

Chairs' Briefing Meeting

Thursday 28th February 2019

Easthampstead Park Conference Centre



AGENDA

1. Welcome and Overview Introduction – Rachel Morgan, Assistant Director, Education and Learning
2. School Admissions and Place Planning – Chris Taylor, Head of Education Capital & Property
3. School Support Services – Tom Wheeler, Transformation Programme Manager
4. Reflection Activity – Fiona Edwards, Governor Services Co-ordinator
5. Chair training opportunities – Rachel Clayton, Governor Services Officer
6. Summary and close – Councillor Gareth Barnard, Executive Member CYPL

Date of next meeting:

Summer term: - Thursday 20th June 2019



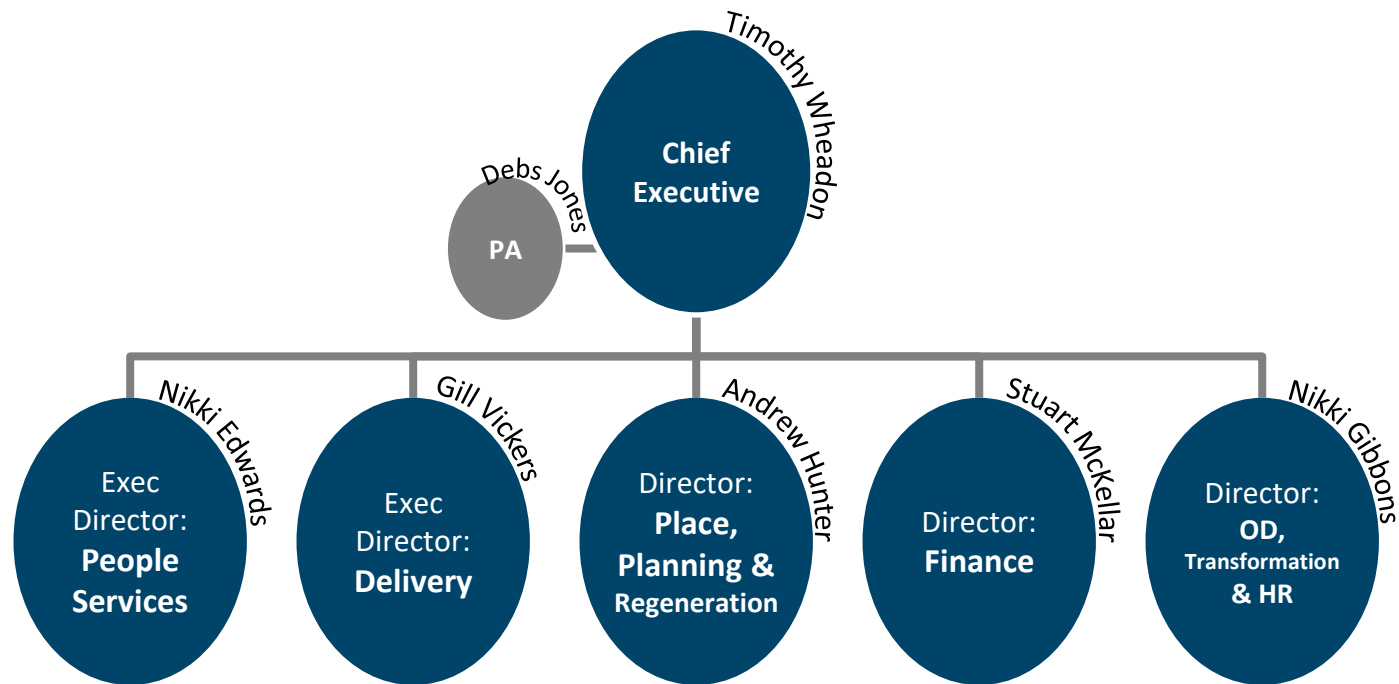
COUNCIL UPDATE



Our Leadership and Governance

Our Corporate Management Team Structure

The Council has been undergoing a significant restructure.
The new Corporate Management Team structure is:



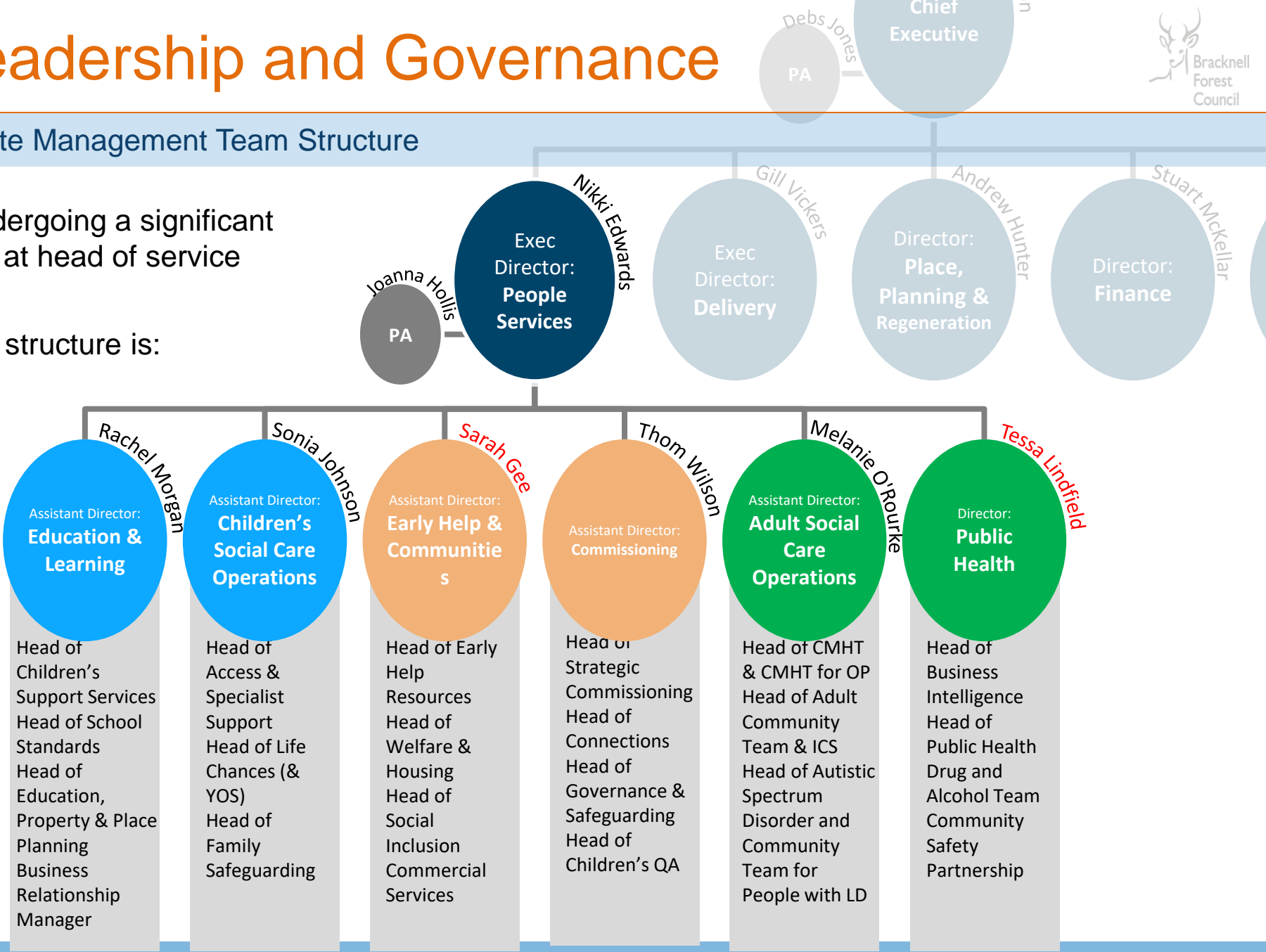
Our Leadership and Governance



Our Directorate Management Team Structure

We are undergoing a significant restructure at head of service level.

