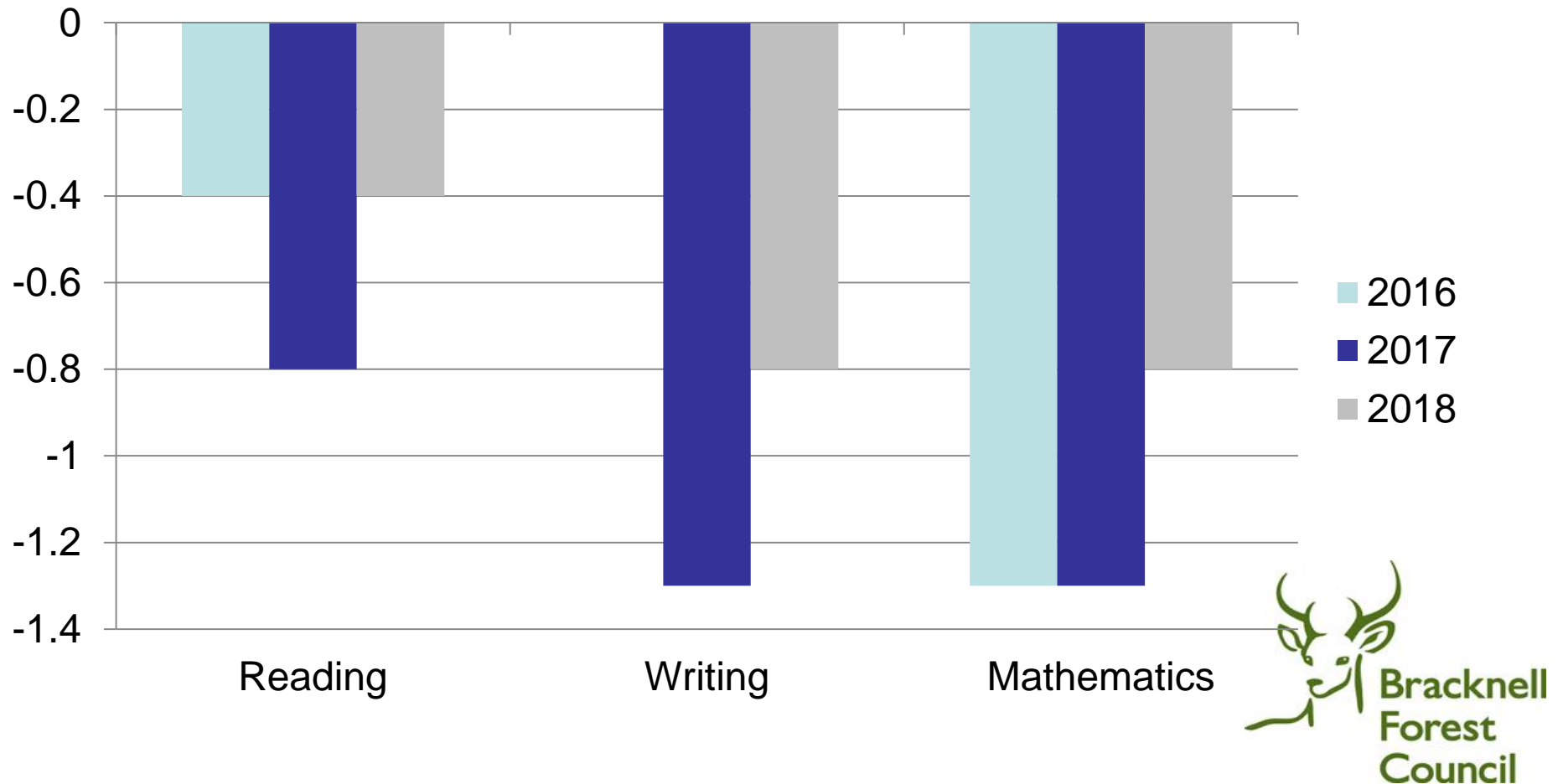
## Three Year Trend – Combined Reading/Writing/ Mathematics at the Expected Standard KS2



