

To: Councillor Mpofu-Coles (Chair)  
Councillors Gavin, Ballsdon, Cresswell,  
Davies, Edwards, Gittings, Hoskin, Keane,  
McEwan, O'Connell, Robinson, Tarar and  
Woodward

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4 July 2023

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**NOTICE OF MEETING - ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION  
COMMITTEE 12 JULY 2023**

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on Wednesday, 12 July 2023 at 6.30 pm in the Council Chambers, Civic Offices, Reading. The Agenda for the meeting is set out below.

	<b><u>WARDS AFFECTED</u></b>	<b><u>Page No</u></b>
<b>1. DECLARATIONS OF INTEREST</b>		
Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.		
<b>2. MINUTES</b>		<b>5 - 10</b>
<b>3. MINUTES OF OTHER BODIES</b>		<b>11 - 38</b>
Health and Wellbeing Board - 20 January 2023, 17 March 2023 and 23 June 2023.		
<b>4. PETITIONS</b>		
Petitions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been received by Head of Legal & Democratic Services no later than four clear working days before the meeting.		
<b>5. QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS</b>		

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Questions submitted pursuant to Standing Order 36 in relation to matters falling within the Committee's Powers & Duties which have been submitted in writing and received by the Head of Legal & Democratic Services no later than four clear working days before the meeting.

- |            |  |                         |                 |
|------------|--|-------------------------|-----------------|
| <b>6.</b>  | <b>NEW DIRECTIONS - ANNUAL UPDATE</b>  | <b>BOROUGH<br/>WIDE</b> | <b>39 - 46</b>  |
|            | To provide the Committee with an update on the New Directions College including information on the core service offer, performance, emerging developments and learner feedback.          |                         |                 |
| <b>7.</b>  | <b>ALL AGE UNPAID CARERS STRATEGY FOR READING</b>  | <b>BOROUGH<br/>WIDE</b> | <b>47 - 52</b>  |
|            | A report asking the Committee to endorse the development of an All Age Unpaid Carer's Strategy and agree a planned consultation with Carers to develop the strategy.                     |                         |                 |
| <b>8.</b>  | <b>ADULT SOCIAL CARE STRATEGY</b>  | <b>BOROUGH<br/>WIDE</b> | <b>53 - 62</b>  |
|            | A report providing an overview of progress made in the development of the Adult Social Care Strategy and to request permission to proceed with the next phase of stakeholder engagement. |                         |                 |
| <b>9.</b>  | <b>CHILDREN WITH SEND ACCESSIBILITY STRATEGY 2023-2025</b>   | <b>BOROUGH<br/>WIDE</b> | <b>63 - 80</b>  |
|            | A report asking the Committee to approve the Children with SEND Accessibility Strategy 2023-2025.  |                         |                 |
| <b>10.</b> | <b>ANNUAL SCHOOL STANDARDS &amp; ATTAINMENT</b>  | <b>BOROUGH<br/>WIDE</b> | <b>81 - 116</b> |
|            | A report providing information on school standards and attainment, and activity to improve attainment.   |                         |                 |

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- Present:** Councillor Mpofu-Coles (Chair);  
Councillors Gavin (Vice-Chair), Ballsdon, Cresswell, Davies, Ennis, Hoskin, Kitchingham, McEwan and O'Connell
- Apologies:** Councillors C Dennis, Keane and Robinson

## 27. CHAIR'S ANNOUNCEMENTS

The Chair noted that it was currently Social Worker Week and thanked all social workers for their work.

## 28. MINUTES

The Minutes of the meeting held on 18 January 2023 were confirmed as a correct record and signed by the Chair.

## 29. HEALTHWATCH READING

Alice Kunjappy-Clifton, Lead Officer, Healthwatch Reading provided an update and presentation on Healthwatch Reading. Alice explained that Healthwatch in Reading had been in place for 10 years and in June 2022, The Advocacy People, became the new providers for Healthwatch Reading. It was noted that Healthwatch was a statutory service under the Health and Social Care Act 2012 and the purpose of Healthwatch was to encourage people to have their say on how health and social care services were provided.

Healthwatch Reading's Workplan 2022/23 had been published on their website and members were invited to provide feedback or ask questions on the plan.

It was noted that Healthwatch had a large remit of health and social care needs for people from cradle to grave. They provided information to Healthwatch England to inform the wider national picture and had statutory powers to write to service providers with any concerns and to receive a response in 20 days. Healthwatch was also permitted to enter and view any publicly funded health and social care providers.

Recent priorities included:

- Recruitment of volunteers;
- Undertaking a national survey on maternal mental health. Recent findings showed that at GP post-natal checks mental health was not currently a priority.
- Supporting asylum seekers living in Home Office Contract Accommodation and feeding back any concerns to the Council;
- Supporting Building Berkshire Together on the public consultation on the future of the Royal Berkshire Hospital;

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- Reviewing reports by the previous Healthwatch Reading provider and follow-up on issues.

The local areas of priority for the next 12 to 15 months included:

- GP services access;
- NHS dentistry access;
- Closure of local pharmacies;
- Quality of maternity services, specifically around ethnic minority groups;
- Cost of living crisis and the impact on local people;
- Continuing Health Care (CHC) funding;
- Support for carers;
- Mental health support for children and young people.

It was noted that feedback received from the public would inform the future Healthwatch workplan.

In response to questions the following points were noted:

- Officers from Healthwatch had visited deprived communities in Reading to access feedback and to provide answers to resident's queries when possible.
- The team had received a lot of feedback from asylum seekers and officers had been working with the Alliance for Cohesion and Racial Equality Community Champions to support this work.
- The Committee were asked to share the work and visibility of Healthwatch.
- The role of Healthwatch was important in holding the work of Adult Social Care to account and future collaboration was suggested to consider Health issues such discharges from hospital and care packages.
- Healthwatch would be attending the Older People's Working Group.
- Healthwatch could be contacted via their new website and would also be distributing leaflets around GP surgeries, care homes, the Council offices, and other areas to make the public aware of the service.
- An invite would be sent to Healthwatch Reading to attend the Access and Disabilities Working Group.

The Chair thanked Alice for the presentation.

### **30. RBH BUILDING BERKSHIRE TOGETHER - UPDATE**

Alison Foster, Programme Director, Building Berkshire Together, gave a presentation and update on the Building Berkshire Together programme to redevelop the Royal Berkshire Hospital.

Alison explained that the Royal Berkshire NHS Foundation Trust (RBFT) were in Cohort 4 of the National Hospital Programme and full adopters of 'hospital 2.0'. This would deliver cost savings and efficiencies using a standardised approach across hospitals that would be built at the same time. It was noted that a Business Case had been submitted

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to the Treasury in 2020 for the funding allocation and three preferred options had been proposed. A funding announcement was expected within the next few weeks, and this was anticipated to be a positive outcome for Reading. It was reported that work to develop the business case options had been undertaken over the previous two years with consultation and engagement. A recent feedback event at Reading Town Hall had provided advice and comments for consideration from partners and members of the public.

In response to questions the following points were noted:

- The carbon impact of a new hospital would be considered as part of the business case. The aim would be to build a carbon neutral hospital and consideration was being given to modern methods of construction. The University of Reading had been asked to help provide expertise in these areas.
- The carbon impact of patients, visitors and staff travelling to and from the hospital would also be factored into the business case. Alison confirmed that travel and transport was a priority when considering the location of the hospital.
- Part of the new programme would be to manage the market and supply of labour for the new hospital build; linking social value and economic development to the area.
- It was suggested that the new hospital should be accessible for Reading residents by bus and rail, and consideration be given to people that did not drive. However, Alison explained that there was a lack of available land near the current hospital site, and it was a challenge to find a site for the new hospital in and around Reading. However, this would continue to be investigated.
- The 'hospital 2.0' project would be fully digitally enabled. Work had been undertaken with Healthwatch and community leaders to gather information from groups who did not use technology so that they could provide feedback and their views be considered.

The Chair thanked Alison for the presentation.

### **31. CHILDCARE SUFFICIENCY ASSESSMENT**

The Executive Director of Children's Services, Education, Early Help and Social Care, Brighter Futures for Children, submitted a report on the main findings of the Childcare Sufficiency Assessment (CSA) for 2022/23. The annual report provided information for parents, childcare providers and Brighter Futures for Children on childcare needs, the local childcare market and future school places demand.

The main findings included the following:

- 96% of providers had been judged as good or outstanding by Ofsted.
- The annual Parents Survey 2022 had shown that 87% of parents/carers were satisfied with their choice of childcare provision.
- There were sufficient childcare places for all 0-4-year-olds.

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- Providers reported immediate vacancies which was an indicator that parents were waiting for their preferred provision.
- 93% of parents/carers were able to find the type of childcare they wanted in their local area.
- Early years providers reported that places were most influenced by the physical space available, followed by qualified staff vacancies and meeting needs of existing children.
- Funding rates were identified as the greatest threat to the sustainability of early years providers followed by rising energy costs.
- Rising food costs were identified as the greatest threat to the sustainability of out of school providers followed by a drop in parental demand.
- RBC's 5-year housing plan had identified the town centre and Whitley ward as areas to monitor regarding future growth. This could lead to an increase in the number of families over the next few years in line with housing development.
- Parent/carers who reported that their childcare requirements had changed as an impact of the Covid pandemic were in the minority this year at 20%, a reduction from 31% last year.
- 50% of parent/carer responses had indicated that they were satisfied with current fees, the remaining 50% were not satisfied. In this financial year 57% of early years providers and 41% of out of school providers reported that they had set a fee increase.

It was noted that childcare providers had reported issues with staff shortages and problems with recruiting to the sector. Full details regarding the recent government announcement were yet to be released, however, childcare providers had raised concern regarding the rates that would be paid by the government for free childcare places in comparison to staff costs and if the funding would be able to address this issue. Also, that whilst the survey indicated that most families could find childcare in their local area this was not always the case.

It was noted that Reading was an area of high cost, and the key issue was staffing shortages in the sector which could become an area of concern and priority for the future. The Early Years' Service provides a range of supports to the sector to assist providers with their business planning as well as priority areas for service development, including staff development. Also, it was noted that good early year's childcare provision was important in the development of children.

In response to a query, it was reported that the Council offered support for recruitment into the childcare sector with information in schools on career pathways into the sector. Regarding the low take up of Tax-Free Childcare schemes, the Council would be providing leaflets to childcare providers for parents and by providing information through the Reading Family Information Service.

Concern was raised regarding the government's proposed change in the ratio of adult carers to the number of children and how childcare sufficiency would be measured. Some providers had already expressed concern regarding these new ratios and that they would not be applying them in their own units as they did not feel they best met the needs of

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the children. The details on how childcare sufficiency would be affected and if funding would be based on the new ratios had not yet been determined.