The **future** structure is:



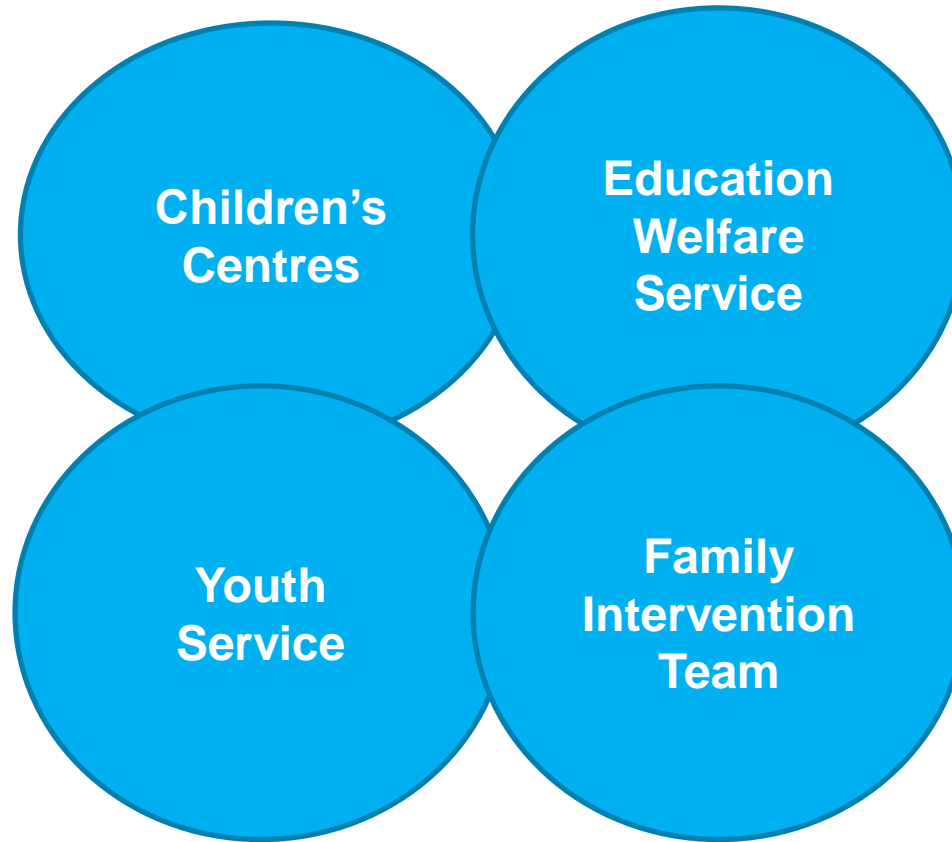
KEY
Not finalised
Permanent

Family Hubs

Amanda Hales-Owen and Cherry Hall

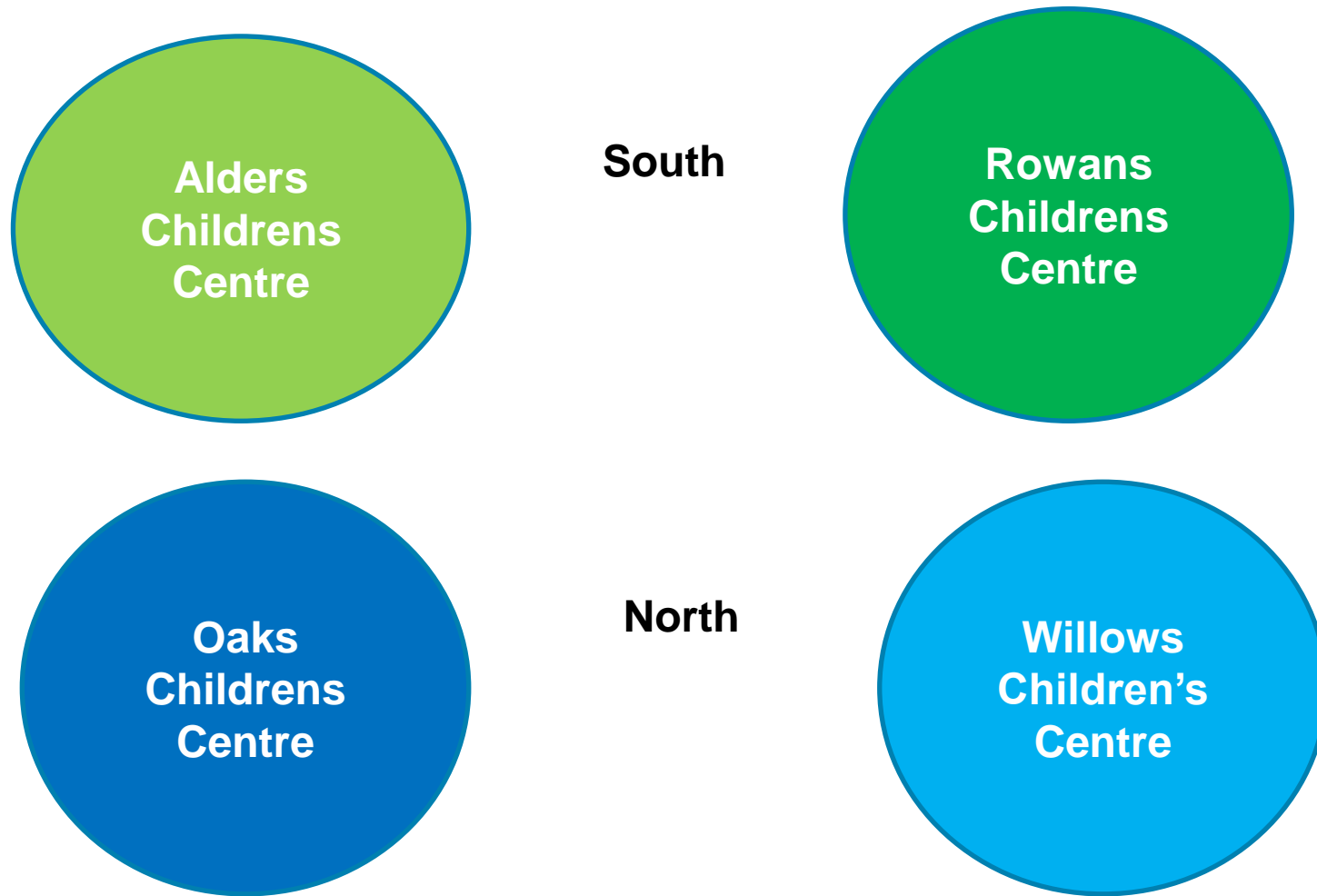
Locality Managers

Early Help Hubs



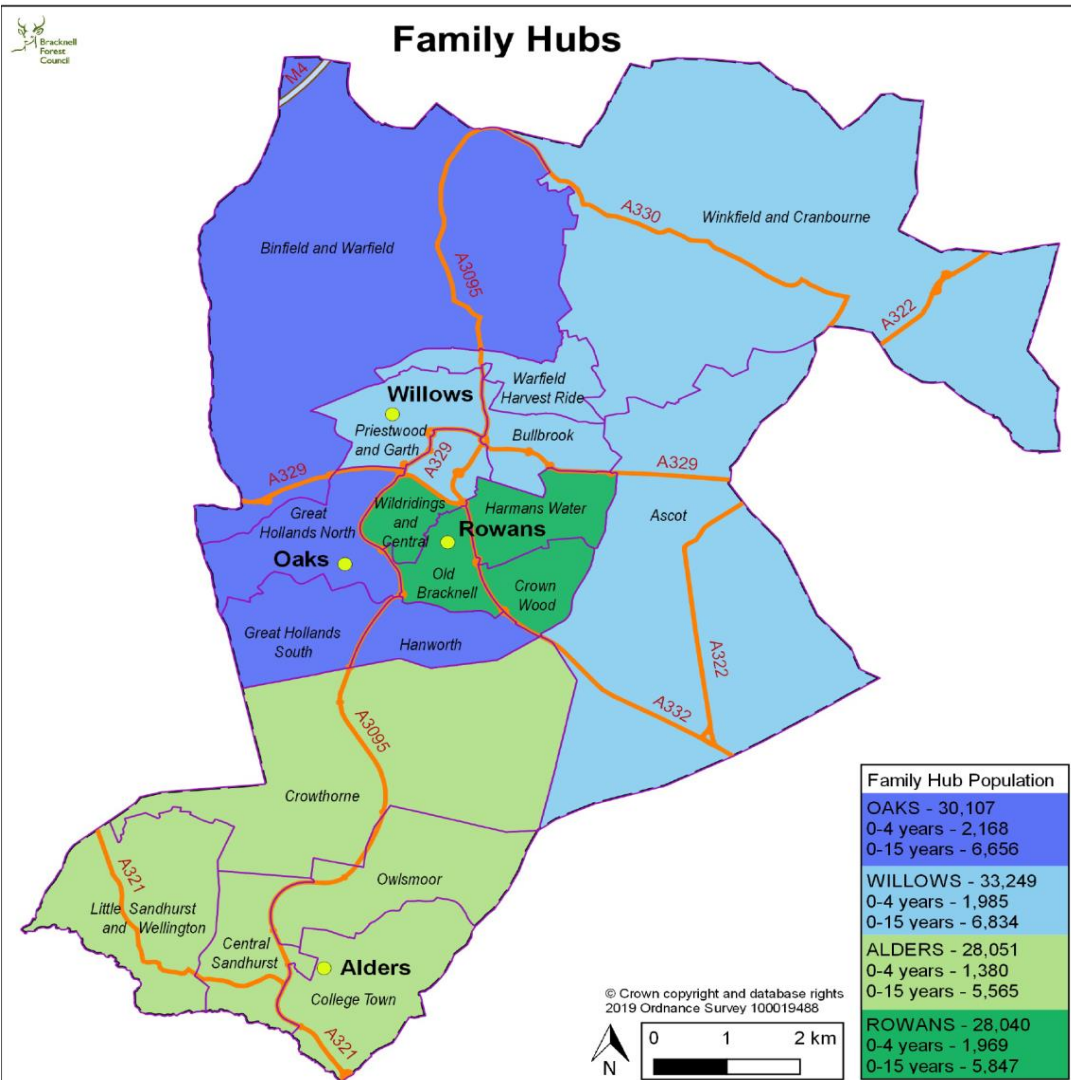
Developing co-located multi-skilled teams to meet the needs of children, young people and families

Hub Locations



Health teams currently co-located in 3 of the 4 sites

Map



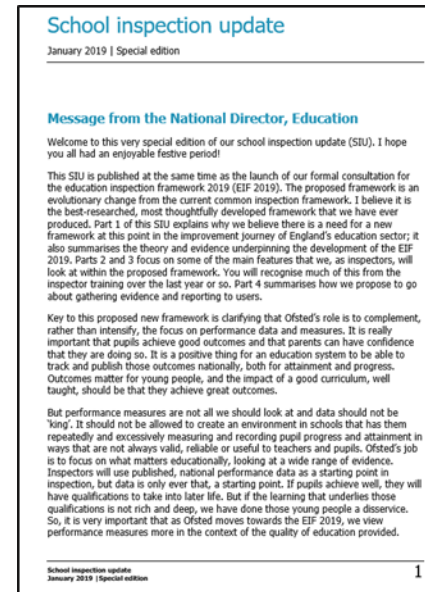
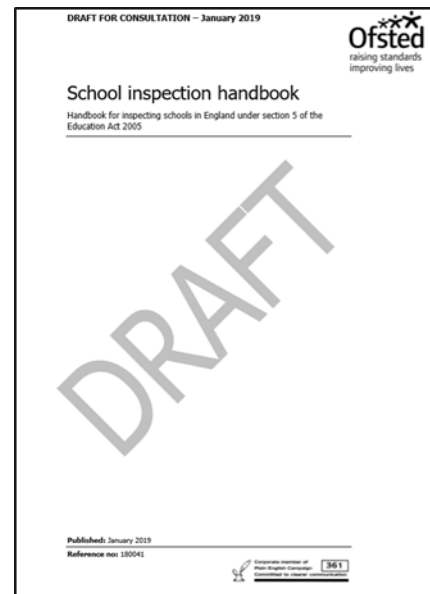
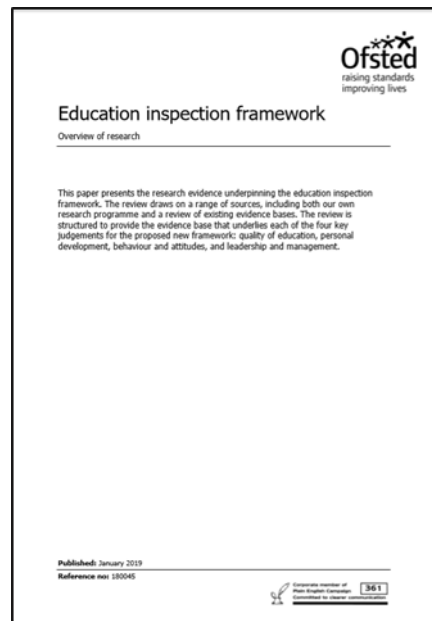
School Update

- 4 school inspections – all positive
- College Hall – remained good
- Cranbourne – now outstanding
- Sandy lane – HMI monitoring visit – making good progress towards becoming a good school
- The Brakenhale inspected – outcome not yet public
- Amalgamations
- Headteacher recruitment – 4 schools advertising

Ofsted Update

Consultation – Education Inspection Framework (EIF) 2019

- <https://www.gov.uk/government/news/ofsted-launches-a-consultation-on-proposals-for-changes-to-the-education-inspection-framework>



The case for change

- Currently, the accountability system can divert schools from the **real substance of education**.
- What young people learn is too often coming second to delivering **performance data**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.



EIF Changes Sept 2019

EIF 2019 – proposed inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Judgement areas: evolution, not revolution

Overall effectiveness

Teaching, learning and assessment

Outcomes

Personal development, behaviour and welfare

Leadership and management

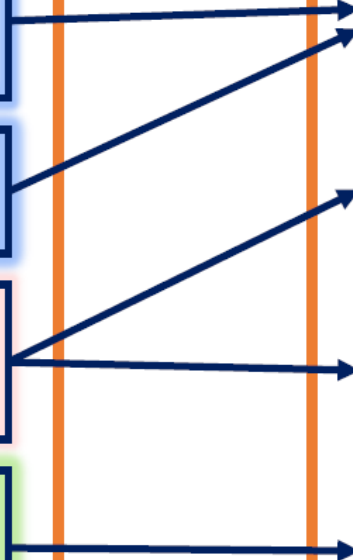
Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and management