## Three Year Trend – Combined Reading/Writing/ Mathematics at Greater Depth KS2



## Progress scores across Key Stage 2 Three Year Trend

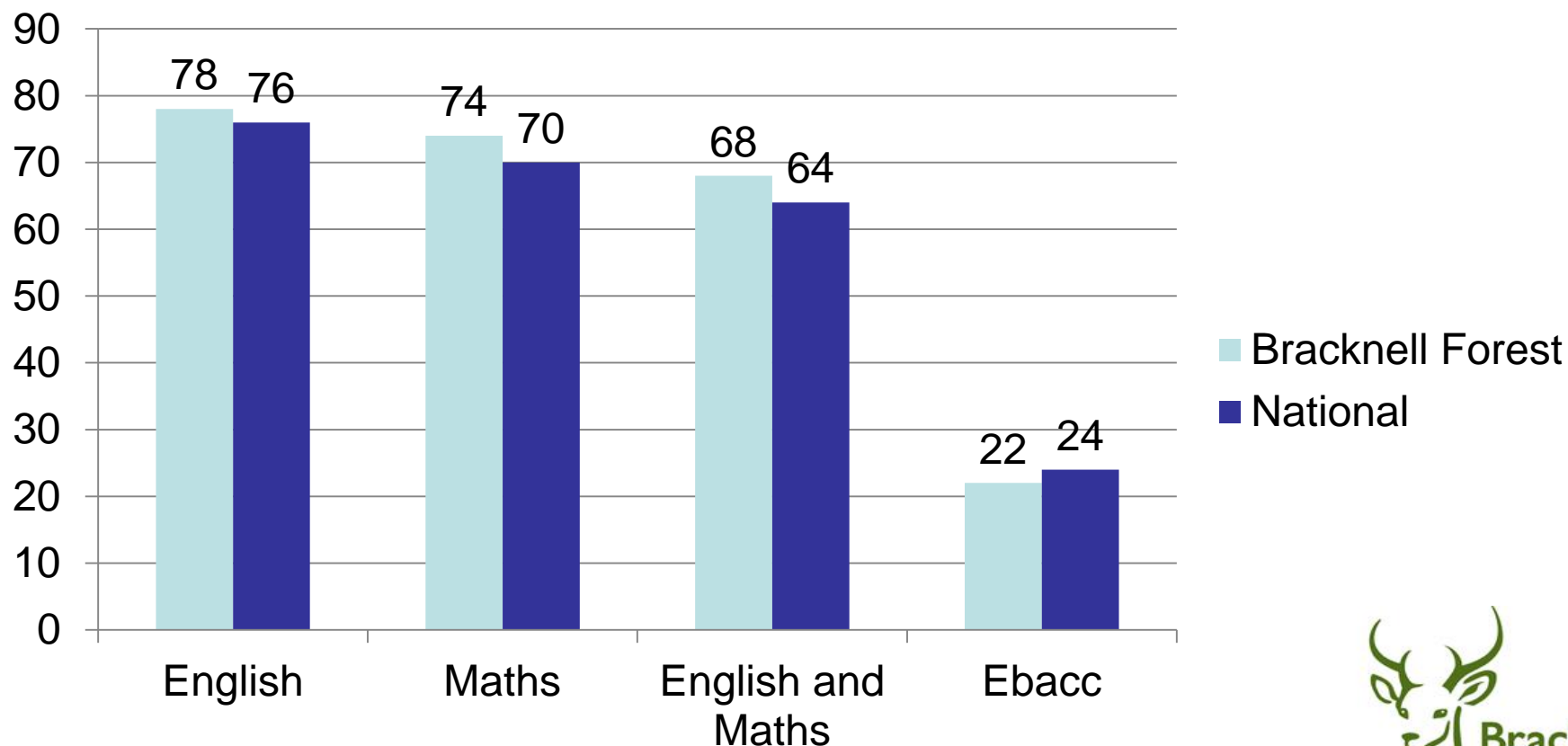


## Key Stage 4 - % of 9-4

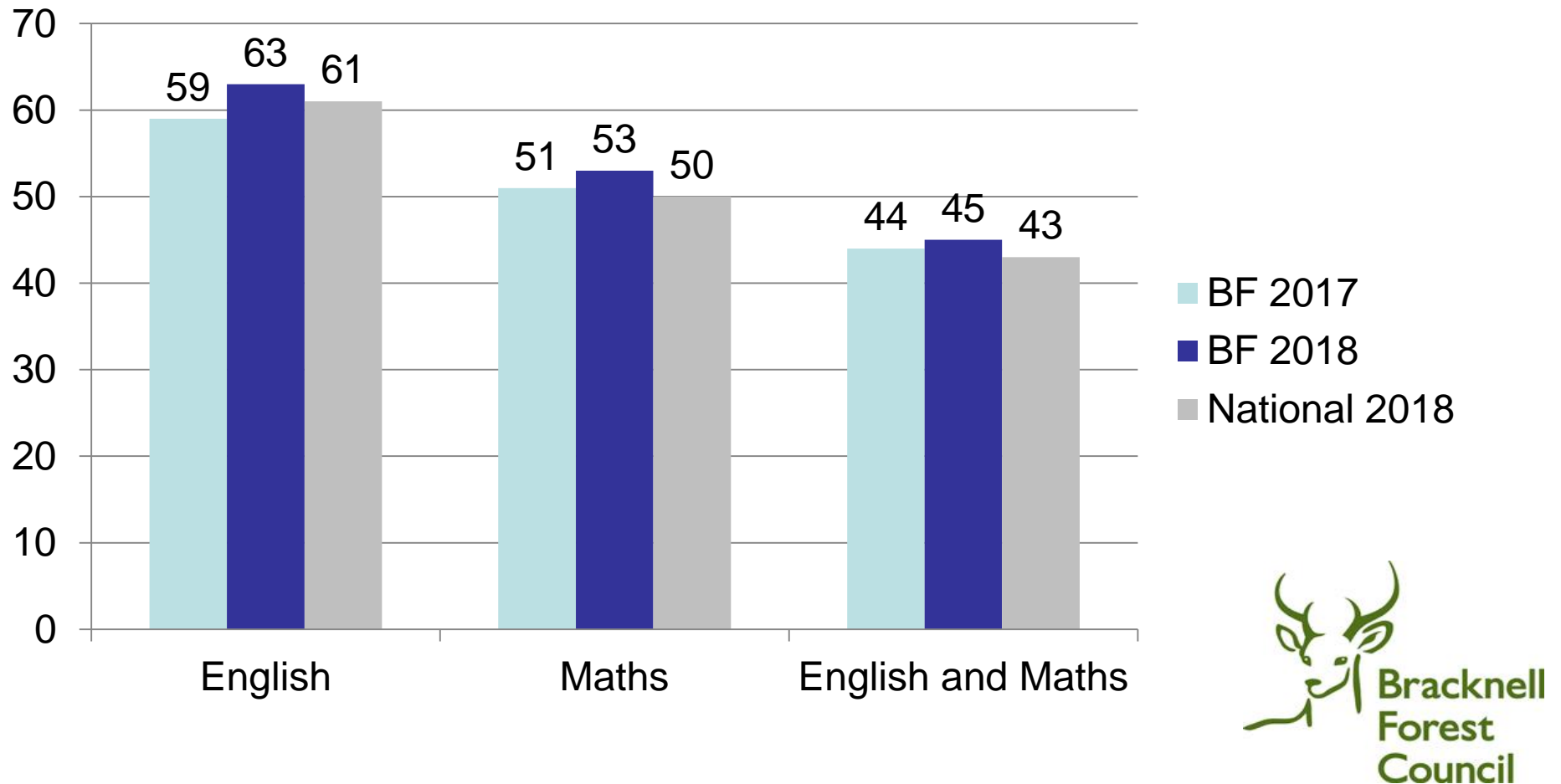
BF Attainment 8 – 48.0

National Attainment 8 – 46.6

2018



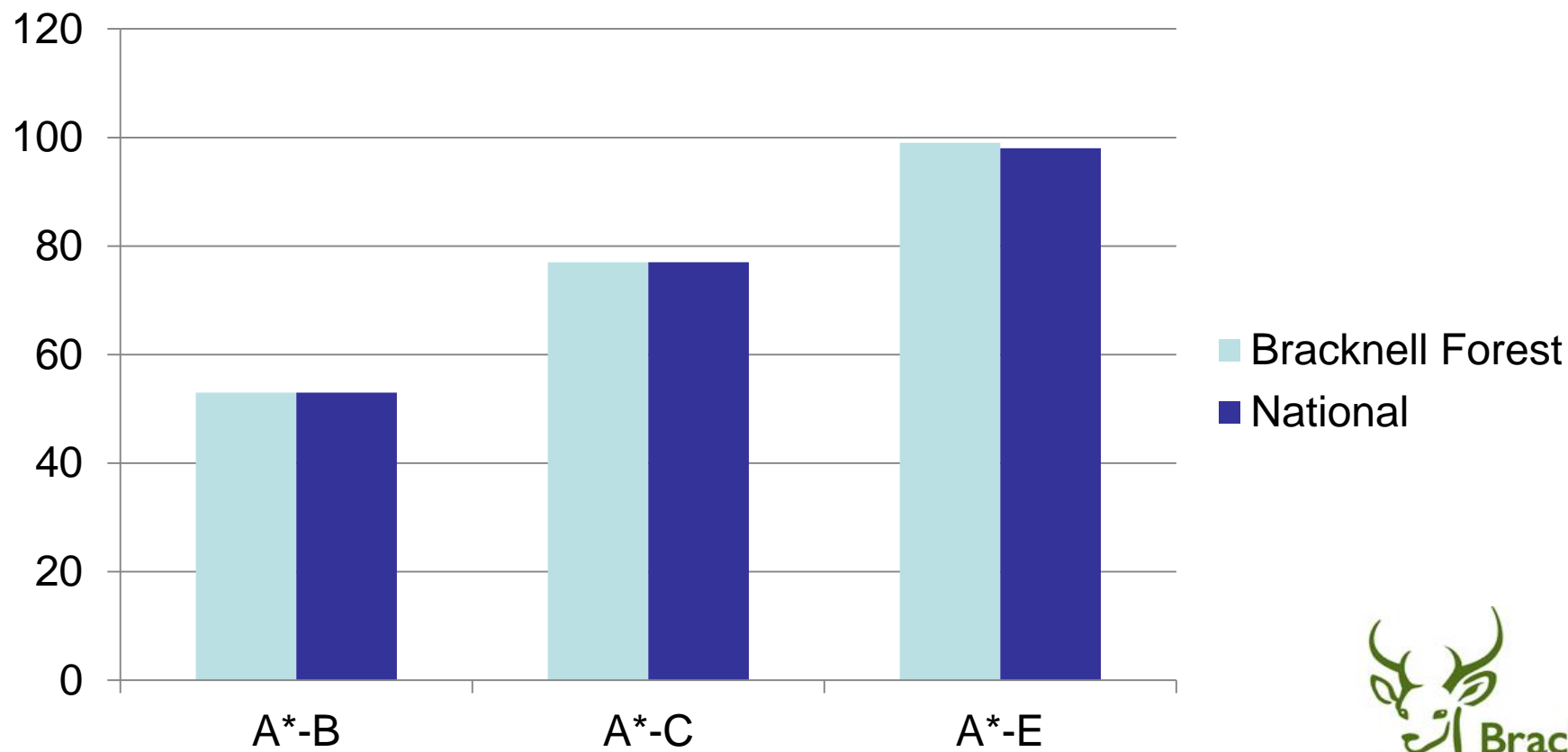
## Key Stage 4 - % of 9-5





# Key Stage 5

2018



# Summary 2018

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

# Making it better

## Marc Rowland September 18



- We have to hold our nerve and take a long-term approach
- There is a need to **champion and celebrate schools** that take a holistic, inclusive, evidence informed approach to tackling educational disadvantage.
- There is a need to encourage schools to have the self-confidence to follow strategies that address the **causes of the attainment gap**. These may include limited vocabulary, underdeveloped oral language, self-regulation, lack of access to high quality early years provision.
- It is important for schools to be joined up about **pastoral and academic** intervention, recognising that the best way to raise self-esteem is success in the classroom.