It was suggested that details regarding the financial cost of working, in comparison to the cost of childcare and affordability, be included in future reports.

**Resolved - That the Reading Childcare Sufficiency Assessment 2022-23 be noted and endorsed.**

(The meeting closed at 7.37 pm)

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**Present:**

<p>Councillor Ruth McEwan (Chair) Tehmeena Ajmal</p>	<p>Lead Councillor for Education and Public Health, Reading Borough Council (RBC) Chief Operating Officer, Berkshire Healthcare NHS Foundation Trust (BHFT)</p>
<p>Councillor Jason Brock Andy Ciecierski (Vice-Chair) Tracy Daszkiewicz Councillor John Ennis Brian Grady</p>	<p>Leader of the Council, RBC Clinical Director for Caversham Primary Care Network  Director of Public Health for Berkshire West Lead Councillor for Adult Social Care, RBC Interim Executive Director of Children’s Services (&amp; Director of Education), Brighter Futures for Children (BFfC)</p>
<p>Councillor Graeme Hoskin Alice Kunjappy-Clifton Gail Muirhead</p>	<p>Lead Councillor for Children, RBC Lead Officer, Healthwatch Reading Prevention Manager, Royal Berkshire Fire and Rescue Service (RBFfRS)</p>
<p>Steve Raffield Rachel Spencer Eamonn Sullivan Sarah Webster Melissa Wise</p>	<p>LPA Commander for Reading, Thames Valley Police Chief Executive, Reading Voluntary Action Chief Nurse, RBFT Executive Director for Berkshire West ICB Acting Executive Director of Adult Social Care &amp; Health</p>

**Also in attendance:**

<p>Esther Blake</p>	<p>Berkshire West Safeguarding Children Partnership Manager</p>
<p>Keith Brown</p>	<p>Independent Chair, West of Berkshire Safeguarding Adults Board</p>
<p>Dan Devitt Alison Foster Chris Greenway</p>	<p>Senior Public Health Strategist, RBC Programme Director, Building Berkshire Together, RBFT Assistant Director for Commissioning and Transformation, RBC</p>
<p>Deborah Hunter Lajla Johansson</p>	<p>Principal Educational Psychologist, BFfC Assistant Director of Joint Commissioning, Berkshire West, BOB ICB</p>
<p>Kathryn MacDermott Jill Marston Sunny Mehmi Jo Middlemass Bev Nicholson Amanda Nyeke Councillor Simon Robinson Martin White Helen Williamson</p>	<p>Director of Strategic Planning, BHFT Senior Policy Officer, RBC Assistant Director for Operations, Adult Social Care, RBC Community Partnerships Service Manager, RBC Integration Programme Manager, RBC Public Health &amp; Wellbeing Manager, RBC Conservative Group Observer Consultant in Public Health, RBC Divisional Director, Mental Health, BHFT</p>

**Apologies:**

<p>Paul Illman Theresa Wyles Jackie Yates</p>	<p>Royal Berkshire Fire &amp; Rescue Service Urgent &amp; Unscheduled Care Manager, BHFT Chief Executive, RBC</p>
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### 32. DECLARATIONS OF INTEREST

Cllr Brock declared a non-pecuniary interest in Item 34 as the Chair of the BOB ICP.

### 33. MINUTES

The Minutes of the meeting held on 7 October 2022 were confirmed as a correct record and signed by the Chair.

### 34. DEVELOPING THE BOB INTEGRATED CARE STRATEGY

Sarah Webster gave a presentation updating the Board on the development of the Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care Strategy. A copy of the draft Integrated Care Strategy (Appendix 1) and a briefing note setting out Health and Wellbeing Board (H&WB) members' feedback to the draft strategy consultation (Appendix 2) had been provided with the agenda papers. A copy of the presentation slides had also been circulated with the agenda papers.

The presentation explained that the Integrated Care Partnership (ICP) were responsible for developing the Integrated Care Strategy which would set a clear direction for the system and promote joint working to meet the local population's health, care and social needs. The purpose of the strategy was to:

- Help to improve the public's health and wellbeing
- Reduce health inequalities in access, experience and outcomes across the system;
- Bring learning from across places and the system to drive improvement and innovation;
- Address problems that would benefit from a system response and multiple partners.

The draft strategy outlined the vision and principles that would help to guide the work of the ICP. The five core principles were:

- Preventing ill-health;
- Tackling health inequalities;
- Providing person centred care;
- Supporting local delivery;
- Improving join up between our services.

The draft strategy set out the ICP's priorities. A total of 18 priorities had been proposed. The 18 priorities could be divided in the following categories:

- Promoting and protecting health;
- Start Well;
- Live Well;
- Age Well;
- Improving quality of and access to services.

A public consultation on the draft strategy had commenced on 13 December 2022 and would run until 29 January 2023. Feedback from the consultation would inform the final version of the strategy which was due to be published at the end of February 2023.

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It was noted that members of the Health and Wellbeing Board had met on 9 January 2023 to discuss and provide feedback on the content of the draft strategy. Following the meeting a briefing note containing the Board's feedback had been produced (see Appendix 2). Feedback from the group fell into the following three categories:

- How the ICP strategy would sit alongside the Joint Health & Wellbeing Strategy;
- Representation of the community;
- Acknowledging wider influences on health (such as health inequalities).

At the meeting it was agreed that the Acting Executive Director of Adult Social Care & Health, in consultation with the Chair, would take the content of the briefing note and submit a formal response to the draft strategy consultation on behalf of the Health and Wellbeing Board.

**Resolved -**

- (1) That the presentation be noted;
- (2) That the Acting Executive Director of Adult Social Care & Health, in consultation with the Chair, submit a formal response to the draft strategy consultation on behalf of the Health & Wellbeing Board.

(Cllr Brock declared a non-pecuniary interest in Item 34 as the Chair of the BOB ICP)

### **35. WEST OF BERKSHIRE SAFEGUARDING ADULTS BOARD ANNUAL REPORT 2021-2022**

Professor Keith Brown submitted a report presenting the West of Berkshire Safeguarding Adults Board (SAB) Annual Report for 2021-22. A copy of the SAB's Annual Report was attached at Appendix 1.

The report outlined the role of the SAB, listed the priorities that the SAB had set for the previous 2021/22 year and detailed the priorities that the SAB had set for the forthcoming 2022/23 year. The SAB's Annual Report 2021-22 outlined the achievements of the SAB during 2021/22 across the Reading, West Berkshire and Wokingham areas and included:

- statistics on the number of safeguarding concerns recorded;
- trends identified across the West Berkshire area;
- details of the risks identified and the actions taken to mitigate them;
- details of the progress made towards the 2021/22 priorities;
- summaries of the Adult Safeguarding Reviews conducted by the SAB; and
- further details of the key priorities set by the SAB for 2022/23.

The Board discussed the content of the report and adult safeguarding matters in the Reading area, noting in particular that the number of safeguarding concerns recorded in the Reading area in 2021/22 had increased significantly but that these reports had not resulted in a rise in the number of safeguarding enquiries then taken forward. It was suggested that this rise could partially be attributed to the work done to increase the profile of adult safeguarding as an area of concern, which had resulted in a noticeable rise in the number of safeguarding concerns recorded nationally. In Reading a considerable amount of work had been done to create and improve reporting mechanisms to allow professionals and members of the public to submit safeguarding

concerns with ease and without barriers. In many instances, safeguarding did not meet the threshold required to generate a safeguarding enquiry but it was felt that an open-door approach with suitable triage and assessment would help to ensure that genuine safeguarding concerns were captured and were acted upon appropriately.

**Resolved - That the report be noted.**

### **36. READING'S COMMUNITY SAFETY PARTNERSHIP COMMUNITY SAFETY AND SERIOUS VIOLENCE STRATEGY 2023-2026 AND READING'S DOMESTIC ABUSE AND SAFE ACCOMMODATION STRATEGY 2023-2026**

Jo Middlemass and Steve Raffield gave a presentation introducing the Reading Community Safety Partnership's Community Safety and Serious Violence Strategy 2023-2026 and Reading's Domestic Abuse and Safe Accommodation Strategy 2023-2026, which had been also been endorsed and adopted by the Housing, Neighbourhoods & Leisure Committee on 4 January 2023 (Minutes 28 & 29 refer). Copies of the presentation slides and both strategies had been circulated with the agenda papers.

The presentation explained the role and composition of Reading's Community Safety Partnership (CSP) and highlighted the need to work in partnership and to develop wider links with bodies such as the Health and Wellbeing Board.

The presentation noted that CSPs were required to produce a strategy for the reduction of crime and disorder following the completion of a comprehensive strategic assessment to understand the levels and patterns of crime and disorder in the local area. Additionally, the introduction of the Police, Crime, Sentencing and Court Act 2022 had placed further requirements on CSPs in the form of a 'Serious Violence Duty' which required partnerships formulate an evidence-based analysis of the problems associated with serious violence in their local area and produce and implement a strategy detailing how they would respond to those issues identified.

Reading's CSP had opted to produce a combined Community Safety and Serious Violence Strategy for 2023-2026 (see Appendix 1). The presentation identified the priorities set out within the Strategy and outlined the approach that the CSP would take to implement the strategy, including the adoption of a Public Health Approach to reducing violence. The presentation explained that the Strategy would be accompanied by a Community Safety & Serious Violence Action Plan which would be developed and implemented by a number of partnership delivery groups.

The second part of the presentation outlined Reading's Domestic Abuse and Safe Accommodation Strategy 2023-2026 (see Appendix 2). The Domestic Abuse Act 2021 had placed new statutory requirements on local authorities to assess the need for domestic abuse support in their area for all victims who resided in relevant safe accommodation, including those from outside their area. Local authorities were also required to prepare and publish a strategy for the provision of domestic abuse support to cover their area having regard to the needs assessment.

The presentation explained that Reading's existing Domestic Abuse Steering Group had been formally renamed to become Reading's Domestic Abuse Partnership Board and new terms of reference had been introduced to ensure compliance with the Act. A comprehensive needs assessment had been undertaken in the spring of 2022 which had identified priorities for the Strategy which were listed in the presentation. The

Domestic Abuse Partnership Board had been writing an action plan to accompany the strategy, which would be overseen by the Community Safety Partnership.

**Resolved - That the presentation be noted.**

### **37. UPDATE ON THE PAN-BERKSHIRE SUICIDE PREVENTION AGENDA**

Tracy Daszkiewicz and Dan Devitt submitted a report on the development of the Pan Berkshire Suicide Prevention Strategy. The report provided assurance that work had been progressing to develop and refresh the Strategy and to support local action planning and delivery. The report also updated on the changes, challenges and opportunities flowing from the national Suicide Prevention Agenda and detailed the regional and local works under way to address them. The reported had appended:

- Appendix A - Summary of outputs from the Suicide Prevention Summit;
- Appendix B - Consultation draft of the Pan Berkshire Strategy;
- Appendix C - Summary of the Cube resource;
- Appendix D - Outline of potential member and executive officer facing briefing materials;
- Appendix E - Summary of the NPSA membership advantages and potential local benefits.