A new 'quality of education' judgement



Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

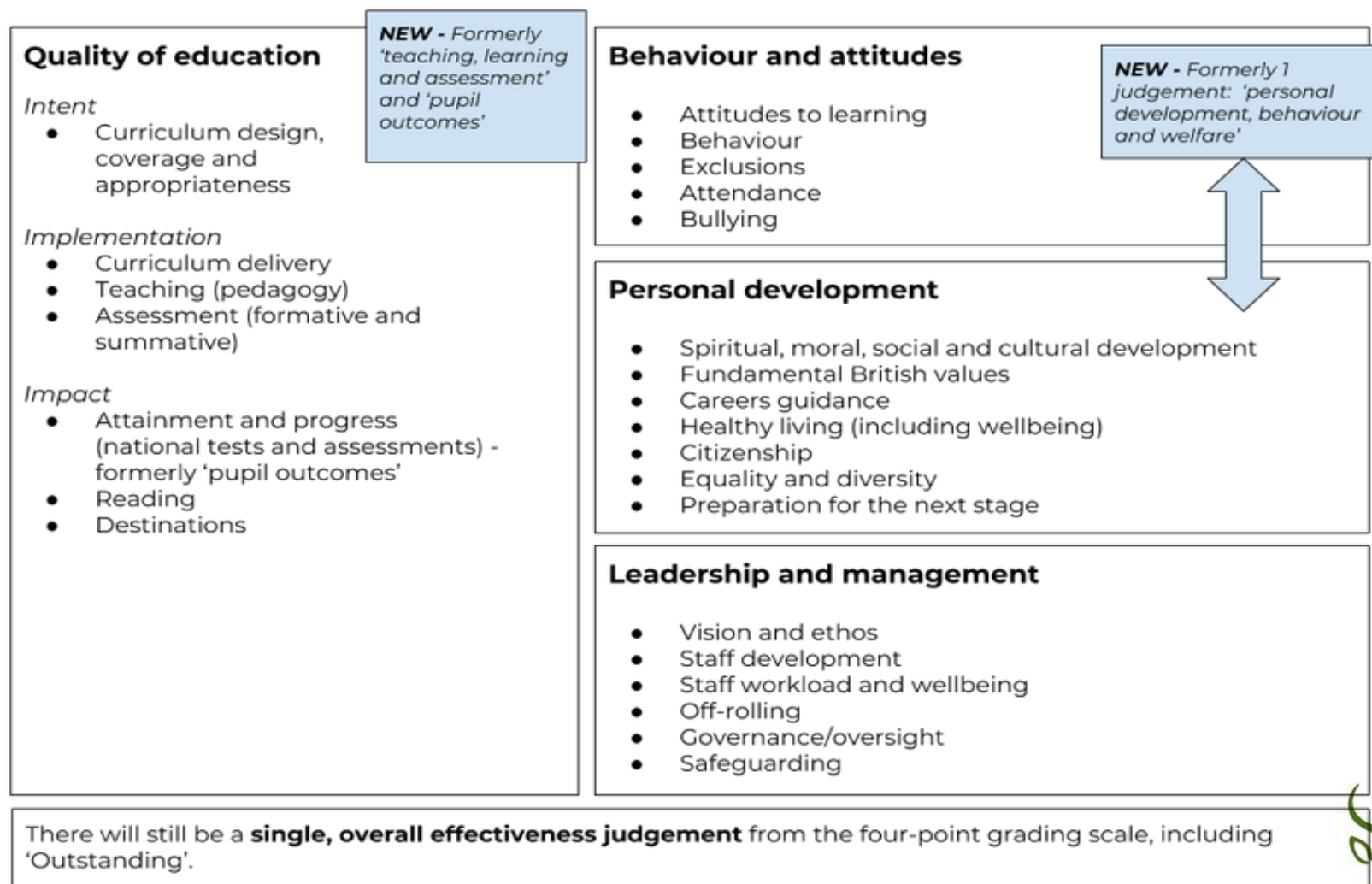
Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations

3 key questions for school leaders

- What are you trying to achieve through your curriculum? (**Intent**)
- How is your curriculum being delivered? (**Implementation**)
- What difference is your curriculum making? (**Impact**)

The 4 Proposed Inspection Judgements



What is staying the same?

- Inspectors will continue to make an **overall effectiveness** judgement.
- On s5 inspections, inspectors will continue to make judgements about **early years** and **sixth form** in schools where they exist.
- **Four-point grading scale** (outstanding; good; RI; inadequate).
- Section 8 inspections of good schools (currently called 'shorts') will continue to start from **the assumption that the school remains good.**

A continued sharp focus on safeguarding



Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

Inspectors will continue to judge whether safeguarding is effective or ineffective.

Still to be reviewed

More frequent observations for 'Outstanding' schools?

- Ofsted is actively lobbying the DfE to include 'outstanding' schools in the normal cycle of routine inspections, according to reports from the BBC, The Guardian and TES.

A new framework for MATs?

- HMCI Amanda Spielman is particularly committed to expanding Ofsted inspections into MATs, and the Ofsted 5-year strategy indicates an intention to "better scrutinise education, training and care structures, including at the multi-academy trust (MAT) level".

CHAIRS BRIEFING

28 February 2019



SCHOOL PLACES PLANNING

Chris Taylor, Head of School Property, Places & Admissions

CONTENTS

- **Surplus Places January 2019**
- **Developments in forecasting**
- **School Admissions for September 2019**



Surplus Places January 2019

- Primary
222 surplus
places
= 13.9%

- Secondary
130 surplus
places
= 8.9%

North Bracknell

	Places Available	Places Allocated	Surplus Places
Binfield CE Primary	60	59	1
Meadow Vale Primary	90	81	9
Warfield CE Primary	60	60	0
King's Academy	120	120	0
Cranbourne Primary	30	30	0
Holly Spring Infant	90	82	8
Sandy Lane Primary	90	42	48
Ascot Heath Infant	70	45	25
Whitegrove Primary	60	60	0
Winkfield St Marys CE Primary	30	29	1
Garth Hill College	312	233	79

South Bracknell

Crown Wood Primary	90	70	20
Fox Hill Primary	30	30	0
Harmans Water Primary	90	73	17
Wildridings Primary	60	59	1
The Brakenhale Secondary	210	210	0
Birch Hill Primary	60	58	2
Great Hollands Primary	90	47	43
Jennetts Park CE Primary	60	59	1
The Pines Primary	60	52	8
Wooden Hill Primary	50	49	1
Easthampstead Park Secondary	240	177	63