# EYFS

# Phonics



	GLD% 2018
Non disadvantaged	76.7 (75.1)
Disadvantaged	55.7 (56.6)
Gap	-21
Narrowed by:	+2.5

	2018
Non disadvantaged	87.6 (86.8)
Disadvantaged	73.3 (68.6)
Gap	-14.3
Narrowed by:	-3.8

# Key Stage 1

2018 Results (Cohort size: 173)				
	% Combined RWM	% Reading	% Writing	% Maths
Disadvantaged	45.1 (37)	57.2 (54)	53.8 (45)	61.8 (55)
Non- disadvantaged	71 (67)	80.7 (80)	76.7 (72)	82.2 (79)
Gap	-25.9	-23.4	-23	-20.3
Gap narrowed by:	-3.1	-0.6	-2	-3.7

# Key Stage 2

## 2018 Results (Cohort size: )

	% Combined	% Reading	% Writing	% Maths	% GPS
<b>Disadvantaged</b>	41.8 (38)	60.8 (55.8)	59.3 (55.3)	56 (55)	58.6 (61)
<b>Non- disadvantaged</b>	68.4 (62)	80.4 (75)	81.7 (77)	78.6 (75)	81.5 (80)
<b>Gap</b>	<b>-26.6</b>	<b>-19.6</b>	<b>-22.4</b>	<b>-22.6</b>	<b>-22.9</b>
<b>Gap narrowed by:</b>	<b>+2.6</b>	<b>+0.6</b>	<b>+1.4</b>	<b>+2.6</b>	<b>+3.9</b>

# Key Stage 2 - Progress



2018 Results			
	Reading	Writing	Maths
Disadvantaged	-1.8 (-2.2)	-1.9 (-2.7)	-1.7 (-2.5)
Non-disadvantaged	-0.1	-0.6	-0.6
Gap	-1.7	-1.3	-1.1
Gap narrowed by:	-0.1	-0.4	-0.5

# Key Stage 4

Measure	2018 %PP	2018 % Non-PP	2018 %Gap	Narrowed by:
Standard Pass 4+ in En and Ma	50 (41)	72.4	-22.3 (-28)	-5.7
Good Pass 5+ in En and Ma	28.4 (20)	48.9	-20.5 (-29)	-8.5



# 2018/2019 Priorities

- Ongoing focus on the Early Years
- Double disadvantaged pupils – in line with the SEND strategy
- Inclusion for the most vulnerable long-term disadvantaged
- Focus on oracy – Voice 21 CPD programme
- Continued focus on key transition points

## Statistical Neighbours

Statistical neighbours are a way of benchmarking your performance against other local authorities that have similar characteristics, rather than simply being geographically close. The statistical neighbours for Bracknell Forest are listed below by school population size.

LA	School population
Hertfordshire	216,000
Hampshire	190,000
West Sussex	123,000
Oxfordshire	111,000
Buckinghamshire	93,000
Warwickshire	87,000
Central Bedfordshire	44,000
South Gloucestershire	40,000
West Berkshire	29,000
York	28,000
Bracknell Forest	21,000

# Overall Key Priorities

- Inspirational Leadership - raising expectations for all groups of pupils particularly most able and PPG learners.
- Mathematics across all phases – attainment and progress
- Ensuring the curriculum meets the needs of all pupils
- Inclusion – thrive in learning and be proud to succeed

# Learning and Improvement Strategy

## Key Priorities 2017 - 2019



MSC Dissertation Topic....  
A plea for your help! –  
Brian Poxon  
Chair of Governors  
Sandy Lane Primary School