A Suicide Prevention Strategy had been presented to and endorsed by the Board on 8 October 2021 (Minute 25 refers). However, since adoption, new data profiles and a new policy landscape had led to the strategy needing to be refreshed. A briefing had been delivered to the Board at the meeting on 15 July 2022 (Minute 5 refers) and the Board had endorsed the recommendation to refresh the strategy and to hold a Suicide Prevention Summit to launch a consultation that would inform the refreshed strategy.

The report provided an update to the July 2022 briefing and explained the updated context for suicide prevention at national, regional and local levels. It included a summary of the latest suicide-related data for Berkshire and for the Reading area, outlined the implications of the Health and Care Act 2022 and the formation of the BOB ICS, set out learning from the pandemic and the current economic context and noted the publication of NICE's guidance on self-harm (Nice Guidance 225).

The report also provided an update following the Pan Berkshire Suicide Prevention Summit on 12 December 2022. A summary of the various outputs of summit was set out in Appendix A. Following the summit, a refreshed version of draft strategy had been shared online and discussed with attendees. A copy of the consultation draft strategy that had been developed to incorporate the input and learning from the summit was in Appendix B.

At the meeting it was noted that a consultation with professionals on the draft strategy would take place; it was hoped that this would occur in March and April of 2023. There would also be a wider public consultation which would take a broader more generalised approach to ensure that a wide range of communities and groups could feed into the suicide prevention agenda.

**Resolved:**

- (1) **That the report be noted;**

- (2) That, subject to the engagement timetable, a further update be provided to the Board in March 2023.

**38. BERKSHIRE WEST SAFEGUARDING CHILDREN PARTNERSHIP (BWSCP) ANNUAL REPORT 2021/2022**

Esther Blake submitted a report presenting the Berkshire West Safeguarding Children Partnership (BWSCP) Annual Report for 2021/22, a copy of which was appended to the report. It was noted that this was the third annual report providing an account of the work undertaken by the multi-agency partnership to promote the safeguarding and wellbeing of children in Reading, West Berkshire and Wokingham.

The report provided information on the work and progress made against the BWSCP priorities, case review activity, plus updates from various sub-groups. The annual report focussed on the work undertaken by the BWSCP as a partnership organisation and the covering report highlighted some of the key areas of work with particular relevance to Reading. Examples included:

- Work to align Reading's threshold guidance with Wokingham and West Berkshire to create consistency across the three BWSCP areas;
- Work carried out following the increase in notifications of serious child safeguarding incidents and Rapid Reviews in the 18-month period from March 2020;
- The learning achieved following the independent review of the Rapid Review reports and process;
- Work carried out with partners to ensure the safeguarding of adolescents at Reading Festival;
- Work carried out to address the issue of serious youth violence.

It was also noted that the partnership had recruited into its Independent Scrutineer post. The Independent Scrutineer would provide support to the BWSCP by chairing the Safeguarding Executive and the three localised Independent Scrutiny and Impact Groups and would help to improve partnership working across the three Berkshire West areas.

**Resolved - That the report be noted.**

**39. REFRESH OF THE BERKSHIRE WEST LOCAL TRANSFORMATION PLAN 22/23 AND 23/24**

Lajla Johansson and Deborah Hunter submitted a report on the refresh of the Berkshire West Local Transformation Plan (LTP) for 2022/23 and 2023/24. A copy of the presentation slides had been circulated with the agenda papers.

The LTP set out how local services would invest resources to promote, protect and improve children and young people's (CYP) mental health and wellbeing across the Berkshire West (Reading, West Berkshire, and Wokingham) area for 2022/23 and for 2023/24. The presentation explained that the LTP's priorities had been developed to reflect 12 Key Lines of Enquiry which had been identified by NHS England for the forthcoming year and took into consideration NHS England's Long Term Plan Priorities for Children's Mental Health. The presentation outlined the ambition of the LTP, detailed the key themes that had emerged following engagement with stakeholders during development of the plan and noted the current barriers and challenges that the plan needed to overcome.

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The report summarised the proposed priorities for the refreshed LTP. Ten priorities had been put forward, divided into three categories (Strategic, Operational and Co-production). The proposed priorities were:

### **Strategic**

1. Partnership and Integration (A clear joined-up approach in Berkshire West - an integrated, partnership approach to defining and meeting CYP needs)
2. Complex Young People
3. Suicide Prevention

### **Operational**

4. Reducing waiting times for Core/Specialist CAMHS
5. Children and Young People's Eating Disorders
6. Improving access for our inequality groups (LD and/or ASD/LGBTQ+, BAME) and improve Health Inequalities
7. Transitioning - Strengthening our adolescent to young adulthood offer (16-25)
8. Mental Health Support Teams
9. Data and Digital

### **Co-production**

10. Strengthening communications and engagement with stakeholders and embedding Co-production with stakeholders.

The report explained that the priorities would sit behind a comprehensive planning document due to be published later in the year. As the LTP was a living document, it would be subject to further amendments as part of the ongoing development and planning process. The report also set out the timetable for sign-off and the publication of information.

At the meeting it was suggested that if organisations represented on the Board were planning to arrange any public engagement events, it would be beneficial if they could invite other partner organisations to attend to promote their respective programmes of work.

### **Resolved:**

- (1) That the report be noted;
- (2) That an annual update on the LTP be brought to the Health and Wellbeing Board.

## **40. READING'S ALL AGE AUTISM STRATEGY & ACTION PLAN 2022-26**

Sunny Mehmi submitted a report on the outcome of the public consultation on Reading's All Age Autism Strategy 2022-2026 and on plans to implement the strategy and action plan across Reading. The report had appended:

- Appendix 1 - Reading's All Age Autism Strategy 2022-2026;
- Appendix 2 - Reading's All-Age Autism Action Plan Year 1 2022/23;
- Appendix 3 - Equality Impact Assessment.

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Having set out the national and local context, the report explained that public and partner engagement had been a core element whilst developing Reading's Autism All Age Strategy and had involved from the start: autistic people, their families and carers; third sector and voluntary organisations; and various professionals from across Reading. Engagement and co-production had taken place via interviews, workshops, surveys, forums and feedback sessions and had involved existing local groups and targeted outreach to groups. The insight gathered had been used to inform and shape the strategy, and to test emerging findings, recommendations, priorities, and vision development.

Overall, the Council had received views and contributions from 257 people. Contributions from 227 people had been received during the initial development of the Strategy with a further 30 people providing feedback following the public consultation. The findings following the public consultation were detailed in section 7 of the report. As a result of the engagement and feedback, seven priorities had been developed which were used as the basis for the Strategy. The priorities were:

1. Improving awareness, understanding and acceptance of autism;
2. Improving support and access to early years, education and supporting positive transitions and preparing for adulthood;
3. Increasing employment, vocation and training opportunities autistic people;
4. Better lives for autistic people - tackling health and care inequalities and building the right support in the community and supporting people in inpatient care;
5. Housing and supporting independent living;
6. Keeping safe and the criminal justice system;
7. Supporting families and carers of autistic people.

The report explained that the Strategy and Action Plan, which had been adopted and endorsed by the Adult Social Care, Children's Services and Education Committee on 18 January 2023 (Minute 24 refers), would be delivered through the Autism Partnership Board (APB), which would report to the Health & Wellbeing Board to ensure that the Strategy remained a priority and was owned by all partner agencies. Each of the seven priority areas would have a responsible partner agency to lead for that particular element of the Action Plan to make sure that actions were achievable and made a difference to Reading's autistic residents.

The report noted that the Autism Partnership Board would be expected to submit an annual report to the Health and Wellbeing Board each spring or summer on the progress made towards implementation of the Strategy and its Action Plan, including successes and any issues encountered during the year.

### **Resolved:**

- (1) That the findings of the public consultation for the Reading's All Age Autism Strategy be noted;**
- (2) That the content of Reading's All Age Autism Strategy and Action Plan be noted;**
- (3) That the Autism Partnership Board's responsibility for delivery and oversight of the Strategy and Action Plan by the APB be noted;**

- (4) That annual reports on the delivery of the Strategy be provided to the Health and Wellbeing Board.

#### 41. DEVELOPMENT OF NEW BHFT MENTAL HEALTH STRATEGY

Kathryn MacDermott gave a presentation on the development of the BHFT's new Mental Health Strategy which was currently being drafted. A copy of the presentation slides had been circulated with the agenda papers.

The presentation set out the vision for the new Strategy which would be drafted to include detail on the following key areas:

- Personalised care, an all-age pathway;
- Clinical leadership development (including non-medical, nurse consultants working differently, working with communities);
- Provision for medical workforce development;
- Approach to partnership working;
- Cultural shift personalised, co-produced, social asset-based approach;
- Collaborative working with VCSE;
- Urgent care close to home;
- One team approach;
- Patient-centred - shared care, co-produced;
- Responsive and flexible, adaptable and accessible;
- Community.

The presentation, which had been updated since the publication of the agenda, outlined the current pressures faced by the BHFT in relation to mental health issues. These current pressures would be included in the next version of the draft Strategy to provide additional context and to better help explain the challenges that the Strategy needed to address. The current pressures were noted as follows:

- Demand and capacity within the acute Pathway;
- Reducing and eliminating inappropriate out of area placements;
- Reducing the number of people who were medically fit for discharge within mental health acute hospitals;
- A lack of sustainable crisis alternatives to avoid admission and support people close to home, including home treatment, Safe Havens and mental health ambulances;
- Demand and capacity within mental health services - the need to continue to embed the Community Mental Health Transformation Programme for people with Serious Mental Illness (SMI) - (including Mental Health Integrated Community Service (MHICS), secondary care transformation, SMI health checks, Individual Placement Support, Early Intervention in Psychosis);
- The prevalence of dementia - the need to ensure that dementia diagnostic rates were met and to have a viable support offer to avoid admission/accelerate appropriate discharge from hospital;
- Rich but fragmented NHS, Local Authority and Community Sector services;
- Growing demand and capacity pressures within children and young person's services, including access and wait times, crisis response and eating disorders;
- Improving Access to Psychological Therapies (IAPT) access targets not being met;
- Lack of appropriate and accessible services to support people with autism;

- Insufficient take-up of early intervention service offers.