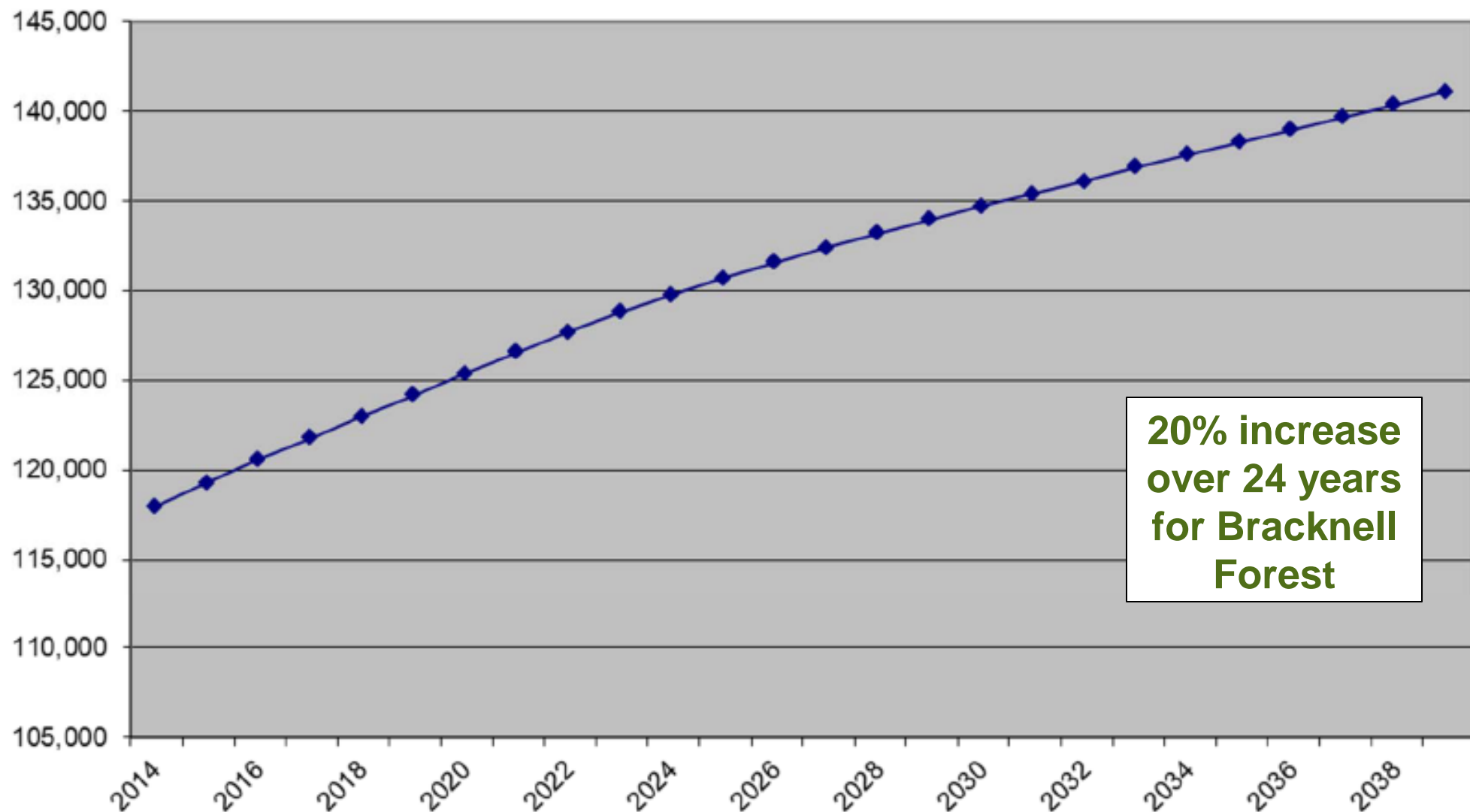
Crowthorne & Sandhurst

Crowthorne CE Primary	30	30	0
New Scotland Hill Primary	30	30	0
Wildmoor Heath Primary	30	18	12
Edgbarrow Secondary	210	211	0
College Town Primary	90	88	2
Owlsmoor Primary	90	80	10
St Michaels Sandhurst CE Primary	30	17	13
Uplands Primary	30	30	0
Sandhurst Secondary	210	211	-1

Voluntary Aided Schools

St Josephs RC Primary	30	30	0
St Margaret Clitherow RC Primary	30	30	0
St Michaels Easthampstead CE Primary	35	35	0
Ranelagh CE Secondary	165	175	0

2014 ONS FORECAST POPULATION GROWTH



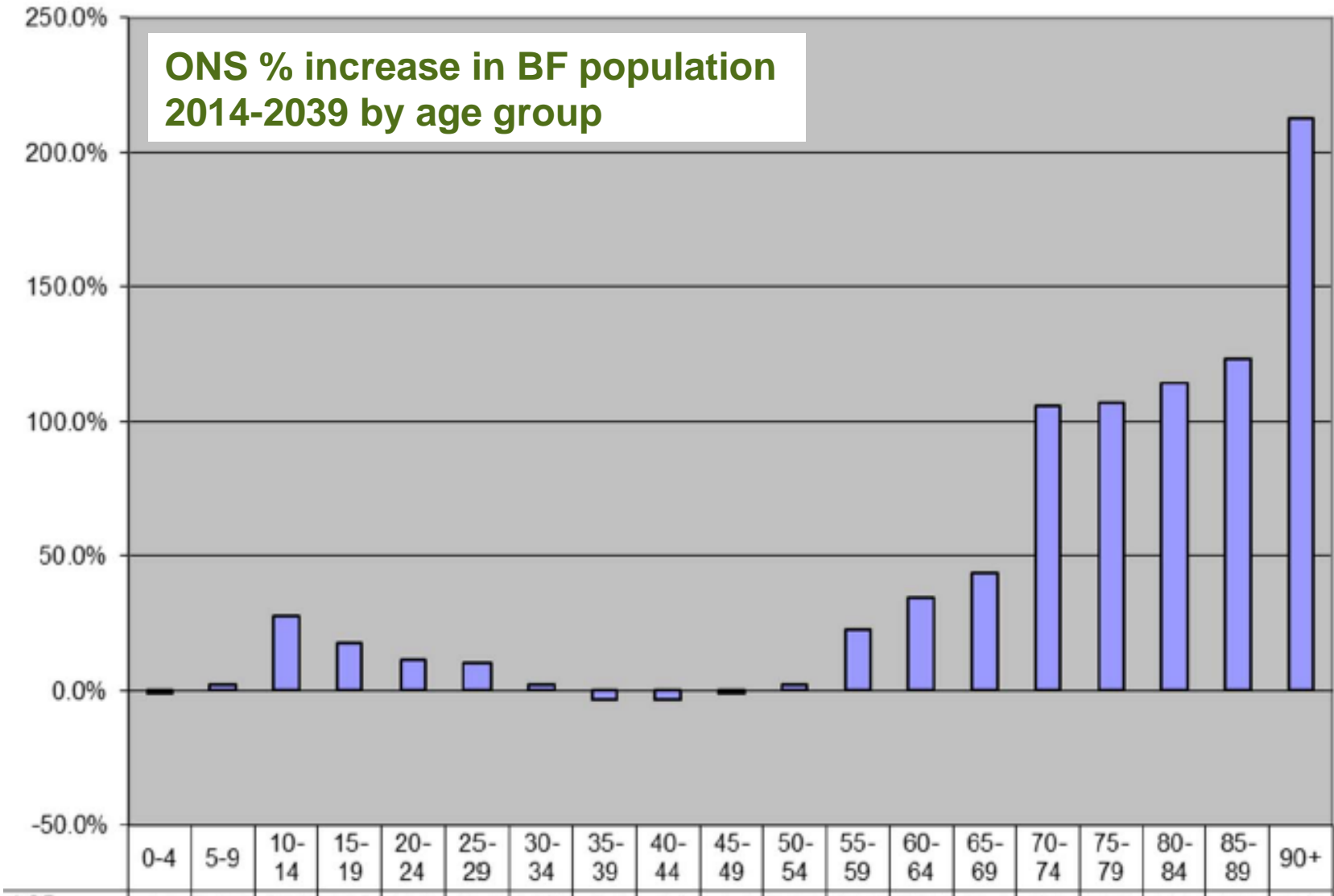
BRACKNELL FOREST DEMOGRAPHICS

ONS % increase in BF population
2014-2039 by age group

Reducing birth
rate

Reducing
middle age
population

Increasing
aging
population



CURRENT POSITION January 2019

- **Demographics – Falling Birth Rate**
- **Development – Significant future house building**
- **Population bulge from primary to secondary**
- **No longer managing a scarcity of places**
- **Managing surplus places as new schools come on stream**

PUPIL FORECASTING DEVELOPMENTS

- **Independent External Review 2018**
 - 13 recommendations
- **Updated Pupil Yield survey 2018**
 - Housing yields are lower
- **Internal Review**
 - 13 recommendations
- **Organisational Change w.e.f. 01/02/19**