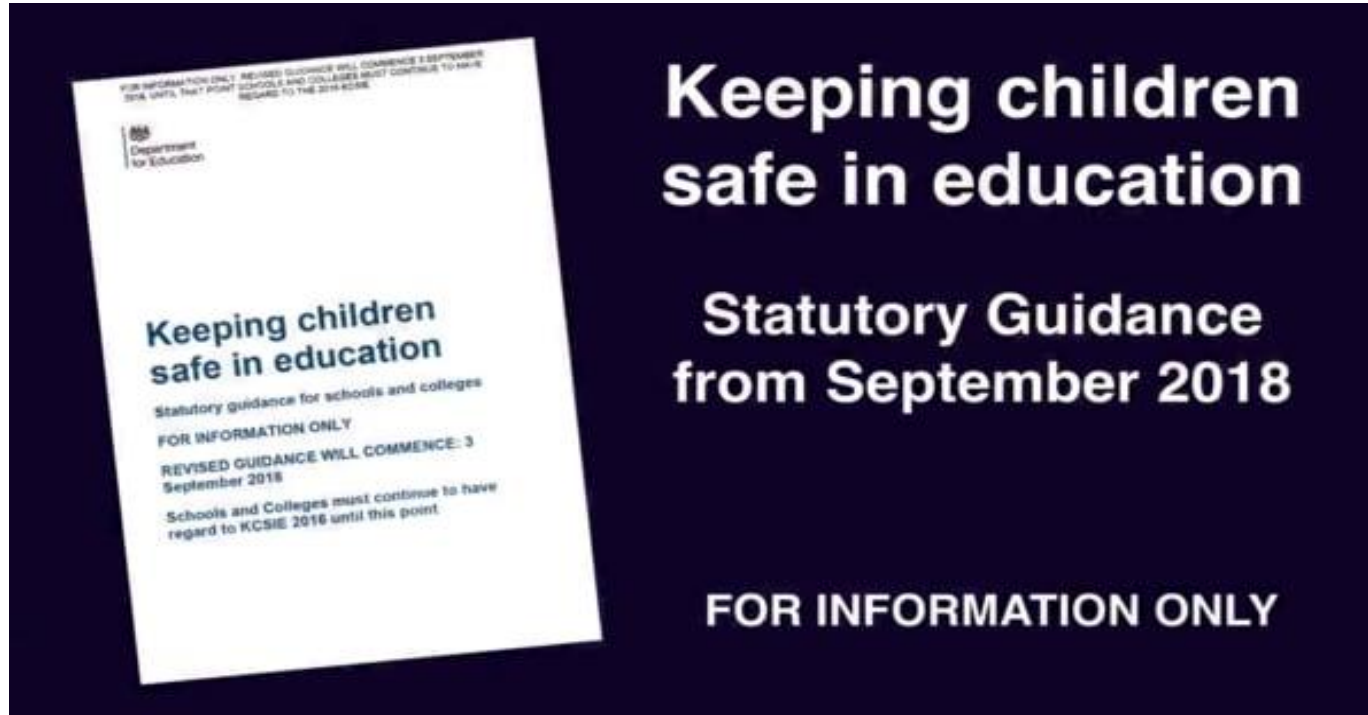
# **Safeguarding Update for Chairs' Briefing**

**Debbie Smith**

**Safeguarding & Inclusion Manager**



# Keeping Children Safe in Education



<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Revisions came into force in 3<sup>rd</sup> September 2018

# Keeping Children Safe in Education

## **Children with SEN and Disabilities:**

Policy Should reflect additional safeguarding challenges for children with SEN and Disabilities including:

- Awareness that behaviour mood and injury may relate to possible abuse and not just their SEN or Disability
- Higher Risk of Peer Group isolation
- Disproportionate impact of bullying
- Difficulties with communication

Schools should consider extra pastoral support for Children with SEN and Disabilities



# Keeping Children Safe in Education

## Online safety:

There is a recognition in this guidance that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school.

# Keeping Children Safe in Education

## Contextual Safeguarding:

- Research by Dr. Firmin at the University of Bedfordshire on safeguarding adolescents  
Importance of assessments of children.
- Taking into account all of their social sphere, not only that at school.
- More information can be found on the Contextual Safeguarding Networks website

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

# Keeping Children Safe in Education

## Emergency contacts for Children:

- Schools need to have more emergency contacts for children
- Serious case reviews where parents have died
- Schools should have AT LEAST 2 emergency contacts for every child

# Keeping Children Safe in Education

## Use of reasonable force:

- Need to be cautious
- Should be part of an agreed strategy
- Need for individual plans

# Keeping Children Safe in Education

## **Multi Academy Trusts Single Central Record:**

- No need for separate SCR for each school
- Can be kept at HQ / Principle School
- Must be accessible on each school site

# Keeping Children Safe in Education

## **Volunteer Risk Assessments:**

- School required to complete RA for each volunteer
- RA should inform whether or not there is a need for an enhanced DBS
- No regulated Activity = No Barred List check

(Unchanged – Governors require an enhanced DBS check)

# Keeping Children Safe in Education

## **Alternative Provision:**

Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. The new guidance says that schools should obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff

# Keeping Children Safe in Education

## Home-Stays (Exchange Visits):

- If children are staying with parents from overseas as part of an exchange, they now need to have an enhanced DBS check.
- The DBS service will process these checks without payment because those parents are volunteers.
- If there are other people in the family aged over 16, then the school can decide whether they will do an enhanced DBS check for those 16 and 17 year olds who live in the house.