The presentation also explained the Strategy's vision, listed the key problems that the Strategy aimed to address and summarised the main priority areas that had been identified whilst the Strategy was being developed. The presentation set out the outcomes that the Strategy hoped to achieve and the next steps, including a series of engagement events to be held in 2023/24, and details of operational planning. It was explained that an implementation plan would also be developed.

### **Resolved:**

- (1) That the presentation be noted;
- (2) That a further update on progress be provided to a future meeting of the Board.

### **42. ROYAL BERKSHIRE HOSPITAL REDEVELOPMENT - BUILDING BERKSHIRE TOGETHER - UPDATE**

Alison Foster gave a presentation on the Building Berkshire Together (BBT) project and the Royal Berkshire NHS Foundation Trust's (RBFT) plans for redevelopment of the Royal Berkshire Hospital. A copy of the presentation slides had been circulated with the agenda papers.

It was noted that a public survey was currently under way to gather opinions on the redevelopment or relocation of the Royal Berkshire Hospital. The results of the public survey would help to gauge public opinion and would inform the shortlisting process that would take place to decide the type of new hospital that would be built.

The presentation provided some general background information and key figures relating to the operational activity of the RBFT at present. It was noted that RBFT currently operated seven sites across Berkshire which the BBT project would seek to fully utilise. RBFT formed part of the new BOB Integrated Care System and part of the BBT project would look at how the various estates and facilities located across the BOB ICS area could collaborate with one another to deliver services more efficiently across the wider ICS area.

The presentation noted the reasons why a new hospital was needed, which included that:

- the existing hospital buildings were in poor condition, resulting in poor patient experience, poor working conditions for staff, high maintenance costs and safety risks;
- the hospital was operating beyond its current capacity and expected local population growth would mean greater health needs and rising demand for services;
- the existing buildings were designed to support a 19th and 20th century model of clinical care. The buildings limited the capability of staff to provide high quality modern healthcare for local communities;
- the existing buildings were a poor environment for patients and staff, and they contributed to the climate emergency. A green low-carbon hospital was needed;
- developing a healthcare campus for Berkshire would generate jobs and economic growth and act as a catalyst for the local economy for years to come.

It was noted that the Strategic Outline Case for a new hospital had been put forward two years previously. Since then, ministerial approval had been granted and the RBFT had been accepted into the New Hospital Programme in Cohort 4. The Strategic Outline Case had included seven graded options that ranged from doing nothing but essential maintenance (Option 1) through to building a brand-new hospital on a new site (Option 7). Each option had been costed, with Option 7 (a brand-new hospital) estimated to cost £1.3 billion.

The presentation detailed some of the timescales relating to the New Hospital Programme (NHP) which aimed to deliver 40 new hospitals across the country by 2030. A funding allocation announcement for the NHP was expected in February 2023. The funding announcement would determine which options RBFT would be able to take forward. The presentation also noted some of the engagement activities that had been carried out to date. The views gathered from engagement activities, combined with the funding envelope announcement, would inform the shortlisting process which to decide which option was put forward.

The presentation outlined some of the challenges that the BBT project still faced. Challenges included resolving issues around planning and transport, options development, uncertainty around funding, managing current risk and achieving Net Zero Carbon. The project had also created a number of opportunities, for example health improvements, economic development and innovation and partnership.

The presentation provided an update on the progress made since the previous update. It was noted that to secure HM Treasury funding, a three-stage business case process needed to be completed. The first stage, the Strategic Outline Case (SOC) had been completed and approved. Work had started on the second stage, the Outline Business Case (OBC), which would set out RBFT's preferred option. Once the preferred option had been decided, work on the third stage, the Full Business Case, could start. It was noted that work had been taking place to develop various different options that fed into the New Hospital Programme. The presentation noted the staff, patient and public engagement that had taken place, including an online survey which was currently under way and which would feed into the shortlisting process.

### **Resolved:**

- (1) That the presentation be noted;
- (2) That it be noted that an update would be provided to the Adult Social Care, Children's Services and Education Committee on 22 March 2023.

### **43. COVID-19 AND READING VACCINATION UPDATE**

Martin White gave an update on the latest Covid-19 data and vaccination uptake in Reading. The presentation slides had been included in the agenda papers.

The presentation provided statistics, including national, regional and sub-regional figures, for the number of infections, hospital admissions and Intensive Care Unit (ICU)/High Dependency Unit (HDU) admissions. The presentation also included statistics for the uptake of the Covid-19 Autumn Booster and for flu immunisation.

At the meeting Martin White provided a verbal update which included the following headline statistics:

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- Based on ONS survey estimates, 2.61% of people in England (1/40) had tested positive for COVID-19 - 10 January 2023;
- 84 cases of COVID-19 (27.4 per 100,000) had been recorded in Reading, - 10 January 2023;
- Hospital admissions had continued to decrease to 6.69 per 100,000 (week ending 15 January 2023);
- Admissions to ICUs and HDUs had decreased slightly to 0.23 per 100,000;
- There had been 9 admissions to the RBFT as at 2 January 2023;
- Deaths in England had increased from 367 in the week ending 30 December 2022 to 839 the week ending 6 January 2023.

It was noted that, with the exception of deaths, the general trend in relation to Covid-19 had been downwards. The downward trend had also been reflected in the latest national flu and Covid-19 surveillance report (dated 19 January 2022) which also showed a downward trend in the number of influenza and influenza-like illness in the first week of the year.

In summary the following points were made:

- Vaccinations had proven to be effective in reducing the impact of infections on hospitalisations and deaths;
- Emerging variants of Covid-19 had proven to be much more transmissible;
- Hospital admission rates and the number of deaths relating to Covid-19 were now much lower than earlier in the pandemic, despite similar or sometimes higher infection levels. This could partially be attributed to the efficacy of the vaccination programme;
- The number of Covid-19 infections had continued to decrease;
- The number of hospital admissions and ICU/HDU admissions had continued to decrease;
- In December 2022 Long Covid was affecting 2.1 million people (1/30 people) in the UK;
- It remained important to encourage the uptake of the Covid-19 booster and of flu immunisations, particularly in underserved communities, to protect vulnerable people and communities and to reduce the demand on the health and social care workforce.

**Resolved - That the presentation and position be noted.**

### **44. READING COMMUNITY VACCINE CHAMPIONS PROGRAMME UPDATE**

Martin White gave a presentation on the Reading Community Vaccine Champions Programme, including an update on work relating to the CVC Programme Evaluation and on the progress made towards a possible Phase 3. An updated version of the presentation slides to those circulated with the agenda papers was used at the meeting.

The presentation explained that Phase 2 of the CVC programme had closed as planned on 31 October 2022. Work had since taken place to evaluate the programme. The final evaluation report was in the final stages of editing and design. Initial findings and data in the report had shown that:

- 50 Champions had been recruited;

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- 33 pop-up vaccination opportunities had been delivered;
- 250 individuals had been transported to vaccination sites;
- 10 Community Grants had been awarded;
- 3 priority groups had been identified and engaged with.

The Programme Evaluation would evaluate the delivery and outcomes of the six key workstreams, and the overall management of the CVC programme through qualitative and quantitative methods. The evaluation aimed to capture insights and lessons learnt unique to Reading which could be used to inform the delivery of future programmes and practice. It was expected that the evaluation report would be completed and published in February 2023.

The presentation provided an update on the Sustainability and Partnership role. The purpose of the role was to maintain the partnerships that had been created with stakeholders during the programme and to build on the capacity and ownership of existing outreach initiatives, existing stakeholders and existing champions. It was hoped that this would create a lasting legacy and value for money once the programme had ended on 31 March 2023. The role would adopt a planning and analytical approach to identify potential sources of future funding to look for opportunities to align the champions network with other areas of work across the system in Reading. The presentation listed the deliverables for the Sustainability and Partnership role.

The presentation gave an update on the progress made towards a possible Phase 3 of the programme. Phase 3 would see the network expanded and the Community Vaccine Champions renamed to become Community Health Champions. Phase 3 would provide ongoing coordination and support for Champions network meetings, develop the training offered to Champions to include Trauma-Informed as well as wider Health Information sessions, develop an online toolkit for the Champions network and look to link the Champions network to participate in and support other community events and aligned locality projects.

The presentation concluded with a finance update. Some of the Phase 2 underspend had been reallocated to fund the Sustainability and Partnership role. The Sustainability and Partnership Lead would work to identify future sources of funding and would develop a small programme of activities to prepare for a potential Phase 3. Current priorities included developing the training offer for the Champions network and arranging a celebration event with partners and stakeholders to consolidate and develop the network.

**Resolved - That the presentation be noted.**

### **45. READING ARMED FORCES COVENANT AND ACTION PLAN**

Jill Marston submitted a report on the progress made against the actions listed in the Reading Armed Forces Covenant Action Plan. A copy of the Reading Armed Forces Covenant Community Action Plan was attached to the report at Appendix A. The report also provided updates on:

- The development of the pan-Berkshire Civil Military Partnership which had officially launched in July 2022;
- The work nationally of the Armed Forces Covenant Fund Trust.

The report highlighted the progress made against the actions set out in the Health and Wellbeing section of the Action Plan (see Appendix A). In relation to GPs recording a patient's veteran status, it was noted that there were currently 395 registered veterans, an increase on the previous year from 386. The report also summarised the work and various projects relating to the armed forces and veterans carried out by the Royal Berkshire Hospital Foundation Trust, which had achieved Veteran Aware status.

### **Resolved:**

- (1) That the development of the pan-Berks Civil Military Partnership be noted;
- (2) That the progress made against the actions set out in the Reading Armed Forces Covenant Community Action Plan (Appendix A), in particular the section on Health and Wellbeing, be noted.

### **46. BERKSHIRE WEST PLACE-BASED PARTNERSHIP UNIFIED EXECUTIVE CHAIR'S QUARTERLY REPORT**

Andy Ciecierski presented a report from the Berkshire West Unified Executive which detailed key issues discussed at meetings of the Berkshire West Unified Executive held between October and December 2022. The report covered the following topics:

- Neuro Rehab Update
- Virtual Wards
- GP Representation
- Public Health Commissioning of Long-Acting Reversible Contraception (LARC) services in Primary Care
- Adult Social Care Discharge Fund
- Unified Executive Priorities
- The ICP Strategy
- Place Based Partnership Development
- Delivery Group

**Resolved - That the report be noted.**

### **47. INTEGRATION PROGRAMME UPDATE**

Bev Nicholson submitted a report giving an update on the Integration Programme and the performance of Reading against the national Better Care Fund (BCF) targets for July to September 2022 (Quarter 2) and outlining the plan for additional funds provided by NHS England to be used to support hospital discharge over the winter period, the Adult Social Care (ASC) Discharge Fund.