SCHOOL PLACES PLAN

2018 - 2023

Including 2017-based forecasts



Housing Pupil Yields



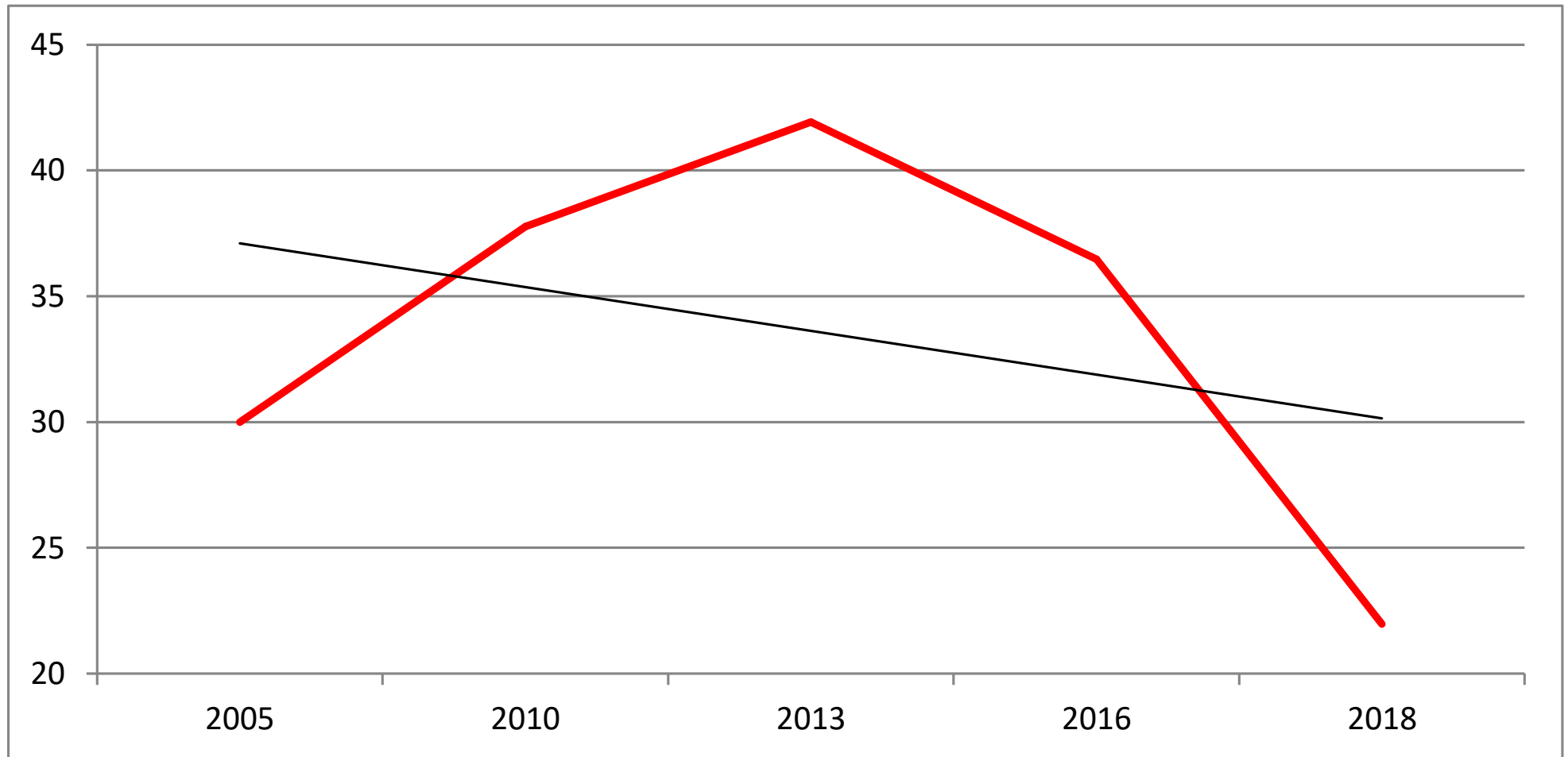
- Results and trends from surveys:**

Pupils per 100 dwellings	2005	2010	2013	2016	2018
Dwellings surveyed	590	421	446	458	537
Children present	454	347	510	435	290
Early Years age 0-3	23	25	46	42	18
Primary age 4-10	30	38	42	36	22
Secondary age 11-15	18	11	18	11	11
Secondary age 16-17	4	5	5	4	2
Total ages 0-17	75	79	111	94	53
Aged 18-19	2	4	4	1	7
Total Ages 0-19	77	82	114	95	60