# Keeping Children Safe in Education

## Peer on Peer Abuse:

- A key theme is peer-on-peer abuse and, in particular, sexual violence and sexual harassment
- Peer-on-peer abuse includes bullying, physical abuse, sexual violence and sexual harassment, sexting, and so-called initiation ceremonies.
- How school deals with these particular issues, how it is going to be minimised, how incidents are recorded, investigated and dealt with and how the victims, and perpetrators, are to be supported
- Always be treated seriously with clear staff understanding

# Keeping Children Safe in Education

## Sexual Violence and Sexual Harassment:

- December 2017 guidance republished in May 2018
- A summary of the document has now been included in Keeping Children Safe in Education (2018) as Part 5, which gives it statutory status
- Schools need to make sure that all their systems and policies, procedures, and training includes sexual violence and sexual harassment

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

# Keeping Children Safe in Education

## Safeguarding Learning and Development for staff:

- Induction training - must now include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy.
- Keeping Children Safe in Education Part 1 has to be read by all members of the staff; **and for everyone working directly with children, they also need to read Annex A.**

(part two of the document is for the management of Safeguarding and therefore directed at governors / management committees / trustees)

# Keeping Children Safe in Education

## Next Steps:

- Update child protection policy
- Update the safeguarding and learning development programme for staff
- Check that there is more than one emergency contact number for the children
- Create and complete risk assessments for volunteers
- Obtain written confirmation from AP Providers that they have completed relevant checks
- Check any future home-stay arrangements include Enhanced DBS checks for parents where overseas pupils stay

## Other Guidance Updates:

- Working Together to Safeguard Children (2018)
- Information Sharing (2018)
- Disqualification under the Childcare Act 2006

# Model Safeguarding Policy

- Updated September 2018
- Covers changes in guidance
- Been sent to all Schools
- Previous policy out of date
- Responsibility of schools to maintain and keep up to date

# Proposed guidance for Relationships and Sex Education

The proposed new guidance and regulations were open for public consultation until Wednesday 7th November 2018, and will require that all secondary schools teach Relationships and Sex Education, and all primary schools teach Relationships Education. The guidance recommends that all primary schools also have a programme of sex education.

The consultation documents can be found here:

<https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/>



# Curriculum Design Tool for RSE (Sex Education Forum)

The Sex Education Forum has developed a set of questions to help parents, carers, schools and other educators understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19 organised by age. The design tool helps schools design their RSE curriculum by helping them to consider what to include and how to structure the programme.

The curriculum design tool can be downloaded here:  
<http://www.sexeducationforum.org.uk/resources/advice-guidance/curriculum-design-tool-0>





# Safeguarding Training

LSCB now organising 'Targeted' Training  
SGI Team leading on school 'Universal' Training

Dates: 11 December 2018, 23 January 2019, 26 February 2019, 27 March 2019

Location: Open Learning Centre, Rectory Lane, Bracknell RG12 7GR

Time: 9.30am to 4.30pm (*lunch to be included\**)

Charge: £80

Please book on this course via [iWorks](#) or email [Organisational.Development@bracknell-forest.gov.uk](mailto:Organisational.Development@bracknell-forest.gov.uk) (01344 352067) for further assistance.



# Safeguarding Training

Safeguarding for Governors is run termly

**Tuesday 12 March**

**12:30 - 15:30**

**Open Learning Centre**

**Target audience:** This is essential training for governors with responsibility for Child Protection (CP) and Safeguarding. It is also beneficial for all governors, a recent Ofsted inspection had noted that in a school all governors had attended training.



# Anti Bullying Week 12<sup>th</sup> – 16<sup>th</sup> November



- Anti-Bullying Week shines a spotlight on bullying and encourages all children, teachers and parents to take action against bullying throughout the year.
- This year's theme is 'Choose Respect'
- The Anti-bullying Alliance co-ordinates a range of organisations in their annual awareness Week. There are a wide-range of age-focussed resources and many ideas on their website.



# DATES FOR YOUR DIARIES

1. Chairs' Briefing – Thursday 28<sup>th</sup> February 2019
2. Governor Development Conference – Friday 8<sup>th</sup> March 2019

(unlimited places for governors to attend as part of the current SLA)