The BCF metrics had been updated in the planning guidance for 2022/23 and the targets for each of the revised metrics had been agreed with system partners during the BCF Planning process. The Length of Stay target, related to length of stay in an acute hospital bed, had been removed for 2022/23, although this was still being monitored at a local level. Outcomes, recorded at the end of September 2022 (Quarter 2), were:

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- The number of avoidable admissions (unplanned hospitalisation for chronic ambulatory care) (Met);
- An increase in the proportion of people discharged home using data on discharge to their usual place of residence (Met);
- The number of older adults whose long-term care needs are met by admission to residential or nursing care per 100,000 population (Met);
- The effectiveness of reablement (proportion of older people still at home 91 days after discharge from hospital into reablement or rehabilitation) (Not Met).

Further details of the delivery against the targets for each metric were set out in the report which also included several performance indicators for local schemes funded through the BCF which demonstrated the effectiveness of collaborative work with system partners.

The report also outlined the plan for spending additional funds provided by NHS England which would be used to support hospital discharge over the winter period, known as the Adult Social Care (ASC) Discharge Fund. The report explained that the Executive Director of Adult Social Care and Health, in consultation with the Lead Member for Education and Public Health, had approved the submission of the Adult Social Care (ASC) Discharge Fund Plan and Narrative for 2022/23 by the due date of 16 December 2022 in order to comply with national deadlines outside of the Board meeting cycle. A copy of the plan and narrative was attached at Appendix 1.

### **Resolved -**

- (1) That the Quarter 2 (2022/23) performance and progress made in respect of the Better Care Fund (BCF) schemes be noted;
- (2) That it be noted that the Adult Social Care (ASC) Discharge Fund Plan and Narrative for the 2022/23 return had been formally signed off and submitted by the deadline of 16 December 2022.

### **48. HEALTH AND WELLBEING STRATEGY QUARTERLY IMPLEMENTATION PLAN NARRATIVE AND DASHBOARD REPORT**

Amanda Nyeke presented a report which gave an overview of the implementation of the Berkshire West Health and Wellbeing Strategy 2021-2030 in Reading and provided detailed information on performance and progress towards achieving the local goals and actions set out in the both the overarching strategy and in the locally agreed implementation plans.

The Health and Wellbeing Implementation Plans and Dashboard Update was attached at Appendix A and contained detailed narrative updates on the actions agreed for each of the implementation plans and included the most recent update of key information in each of the following five priority areas:

- Priority 1 - Reduce the differences in health between different groups of people;
- Priority 2 - Support individuals at high risk of bad health outcomes to live healthy lives.
- Priority 3 - Help families and children in early years;
- Priority 4 - Promote good mental health and wellbeing for all children and young people;

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- Priority 5 - Promote good mental health and wellbeing for all adults.

Paragraph 2.1 of the report set out details of updates to the data and performance indicators which had been included in the Health and Wellbeing Dashboard since the last report.

**Resolved - That the report be noted.**

### 49. HEALTHWATCH READING WORK PROGRAMME JULY 2022 TO MARCH 2023

Alice Kunjappy-Clifton submitted a report outlining Healthwatch Reading's work programme from July 2022 to March 2023. It was noted that Healthwatch Reading was now hosted by The Advocacy People. The report included an explanation of Healthwatch's five core objectives and set out the key priorities for the year up until 31 March 2023. The key priorities included:

- Recruiting volunteers;
- Developing relationships with key stakeholders - NHS, local authorities and voluntary sector organisations;
- Raising public awareness of Healthwatch;
- Localising and promoting the maternal mental health survey run by Healthwatch England;
- Working with relevant authorities to raise awareness of asylum seekers' physical and mental health;
- Working with Building Berkshire Together to engage the public in their consultation on the hospital development;
- Working with the West of Berkshire Safeguarding Adults Board to deliver a session on self-neglect for the voluntary sector;
- A review of reports undertaken by the previous provider and to plan follow-up.

The report also set out Healthwatch's local 'watchlist' which identified potential priority areas for the coming twelve to fifteen months. It was noted that the list was not exhaustive and could include other new themes that might emerge at a later date. The issues of interest currently on the local watchlist were:

- Access to GP-led services;
- Access to NHS dentistry;
- Quality and inequality in maternity services;
- Cost of living crisis;
- Continuing Health Care funding;
- Support for carers;
- Mental health support for children and young people.

**Resolved - That the report be noted.**

### 50. DATE OF NEXT MEETING

**Resolved - That the next meeting be held at 2.00 pm on Friday, 17 March 2023.**

(The meeting started at 2.00 pm and closed at 6.02 pm)

## READING HEALTH & WELLBEING BOARD MINUTES - 17 MARCH 2023

### Present:

Councillor Ruth McEwan (Chair)	Lead Councillor for Education and Public Health, Reading Borough Council (RBC)
Tehmeena Ajmal	Chief Operating Officer, Berkshire Healthcare NHS Foundation Trust (BHFT)
Councillor Jason Brock	Leader of the Council, RBC
Andy Ciecierski (Vice-Chair)	Clinical Director for Caversham Primary Care Network
Tracy Daszkiewicz	Director of Public Health for Berkshire West
Councillor Graeme Hoskin	Lead Councillor for Children, RBC
Councillor Alice Mpofo-Coles	Chair of the Adult Social Care, Children's Services and Education Committee, RBC (substituting for Councillor Ennis)
Lara Patel	Executive Director of Children's Services, Brighter Futures for Children (BFfC)
Belinda Seston	Interim Director of Place Partnership Development, Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB) (substituting for Sarah Webster)
Eamonn Sullivan	Chief Nurse, RBFT
Melissa Wise	Acting Executive Director of Adult Social Care & Health

### Also in attendance:

Chris Greenway	Assistant Director for Commissioning and Transformation, RBC
Bev Nicholson	Integration Programme Manager, RBC
Amanda Nyeke	Public Health & Wellbeing Manager, RBC
Councillor Simon Robinson	Conservative Group Observer

### Apologies:

Sarah Deason	Healthwatch Reading
Paul Illman	Royal Berkshire Fire & Rescue Service
Alice Kunjappy-Clifton	Lead Officer, Healthwatch Reading
Gail Muirhead	Prevention Manager, Royal Berkshire Fire and Rescue Service (RBFRS)
Sarah Webster	Executive Director for Berkshire West, BOB ICB
Martin White	Consultant in Public Health, RBC
Jackie Yates	Chief Executive, RBC

## 51. MINUTES

The Minutes of the meeting held on 20 January 2023 were confirmed as a correct record and signed by the Chair.

## 52. QUESTIONS IN ACCORDANCE WITH STANDING ORDER 36

The following questions were asked by Tom Lake in accordance with Standing Order 36:

### a) New Surgery Premises for South Reading:

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There has been much talk over new surgery premises for South Reading over a number of years. Church land appears to have been allocated for the purpose, yet no progress has been made. Will there be new premises or a new surgery in South Reading?

**REPLY** by Belinda Seston (Interim Director of Place Partnership Development - Berkshire West) on behalf of the Chair of the Health and Wellbeing Board (Councillor McEwan)

The Integrated Care Board continues to liaise with GP providers regarding the potential development of a new site in Whitley. We are also working with Reading Borough Council to update our assumptions regarding housing growth and population change which will inform decision-making around what is required in the area.

### **b) Primary Care Commissioning**

Under the Berkshire West CCG we had regular meetings in public of the Primary Care Commissioning Committee. Investments in primary care, closing and opening of patient lists, additional services, vaccination campaigns and additional clinical roles in primary care networks were discussed in public, attracting public engagement. There was also a strong and developing quality and performance report on primary care.

None of this is now available to the public. It ceased when the Primary Care Commissioning Committees across BOB amalgamated after the meeting of 14th April 2021, almost two years ago.

Will the BOB ICS seek to engage the public with primary care where they experience much difficulty and frustration?

How and when will this be restored? Will provision be covered to the depth indicated above?

**REPLY** by Belinda Seston (Interim Director of Place Partnership Development - Berkshire West) on behalf of the Chair of the Health and Wellbeing Board (Councillor McEwan):

The requirement to have a Primary Care Commissioning Committee (PCCC) meeting in public related to CCGs' status as a membership organisation made up of its constituent GP practices, and was therefore important for managing potential conflicts of interest. The structure and status of the recently formed ICB (Integrated Care Board) is not the same, and we have taken the opportunity to streamline decision-making processes as a result.

PCCCs were not intended as a sole means of involving the public in decisions. Instead, where appropriate, public service user engagement should have occurred prior to matters being brought to the Committee meeting. This remains the case and we continue to ensure that residents' views have been taken into account when considering issues such as those you mention, working with GP practices to link in with Patient Participation Groups, Healthwatch and other forums as appropriate. Our ICB also holds public Board meetings. In addition this Health and Wellbeing Board is also an important link to the public and we thank you for your question.

In response to a supplementary question from Tom Lake “Will the Board take an interest in Patient Participation Groups and see that they are meeting actively and are patient-led?”, Belinda Seston responded that it was important to ensure that the voices of Reading residents were heard and that this was an important point. She said that she would take this matter back to the BOB ICB Communications Lead to make sure that existing forums were as strong as they could be and that these voices were heard, and she would get back to Mr Lake.

### **53. HEALTH AND WELLBEING STRATEGY QUARTERLY IMPLEMENTATION PLAN NARRATIVE UPDATE**

Amanda Nyeke submitted a report that provided an overview of the implementation of the Berkshire West Health and Wellbeing Strategy 2021-2030 in Reading and gave detailed information on performance and progress towards achieving local goals and actions set out in both the overarching strategy and the locally agreed implementation plans.

The Health and Wellbeing Implementation Plans Update was attached at Appendix A and contained detailed narrative updates on the actions agreed for each of the implementation plans and included the most recent update of key information in each of the five priority areas.

- Priority 1 - Reduce the differences in health between different groups of people;
- Priority 2 - Support individuals at high risk of bad health outcomes to live healthy lives.
- Priority 3 - Help families and children in early years;
- Priority 4 - Promote good mental health and wellbeing for all children and young people;
- Priority 5 - Promote good mental health and wellbeing for all adults.

Paragraph 2.1 of the report set out details of updates to the data and performance indicators which had been included since the last report.

In response to a query, Amanda Nyeke explained the red/amber/green status: red was where no work had commenced in the area, the one area which was amber was because although work had been developed, the data was outdated and needed refreshing, and green meant that all sub-actions were taking place. It was suggested that this information should be included in the narrative for future reports.

#### **Resolved -**

- (1) That the report be noted;
- (2) That further information explaining red/amber/green status be included in future reports.

### **54. INTEGRATION PROGRAMME UPDATE**

Bev Nicholson submitted a report giving an update on the Integration Programme and its performance against the Better Care Fund (BCF) targets covering the period October to December 2022 (Quarter 3) and outlining the spend against the BCF Plan and the Adult Social Care (ASC) Discharge Fund Plan (2022/23), an additional fund provided by NHS England to be used to support hospital discharge over the Winter period.