Housing Pupil Yields



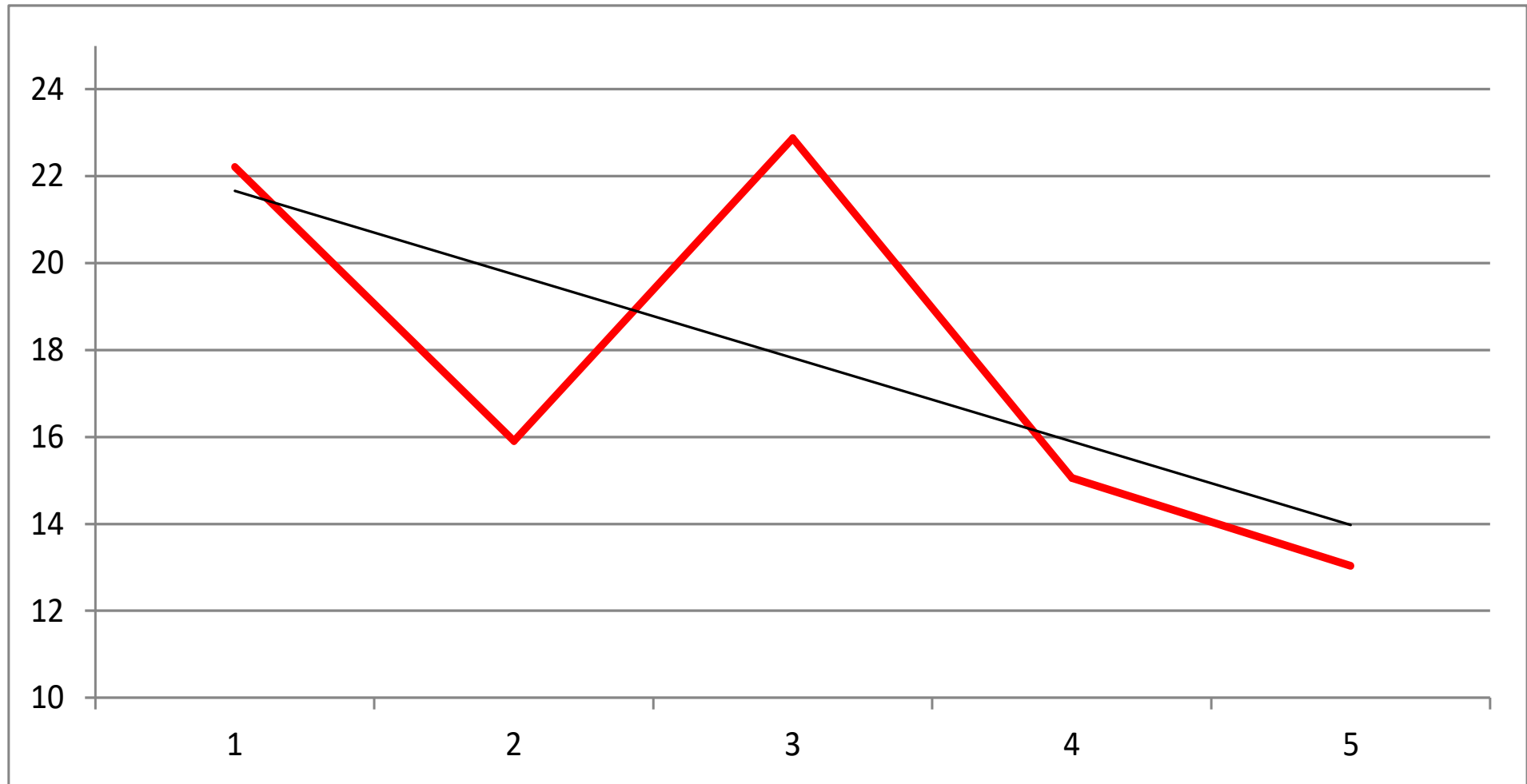
- **Primary pupils per 100 dwellings**



Housing Pupil Yields



- Secondary pupils per 100 dwellings



2013 LOCAL PLAN

10,870 dwellings

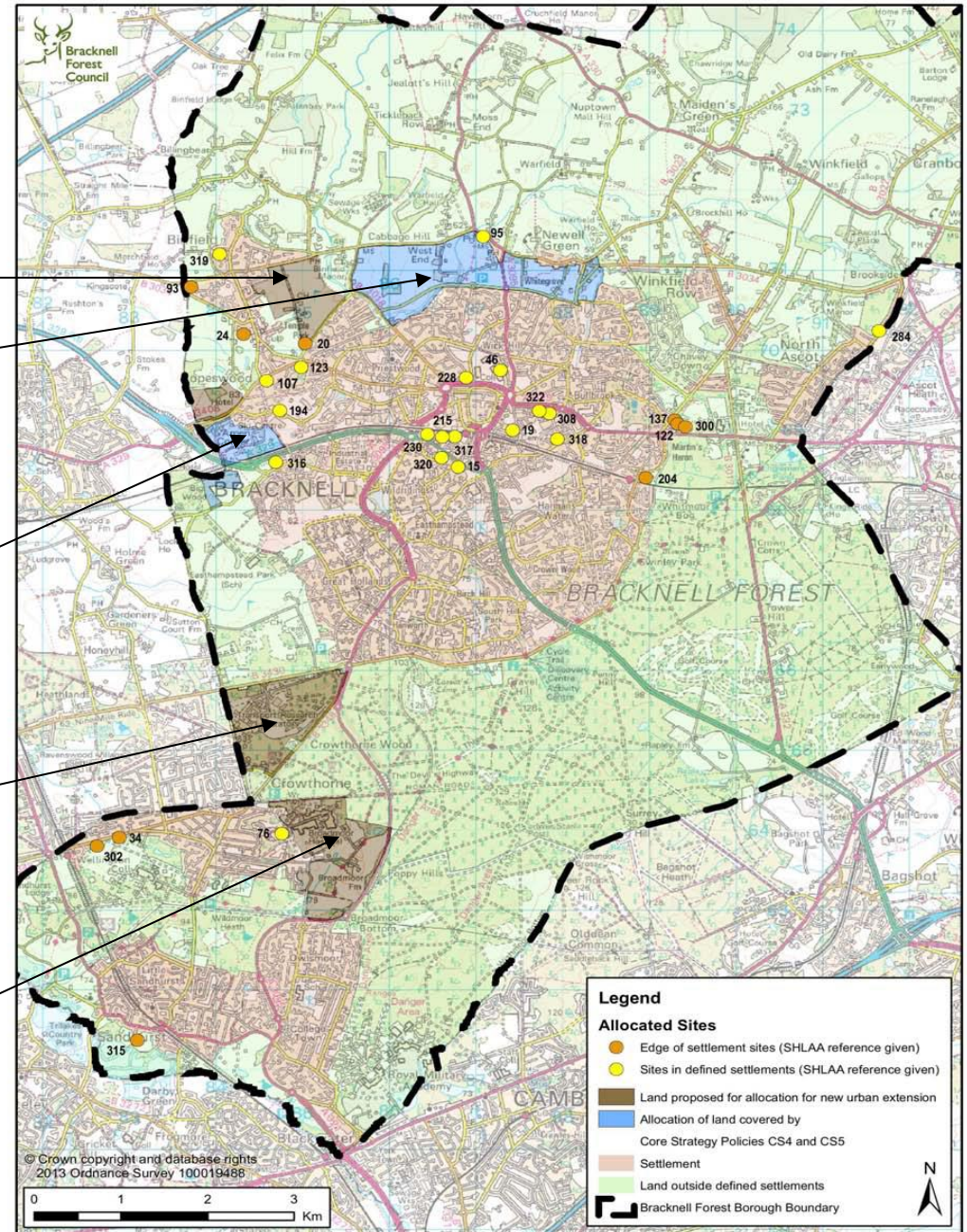
Blue Mountain

Warfield

Amen Corner

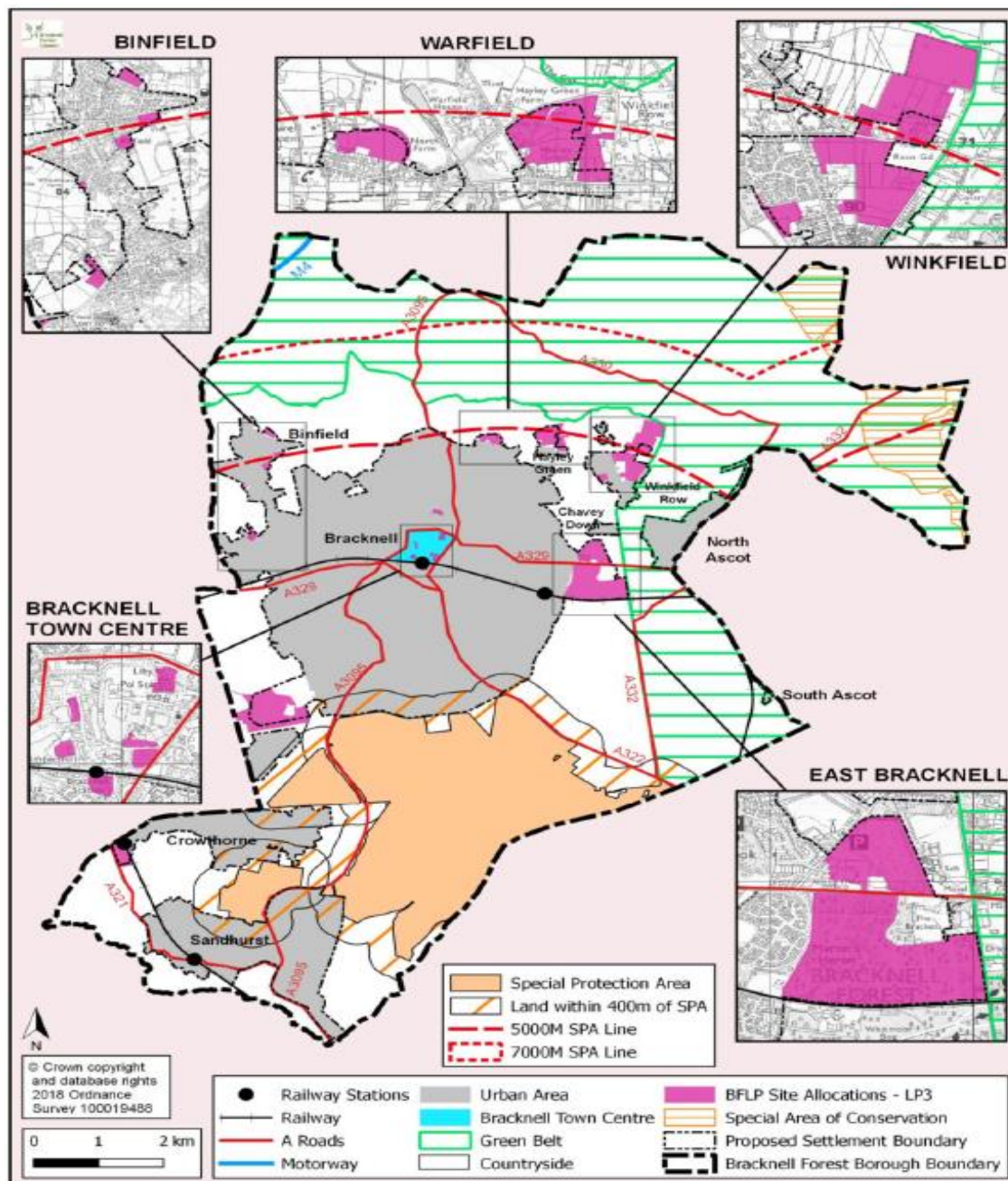
TRL

Broadmoor



2019 LOCAL PLAN

- 5 main locations for new housing
- Approximately 3,650 new dwellings
- Will run up to 2034
- Plan is draft, not yet adopted