The report noted that the BCF metrics had been updated for 2022/23 and that targets for each of the metrics had been agreed with system partners during the BCF Planning process. It noted that the 'Length of Stay' target had been removed for 2022/23 but was still being tracked locally. The four remaining metrics and their outcomes as at the end of December 2022 were as follows:

- The number of avoidable admissions (unplanned hospitalisation for chronic ambulatory care) (Met);
- An increase in the proportion of people discharged home using data on discharge to their usual place of residence (Met);
- The number of older adults whose long-term care needs were met by admission to residential or nursing care per 100,000 population (Met);
- The effectiveness of reablement (proportion of older people still at home 91 days after discharge from hospital into reablement or rehabilitation) (Not Met).

Further details of the delivery against each of the targets were set out in the report alongside the performance of the local schemes demonstrating the effectiveness of collaborative work with system partners. Spend against the BCF Plan and the ASC Discharge Fund was also outlined in the report.

### **Resolved -**

- (1) That the Quarter 3 (2022/23) performance and progress made in respect of the Better Care Fund (BCF) schemes as part of the Reading Integration Board's Programme of Work be noted;
- (2) That the spend against the Adult Social Care (ASC) Hospital Discharge Fund Plan for 2022/23, which was subject to fortnightly reporting to NHS England until the end of March 2023, be noted.

### **55. ROYAL BERKSHIRE NHS FOUNDATION TRUST - OPERATING PLAN 2023/24**

Eamonn Sullivan gave a presentation on the Royal Berkshire NHS Foundation Trust Operating Plan 2023/24. The presentation slides had been included in the agenda papers.

The presentation covered the following areas:

- Operating Standards for Acute Trusts - 2023/24 - expectations set by NHS England that the Trust planned to overachieve against and were already delivering to in a number of areas.
- Trust Strategic Metrics for 2023/24
- Improvement Priorities for 2023/24, including the following cross-cutting breakthrough priorities:
  - Recruit to establish - to support delivery of improved quality of care for patients, staff retention and financial performance
  - Reduce the number of stranded patients, supporting the reduction in waiting times for inpatients and improving patient experience and care
  - Reduce the number of 62 day cancer waits to improve patient care, reduce waiting times and improve patient experience.

**Resolved -** That the presentation be noted.

**56. ROYAL BERKSHIRE NHS FOUNDATION TRUST - INTEGRATED PERFORMANCE REPORT**

Eamonn Sullivan submitted a report summarising the Royal Berkshire NHS Foundation Trust's performance as at 31 December 2022 against the eight strategic metrics measured for its five strategic objectives, three breakthrough priorities and a range of watch metrics.

The report stated that, during the period of reporting, the Trust had continued to experience demand pressures in excess of 2019-20 levels across non-elective pathways and had continued to reduce the pandemic-related elective backlog.

Despite the sustained pressure, the staff had continued to provide high quality, safe care, and both the experience and harm indicators remained at normal levels. However, the Trust had not met the national and local targets within the Deliver in Partnership objective resulting in all the metrics alerting. The same pressures were limiting the Trust's progress in delivering care closer to home.

Good progress continued to be made in reducing the average wait for elective care, but high levels of demand and challenges in maintaining flow through the hospital continued to impact performance against the four hour standard. Waiting times for diagnostic services and especially MRI, Endoscopy and Pathology, continued to be challenged and were impacting on cancer performance. Actions to address this were set out in the Breakthrough priority on cancer.

The Trust's workforce turnover rate and vacancy rates had remained above target, having been suppressed during the pandemic. The Trust had invested in additional resources to support recruitment and retention and this would be a focus of the People directorate for the next few months.

The combination of elevated demand for services, challenges in recruiting and retaining staff and inflationary pressures had resulted in the Trust recording a financial deficit of £14.3m in the year to December 2022. Remedial actions were in place to mitigate this but the Trust did not expect to deliver its planned surplus for the year.

A range of watch metrics had been alerting in December 2022 which would be discussed by the quality, workforce and finance committees. The majority of alerting metrics were closely related to strategic metrics. A further set related to action the Trust had in place to enhance completion of mandatory training and timely appraisals.

The report gave further details of performance against each of the metrics, also setting out actions and risks.

It was noted at the meeting that the Reading Urgent Care Centre had opened in December 2022 and it was queried how much difference this had made to the extreme pressure on the Trust. Eamonn Sullivan said that the impact of the Urgent Care Centre was currently being evaluated and the Trust was working closely with partners to ensure the best use was made of the Centre and digital systems in order to help reduce the pressures, but on initial analysis it did seem to have made a positive difference.

**Resolved** - That the report be noted.

## 57. BOB INTEGRATED CARE SYSTEM - UPDATE

Belinda Seston gave a presentation on the development of the BOB Integrated Care System. The presentation slides had been included in the agenda papers.

The presentation covered:

- The BOB ICS Construct
- The Draft BOB Integrated Care Strategy
- The BOB ICB Joint Forward Plan
- The development of the Berkshire West Place Based Partnership (PBP)

It was noted that there was a senior officer joint Working Group established to develop the PBP which was meeting weekly and involved NHS Directors and the Directors of Adult Social Care and good progress was being made.

**Resolved** - That the position be noted.

## 58. PROCEDURAL REPORT ON BOB ICB PLANNED CONSULTATIONS

Melissa Wise submitted a report giving details of four strategic documents that the Integrated Care Board planned to consult with the Health and Wellbeing Board on, in line with the statutory requirements set out in the report:

- Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB) Joint Forward Plan
- The BOB ICB Annual Report
- NHS England Performance Assessment of the ICB
- The BOB ICB Joint Capital Resource Use Plan

Each of the documents had specific timescales for consultation which did not easily coincide with the programme for meetings of the Board. To manage this, the report proposed that officer delegation was given to allow for timely responses to the consultations on the ICB Annual Report and NHSE performance assessment of the ICB on behalf of the Board each year. It stated that for 2023, a joint letter from the ICB and NHS England was planned to be sent by 13 March 2023, asking for a response by 27 March 2023 to the following questions:

- How effectively has the ICB worked with its NHS and wider system partners to implement the Joint Local Health & Wellbeing Strategy (JLHWS)?
- What steps has the ICB taken in implementing the JLHWS?
- What more could the ICB do to support implementation of the JLHWS?

The report noted that, as 2023 was the first year of the new BOB ICB, the deadline for the consultation on the BOB ICB Joint Forward Plan was 30 June 2023, and since the next scheduled meeting of the Board was not until July 2023, it proposed that an additional meeting of the Board should be held in June 2023 to consider the Joint Forward Plan.

The report explained that, once the BOB ICB published its Joint Capital Resource Use Plan, it would send a copy to the Chairs of the Integrated Care Partnership and Health and Wellbeing Boards. There was no requirement for the Board to formally respond but it could be reported to a future meeting of the Board for information.

**Resolved:**

- (1) That the Executive Director for Adult Social Care & Health be delegated authority to respond, on behalf of the Health and Wellbeing Board, to consultations on the ICB Annual Report and NHSE performance assessment of the ICB, in consultation with the Chair of the Board;
- (2) That an additional meeting be held in June 2023 to allow an opportunity for the Board to respond to the BOB ICB Joint Forward Plan and approve its statement of opinion before the deadline of 30 June 2023;
- (3) That the position regarding the BOB ICB Joint Capital Resource Use Plan be noted.

**59. COVID-19 AND READING VACCINATION UPDATE**

Amanda Nyeke gave a presentation on the latest Covid-19 data and on Covid-19 and Flu vaccination uptake in Reading. The presentation slides had been included in the agenda papers.

The presentation provided statistics, including national, regional and Reading figures, for the number of Covid-19 infections, cases, hospital admissions, and deaths. The presentation also included statistics for the uptake of Covid-19 vaccinations, the Autumn Booster and flu vaccinations.

It was reported that it was not yet known who would be providing the Spring Covid-19 Booster and Amanda Nyeke said that she would find out.

It was noted that, at the meeting held on 7 October 2022 (Minute 19 (c) refers), a parent had reported that she had personally been unable physically to submit written consent for her child's vaccination but had also been unable to access an online permission facility and so her child had not received their vaccination; it was queried whether the process for permissions had now been improved. Amanda Nyeke said that she would take this back to colleagues and investigate.

It was suggested that, as Covid-19 vaccination was now becoming routine, with expected spring and autumn boosters, it would be sensible for the Board to receive six-monthly or annual updates on the situation on infections and vaccinations, instead of to every meeting. Before the pandemic, the Board had received an annual update on the seasonal flu campaign.

**Resolved -**

- (1) That the position be noted;
- (2) That Amanda Nyeke find out more information about the Spring Booster programme delivery and whether the school vaccination permission programme had been improved;
- (3) That future updates on Covid-19 and Vaccinations be submitted either annually or six-monthly rather than to every meeting.

**60. READING COMMUNITY VACCINE CHAMPIONS - EVALUATION REPORT**

Further to Minute 4 of the meeting held on 15 July 2022, Amanda Nyeke presented a report with, attached, the Reading Community Vaccine Champions (CVC) Evaluation Report which had been published in February 2023 by the Public Health and Wellbeing Team.

The report explained that the Reading CVC programme had been funded by the DLUHC with the aim of increasing vaccination uptake, increasing visibility, awareness and interaction of CVC Champions within the local area and increase the reach and trust of public health messaging for target communities. The programme had taken place between January and October 2022.

The report set out the six workstreams which had been formed and gave details of five areas of key achievements. It presented the successes, challenges and key learning from the programme and made overarching and case study recommendations for the future, including looking for opportunities to develop a pathway to enable the CVC Champions network to continue.

The report stated that a further report about the recommendations within the Evaluation Report and the current developments in the Champions Network would be submitted to a future meeting.

**Resolved** - That the report be noted and a further report be submitted to a future meeting.

**61. DATES OF FUTURE HEALTH & WELLBEING BOARD MEETINGS**

**Resolved** - That the meetings for the Municipal Year 2023/24 be held at 2.00pm on the following dates:

- 14 July 2023
- 6 October 2023
- 19 January 2024
- 15 March 2024

(The meeting started at 2.00 pm and closed at 3.17 pm)

## READING HEALTH & WELLBEING BOARD MINUTES – 23 JUNE 2023

### **Present:**

Councillor Ruth McEwan (Chair)	Lead Councillor for Education and Public Health, Reading Borough Council (RBC)
Tehmeena Ajmal	Chief Operating Officer, Berkshire Healthcare NHS Foundation Trust (BHFT)
John Ashton	Interim Director of Public Health for Reading and West Berkshire
Councillor Jason Brock	Leader of the Council, RBC
Andy Ciecierski (Vice-Chair)	Clinical Director for Caversham Primary Care Network
Councillor Paul Gittings	Lead Councillor for Adult Social Care, RBC
Alice Kunjappy-Clifton	Lead Officer, Healthwatch Reading
Steve Leonard	West Hub Group Manager, Royal Berkshire Fire & Rescue Service
Councillor Alice Mpofu-Coles	Chair of the Adult Social Care, Children's Services and Education Committee, RBC (substituting for Councillor Hoskin)
Rachel Spencer	Chief Executive, Reading Voluntary Action
Sarah Webster	Executive Director for Berkshire West Place, Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board (BOB ICB)
Melissa Wise	Interim Executive Director of Adult Social Care & Health, RBC

### **Also in attendance:**

Chris Greenway	Assistant Director for Commissioning and Transformation, RBC
Rob Bowen	Acting Director of Strategy and Partnerships, BOB ICB

### **Apologies:**

Councillor Graeme Hoskin	Lead Councillor for Children, RBC
Caroline Lynch	Trust Secretary & Data Protection Officer, Royal Berkshire NHS Foundation Trust (RBFT)
Lara Patel	Executive Director of Children's Services, Brighter Futures for Children (BFfC)
Steve Raffield	LPA Commander for Reading, Thames Valley Police
Eamonn Sullivan	Chief Nurse, RBFT
Martin White	Consultant in Public Health, RBC
Jackie Yates	Chief Executive, RBC

## **1. BOB INTEGRATED CARE SYSTEM JOINT FORWARD PLAN**

Rob Bowen submitted a report presenting the draft Buckinghamshire, Oxfordshire and Berkshire West (BOB) Joint Forward Plan (JFP), which described how the BOB Integrated Care Board (ICB) and partner NHS trusts were required to develop an annual, five year Joint Forward Plan and the first JFP had to be published by 30 June 2023. The Health & Wellbeing Board was required to provide comment on the JFP's alignment to the current Joint Local Health and Wellbeing Strategy – specifically whether the draft JFP took proper account of the strategy - by 30 June 2023, when the first JFP would be formally published. The report had appended a summary of the JFP and included weblinks to supporting documents and appendices.

## READING HEALTH & WELLBEING BOARD MINUTES – 23 JUNE 2023

The report explained that national guidance set out that the JFP needed to describe how the ICB and partner NHS Trusts intended to arrange and/or provide NHS services to meet their population's physical and mental health needs. This should include the delivery of universal NHS commitments. Systems were also encouraged to use the JFP to develop a shared delivery plan for the Integrated Care Strategy and the Joint Local Health and Wellbeing Strategies (JLHWS).

The plan intended to balance delivery of the BOB Integrated Care Strategy ambitions with delivery of the other NHS commitments. The plan had been developed jointly with BOB Integrated Care System (ICS) partners with input and feedback from wider system and public engagement, including input from local authority partners, which had informed the development of the JFP.

The BOB JFP addressed the ambitions across the organisations and also recognised the value and importance of partnerships with local authorities in the ongoing development and delivery of services for the benefit of the people and communities who lived and worked in the area. The JFP set a rolling five-year ambition and would be updated annually before the beginning of each subsequent financial year.

The report stated that the JFP aligned with and built on the strategies, approaches and targets set out by the three JLHWSs developed by the five Health & Wellbeing Boards across BOB. It referred to the five key priorities in the Berkshire West JLHWS and explained that the JFP took into account these strategic priorities and they were picked up in the service delivery plans aligned to the five themes of the Integrated Care Strategy:

- Promoting and Protecting Health
- Start Well
- Live Well
- Age Well
- Improving Quality and Access to Services.

A table in the report set out this alignment, mapping the Berkshire West Health & Wellbeing Priorities to the BOB JFP.

The Board discussed the draft Joint Forward Plan and the comments made included:

- The JFP did take proper account of the Berkshire West Joint Health & Wellbeing Strategy and aligned appropriately with the Strategy.
- The Board's formal response should embrace the principle of integration, reflecting the integrated care system partnership role and avoiding a 'you and us' approach.
- The response should acknowledge that Place would be an appropriate level to focus on some of the health priorities, rather than being excessively Local Authority-focused. The Berkshire West Health and Wellbeing Boards would need to look at how to collaborate to have a coherent overview and the Berkshire West Local Authorities and partners would need to re-orientate their thinking and delivery to the Place-Based level in order to make the system work.
- One of the areas not yet sufficiently fleshed out in the JFP was how the NHS would engage as a system with supporting change around the wider determinants of health, for example looking at housing and other partnership areas, such as

## READING HEALTH & WELLBEING BOARD MINUTES – 23 JUNE 2023

schools. Rob Bowen agreed that the JFP did not currently say much on this and later iterations of the Plan should include more on the NHS's role and responsibility in wider determinants of health.

- The Start Well section of the JFP was a bit more superficial than was ideal and was not as detailed or clear as the Live Well section. Rob Bowen stated that there was more that could be included in future iterations of the JFP on how the NHS would work with partners in the delivery of national and local ambitions around early years development.
- Over the next few years, it would be good to be able to build health strategies from the neighbourhoods upwards, for example by educating the public about when they did not need a GP consultation, building homes to enable people with dementia to stay at home as long as possible, etc.
- The JFP would be reviewed and refreshed each year, and so as the Place-Based Partnerships developed, there would be opportunities to refine local needs.
- The delivery plans were mixed, with some good examples of co-production, services for people, language and culture being reflected in the maternity area, but there were some which were not as good, for example assuming that GP access was about phone answering.
- The JFP needed a glossary, and easy read versions and translations into different languages should be provided. It was also queried how it would be communicated to the Voluntary and Community Sector and the wider community, so that it was transparent how the delivery of the JFP would work and where accountability for the delivery plans would fall.
- Rob Bowen reported that an Easy Read version of the JFP would be produced, starting with the summary, but this would not be available by 30 June 2023. Information would also be produced in other languages.

### **Resolved:**

That the Director for Public Health, in consultation with the Chair of the Board, be authorised to develop a formal opinion statement on the BOB ICS Joint Forward Plan on behalf of the Board to be submitted by the 30 June 2023 deadline, taking into account the comments made at the meeting.

(The meeting started at 2.00 pm and closed at 2.50 pm)

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## Adult Social Care, Children's Services and Education Committee



Reading

Borough Council

Working better with you

**12 July 2023**

<b>Title</b>	New Directions College – Annual update to ACE Committee
<b>Purpose of the report</b>	To note the report for information
<b>Report status</b>	Public report
<b>Report author</b> (name & job title)	Andrea Wood, Principal and Adult Learning & Skills Manager
<b>Lead Councillor</b> (name & title)	Cllr Ruth McEwan, Lead Councillor for Education and Public Health
<b>Corporate priority</b>	Thriving Communities
<b>Recommendations</b>	1. That the committee notes the report for information

### 1. Executive Summary

- 1.1 In January 2022, ACE Committee requested an annual report that highlights the key activity and outcomes delivered by New Directions College.
- 1.2 This report provides the requested update and covers January 2022 to June 23. The report highlights the core service offer, performance, emerging developments, and learner feedback.

### 2. Policy Context

- 2.1 New Directions College is Reading Borough Council’s Adult and Community Education (ACE) service. The College is mainly funded by an annual Adult Education grant (soon to be called the National Skills Fund) of £1.3m and by a small and reducing budget provided by the Council. Additional commercial income comes from course fees and apprenticeship delivery and in 2022, the College received funding for Multiply, the national numeracy programme funded as part of the Shared Prosperity Fund (SPF). The main Adult Education grant is issued by the Education and Skills Funding Agency (ESFA) which is an executive agency of the Department for Education (DfE). The College is inspected separately by Ofsted under the Education Inspection Framework (EIF). The College is currently graded Good and is due another inspection within the next 2 years. The College must also operate under strict funding rules and regulations as set out by the ESFA.
- 2.2 Local Authority led Adult and Community Education is part of the UK’s broader ‘*Further Education*’ sector and predominantly focuses on delivering learning at Level 3 (A ‘Level equivalent’) and below. Adults accessing provision at New Directions College must be over the age of 19 and meet strict eligibility and residency rules set by the Department for Education.
- 2.3 Nationally, the Department for Education (ESFA) sets out the funding rules and regulations of the Adult Education Budget. Locally, the Council uses a placed-based approach to both service and curriculum planning and development. We use local social, economic, human, and environmental data and intelligence to build our local learning offer. The Curriculum across all adult learning programmes has a clearly defined purpose

that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities.

- 2.4 ESFA funding is focused on people who are disadvantaged and least likely to participate in education and training. The college works well with other partners to widen participation and support learners' progression to further learning and/or employment relevant to their personal circumstances. Furthermore, the College has excellent partnerships with employers and other partners such as Jobcentre Plus, to ensure that teaching, learning, and assessment enable learners to develop personal, social and employability skills that prepare them well for their intended job role, career aims and/or personal goals.
- 2.5 The college offers a good apprenticeship provision. The apprenticeship curriculum is designed to meet the principles and requirements of an apprenticeship and to meet the needs of the employer. Employer engagement is generally good and improving. Where possible, apprentices work towards accredited qualifications and generally achievement rates and end point assessment outcomes are excellent.
- 2.6 Adult skills features as a key priority in several national policy areas. From the FE White Paper, the UK Shared Prosperity Fund, and the Levelling Up agenda.

### **3. New Directions College Annual Report for ACE Committee**

- 3.1 Reading Borough Council has directly delivered adult education since 1958. Today, New Directions College continues to provide a safe, empowering local space in which adults can build their confidence and capacity, learn new skills, and take steps towards further education and new employment opportunities.
- 3.2 The College currently delivers a range of informal and formal learning from entry-level courses to professional qualifications, as well as employment support, interview support and confidence-boosting programmes in a range of community settings. The College delivers courses directly and has previously subcontracted with other providers/the community and voluntary sector to deliver community learning across Reading. The core of provision is focused on skills for life; maths, English and digital skills and skills for employment and work. Our broad range of provision includes:
  - English, Mathematics (including courses delivered through Multiply – the national numeracy programme) and digital skills
  - ESOL (English for Speakers of Other Languages)
  - Vocational and technical qualifications (L1, L2, L3 & L5) in Childcare, Education, Supporting Teaching and Learning, Business Administration & Management, Hospitality and Book-keeping/accountancy
  - Apprenticeships – L2, L3 and L5
  - Family learning courses to enable parents to better support their children in literacy and numeracy (delivered in partnership with Reading Libraries and Brighter Futures for Children)
  - Provision for adults recovering from brain injury (Rosetta Life)
  - Provision for adults with a range of mental health conditions and learning difficulties and/or disabilities to develop independence, social skills and employment skills.
  - Employability and preparing for work for long term unemployed including CV and interview workshops as well as careers information advice and guidance. The college offers a range of sector-based work programmes in partnership with local employers such as Thames Water, Ikea and Crowne Plaza.
  - Courses in arts, ceramics, and other cultural and creative craft to support wellbeing.
- 3.3 New Directions College actively promotes English, mathematics and digital skills provision that is free of charge under the '**legal entitlement**' for adults to access fully funded provision if they have not yet achieved a full L2 qualification in these subjects. In

addition, and in response to the latest policy in adult learning, the College is also promoting L3 courses that are fully funded through the Lifetime Skills Guarantee/Free Courses for Jobs offer. This funds specific L3 courses for adults who have not yet achieved a L3 qualification.