SCHOOL ADMISSIONS September 2019

PROCESS	PRIMARY	SECONDARY
Application process open	05-Nov-18 to 15-Jan-19	12-Sep-18 to 31-Oct-18
School Admissions verify applications	15-Jan-19 to Mid Feb-19	31-Oct-18 to 31-Dec-18
Initial sent to schools by Admissions – THIS IS NOT VERIFIED (D/A sibling etc) AND CAN CHANGE	05-Feb-19	12-Nov-18
Exchange data with other local authorities and verify the data	Mid Feb-19	Dec-18
Data sent to own admission authority schools within BF	By 14-Feb-19	07-Jan-19
Own Admission Authority schools within BF to advise School Admissions of their ranked lists	By 04-Mar-19 at the latest	By 25-Jan-19 at the latest
Advise schools of offer numbers and names*	12-Apr-19	22-Feb-19
Offer emails and letters sent – STATUTORY DATE*	16-Apr-19	01-Mar-19
Deadline for parents to accept offers	30-Apr-19	15-Mar-19
Second round begins – waiting lists offers and Late applications processes	30-Apr-19	15-Mar-19
Appeals must be submitted to be heard in summer term	21-May-19	30-Apr-19

* The offer date is set by the DfE and is a national statutory date. However the primary offer date is does fall within the Easter holidays this year.



QUESTIONS?





School Support Services

Can (Do)
Working together



Our Aspiration

We are continuing on a journey of improving services, supporting better local education outcomes, providing high quality, good value for money for the taxpayer, supporting pupils.

For School Support Services, we'll do this by:

- Establishing a professional approach to trading a range of high quality services that are wanted by schools in Bracknell Forest and beyond.
- Develop a commercial business model that generates income whilst **supporting local educational standards and outcomes**
- Be of value – provide what schools need, at a price they'll recognise as affordable and giving value



Context

We've worked extensively with partners to improve outcomes for children and young people and are starting to see green shoots, including improvements in Ofsted.

There are challenges that we have not yet resolved around the services that we deliver to schools, that we are looking to address as part of this plan.

- Analysis showing a proportion of Service Level Agreements (SLAs) where expenditure far exceeds income
- Moving to SLA Online will give us an opportunity to improve SLA management and tracking

Strategic Levers

This plan is our response to establishing a range of school support services that meets our vision. We have identified the following levers to increase sustainability:

- Reducing cost
- Increasing sales volume by selling to more schools or selling to non-school customers
- Increasing prices to reflect the true cost of delivering the service

In applying these levers, it is important to understand:

- Which services are key to the Council's objectives around improving pupil outcomes in Bracknell
- What the competition is doing
- Opportunities to improve pricing basis
- How to improve our management of SLAs in the future

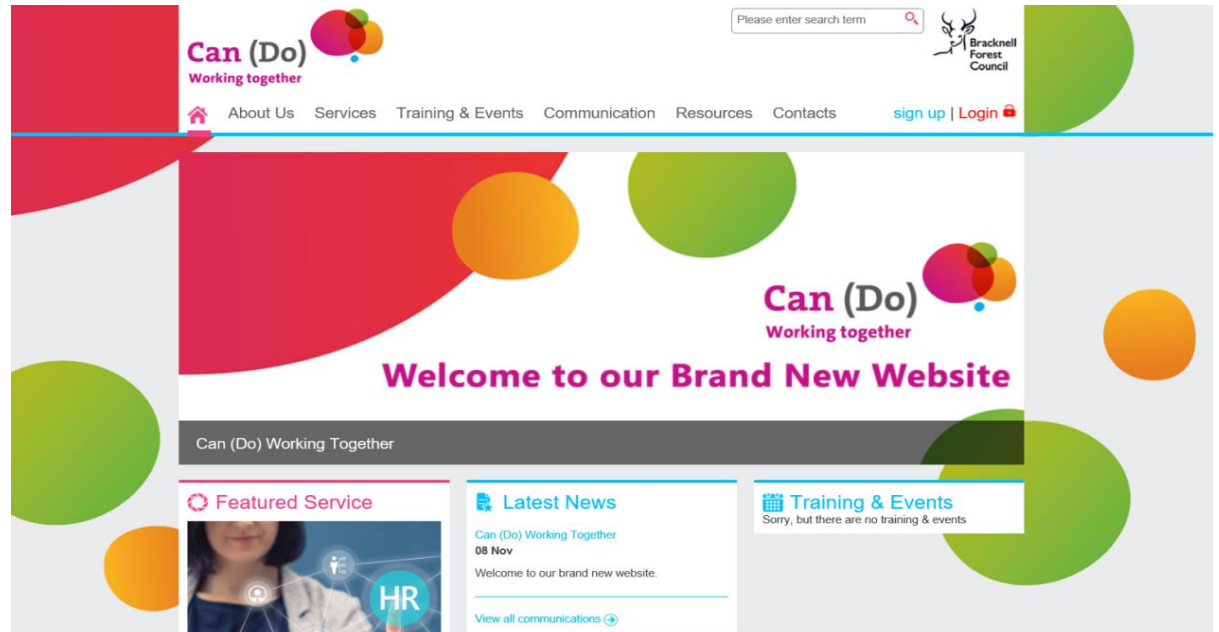
There was appetite from everyone working on this project to develop a truly aspirational offering. The delivery of this plan will build a strong, effective platform for the organisation to develop a high quality, commercial offering.



Next Steps

We are launching our new website, Can (Do), to Schools on Monday 4 March. Schools will receive log in information and be able to browse services and prices.

Through Can (Do), schools will be able to book and schedule training sessions, as well as access resources such as key documents and contact information for key individuals.



Summary

We are continuing on a journey of delivering high quality services, supporting better local education outcomes, whilst providing good value for money for the taxpayer.

- We've seen green shoots in a number of areas (Better educational outcomes across all Key Stages in 2018)
- We've seen what works (A number of service already selling SLAs outside of Bracknell Forest)
- Already a long way progressed – exciting new systems, branding, marketing, (Can Do brand launched with schools, SLA Online being implemented with new website to buy and market our services)
- *These positive changes already being achieved give us the confidence we are on the right track*

Unlocking Opportunities for all Children



Reflection Activity

**What governing boards
should expect from school
leaders and what school
leaders should expect from
governing boards**



Governing boards must have:

- the right people around the table
- an understanding of their role and responsibilities
- a good chair
- professional clerking
- good relationships based on trust
- a knowledge of the school – the data, the staff, the pupils, the parents, and the community
- a commitment to asking challenging questions
- the confidence to have courageous conversations in the interests of the children and young people

Look at these bullet points, share your views and identify a strength and a development area to feedback to the whole room



School leaders in return must have:

- an understanding of governance, including acknowledging the role of the school's accountable body
- a willingness to provide information in the most appropriate way in order that the governing board can carry out its role
- a willingness to be challenged
- reasonable time to devote to ensuring professional relationships are established with governors and trustees
- the skills and understanding to develop effective working relationships with the governing board

Share your views on these bullet points and identify a strength and a development area to feedback to the whole room



Next Steps:-

- Ensure the document is shared (especially new governors)
- Consider the issues raised today
 - ongoing governor development
 - Headteacher's performance management review meetings

**What governing boards
should expect from school
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leaders should expect from
governing boards**

ASCL Association
of School and
College Leaders

Local f
Government
Association

NAHT
National Association
of Headteachers and
Schools

nga National
Governance
Association



MSC Dissertation Topic Update –
Brian Poxon
Chair of Governors
Sandy Lane Primary School



DATES FOR YOUR DIARIES

1. NGA Leading Governance – Development for Chairs Programme – deadline for sign up Monday 4th March 2019
2. Governor Development Conference – Friday 8th March 2019
3. Chair and Headteacher Working Together – Tuesday 30th April 2019
4. Chairs' Briefing – Thursday 20th June 2019