- 3.4 Due to significant changes to the funding rules and regulations, the college will be pausing on subcontracting arrangements in 2023-24. However, in 2025 the College intends to award up to £100,000 to local partners and subcontractors to broaden the community learning offer across Reading. We will be looking at how we can collaborate with other council commissioning programmes such as Narrowing the Gap to maximise opportunities.
- 3.5 The main College site is at 330 Northumberland Avenue. We also deliver outreach provision at Southcote and Whitley Community Hubs, a range of Children's Centres and Libraries and within other community venues such as local church halls.
- 3.6 A large proportion of our learners are long-term unemployed, vulnerable families, people with mental health conditions, adults with special educational needs or disabilities, asylum seekers and refugees.
- 3.7 Through the ESFA grant, the college provides Additional Learner Support (ALS) funding that includes financial support with the cost of childcare, course fees and associated course expenses and travel expenses whilst accessing learning at college. The College also provides access to digital kit and equipment to support all our learners to fully participate in learning. Furthermore, the College provides all eligible learners with additional learning support that includes access to a learning support worker in and out of class, specialist dyslexia support, specialist support for the visually impaired and deaf. We also provide full assessments for dyslexia, exam access arrangements and exam concessions.
- 3.8 The current overall achievement rate for government funded education and skills at the College is 91.4% (2021-22), which is 2.6% above the last known national rate (88.8%NR 2020) and an 18% improvement since 2018 when the overall rate was 73.4%.
- 3.9 In 2021-22 the college enrolled 1246 learners on government funded further education and skills provision, 976 (78.3%) were female and 270 (21.6%) were male. This demonstrates that the service works with more female learners than the national average of 59.8% (22-23 in year data return).
- 3.10 In 2021-22, 255 (20.4% of the cohort) learners declared a learning difficulty and/or disability. This is higher than the national average of 18% of learners with LDD in 19+ education and skills. Overall, learners with LDD achieve 2.4% less than their peers without LDD at an overall rate of 89%.
- 3.11 Our learners come from a diverse range of ethnic backgrounds; the three biggest cohorts are Black/Black British, Asian/Asian British and White British. Our three biggest age cohorts are age 31-36, 37-42, and 43-48.
- 3.12 In 2021-22, the most popular courses were those in 'Skills for Life' which include English, mathematics and ESOL. This was closely followed by courses in education and training, digital skills and childcare.
- 3.13 **Enrolment figures:** Prior to Covid, the college was starting to see a general decline in overall learner numbers. In 2017-18 914 learners were enrolled, in 2018-19 730 learners were enrolled. Whilst this was in line with a national decline in adults participating in learning, the fall was at a faster rate. Covid had a significant impact on

participation and 2020-21 was still impacted by learners who were more hesitant to engage in group learning or had barriers to participating through hybrid learning. Just 323 learners enrolled. In 2021-22, the College saw a significant increase in learner enrolments at nearly 2000 which brought figures back up and beyond pandemic levels.

- 3.14 An increase in our offer of ESOL provision and a package of learner support that helped reduce fees, contributed to the rise in learner volumes. The college was also responsive to meeting the learning needs of an increase in refugees to Reading. Notably, Ukrainian and Afghan.
- 3.15 In 21-22 the College started to deliver hospitality programmes for the first time. These courses are specifically designed for adults with mild to moderate Special Educational Needs and/or Disabilities (SEND). Community learning also diversified as we began to offer community arts programmes. These included special family learning events for the Queen's jubilee and King's coronation as well as a regular art club delivered within the community.
- 3.16 The service responded well to the local demand of delivering an increased volume of ESOL classes for Ukrainian refugees and developed a partnership with a local Church group who were supporting Hong Kong Nationals with skills for employment.
- 3.17 The College's developing relationship with local employers, such as Ikea, Thames Water and Crowne Plaza and job centre plus resulted in an increased offer of employability and sector-based skills programmes for unemployed adults with potential job offers at the end. On average 43% of learners participating in these courses are offered employment with that employer or other employers by the end of their course. Furthermore, the College was invited by Job Centre Plus to deliver a weekly job club from the job centre in Reading.
- 3.18 In January 2022, the College secured over £160k in Local Growth funds through the Local Enterprise Partnership. This funding enabled the development and growth of a new partnership with Ways into Work, a local supported employment provider. The funding was used by Ways into Work to open a new Café in which learners will access work experience and job opportunities. The remaining funding will be used to install new computers and assisted technology at our main site in Whitley. Overall, the project should enable 300+ adults with SEND to access hospitality training and work experience over 5 years. This project was nationally recognised as one of the ways Reading Borough Council is building inclusive access to learning, leisure and culture at the recent LGC Awards for Diversity and Inclusion.
- 3.19 The College is now better represented at an increased number of external Boards and panels i.e., Social Inclusion Board, Mental Health and Wellbeing Board etc. which is making a significant contribution to increased partnership working, a rise in participation rates and better alignment of provision meeting local needs. In addition, the College established and chairs the Berkshire Adult Learning Officers Group, a group made up of Senior Adult and Community Learning Officers from each of the six local authorities across Berkshire.
- 3.20 In May 2022, the College introduced a new recognition scheme to recognise and celebrate the achievements and success and contribution and impact of our learners, staff, volunteers, partners, and subcontractors. In September 22 the College held the first Adult Learning Awards Ceremony at the Concert Hall in Reading. The recognition scheme runs monthly and will culminate each year in an annual awards ceremony.
- 3.21 2022-23 has seen growth in our apprenticeship delivery and recognition for the quality of our end point assessment. In November 22 the Institute of Leadership and Management formally recognised the college for '*excellence in end point assessment*'. This prestigious award is only awarded to a handful of training providers nationally. The

college is now delivering apprenticeships for other local authorities and employers, including Southampton City Council, Sandwell Council and Launchpad in Reading.

3.22 In February 2023, following a formal inspection, the college received formal accreditation with Matrix, the sector standard for providing high quality information advice and guidance.

3.23 In March 2023 the college established a new Governance Board consisting of the Lead Member for Education, Cllr Ruth McEwan, the Assistant Director for Culture and AD for Housing and Neighbourhood Services, two external representatives from the further education sector, Public Health Consultant, and the BfFC Director of Education. The Governance Board will meet 3 times a year and will:

- Provide advice and guidance for the development of adult skills and community learning across Reading
- Monitor and evaluate the portfolio of provision funded by the ESFA
- Endorse the annual accountability statement and three-year strategic plan/statement of intent for Adult Skills and Community Learning
- Review the priorities of the plan on an annual basis
- Monitor service and financial performance against an agreed set of KPIs and the quality improvement plan.
- Consider and recommend for approval by the Board the annual Self-Assessment Plan and associated Quality Improvement Plan (Ofsted requirement).

3.24 In June 2023 the college along with leisure and culture services in Reading, was formally recognised by the LGC and awarded winner of the Diversity and Inclusion category. Judges were impressed with the holistic and inclusive approach the council is taking to delivering tangible benefits and outcomes for a broad spectrum of the community, covering physical and other additional needs, tackling health inequalities and educational and skills development opportunities.

3.25 In October 2023, the college will be showcasing the history of our service and adult education at a special exhibition at Reading Museum. This forms part of the service's 65<sup>th</sup> birthday celebrations.

3.26 The 2022 Learner Satisfaction Survey results showed:

- 95% of learners enjoy learning at New Directions College (all or most of the time).
- 94% of learners would recommend us and 6% might recommend us.
- 97% of learners agree or strongly agree that Tutors listen to what they have to say in lessons.
- 92% of learners say that the College provides them with information about their next steps.
- 95% of learners say they feel safe at college (always or mostly).
- 92% of learners agree or strongly agree that the College encourages them to respect people from different backgrounds.
- 91% of learners agree or strongly agree there is someone to talk to at college if something is worrying them.
- 85% of learners agree or strongly agree the College encourages them to be independent and take on new responsibilities.
- 82% of learners say the behaviour of other learners is always good.
  
- 77% of learners say their Tutor always helps them to do their best.
- 76% of learners say the College supports them to look after their mental health and wellbeing.
- 64% of learners say the College supports them to look after their physical health and wellbeing.

### 3.27 The 2022 end of course survey results show:

- The top reason for learners studying with us is to develop in their career or to get a better job.
- Learners tell us they enjoy developing their confidence at college and that the friendly and welcoming atmosphere makes the difference.
- 96% of learners agree or strongly agree that their Tutors give them feedback on their progress.
- 94% of learners would recommend their course and 92% of learners would recommend their Tutor.
- 92% of learners agree or strongly agree there are plenty of opportunities to join discussions in class.
- 92% of learners agree or strongly agree their skills have improved.
- 92% of learners agree or strongly agree that their knowledge has improved.
- 89.5% of learners agree or strongly agree they are more confident because of learning at New Directions College.
- 87.5% of learners agree or strongly agree they had all the information they needed at the start of the course.
- 87.5% of learners agree or strongly agree the course met their expectations.
- 87.5% of learners agree or strongly agree their Tutor is a specialist
- 87.5% of learners would recommend the venue.
- 77% of learners agree or strongly agree that using IT helped them learn.

### 3.28 Comments from learners in the end of course survey 2022:

*“Although doing my course online, the support I received from my learning provider cannot be understated and I am thankful for her help, as she is a big part in my accomplishment today. If I was to suggest an improvement it would have been nice to interact with other apprentices more. I didn’t know any doing my course.” – L3 Business Admin, Apprentice*

*“Everyone in the class have been incredibly helpful and supportive. Sheila and James have always welcome us with a smile and positiveness throughout. They were incredibly supported, organised and the materials provided for us, including the online work, have always been clean, on time, relevant, appropriate, challenging and supported our own development. THANK YOU!” – Learner, GCSE Maths*

*“I really enjoyed the course Holly was kind, patient, engaging and thorough. Really appreciate the creche facilities and cannot stress highly enough that without that help and funding I would not have been able to study the course to help me change careers. Holly has been quick with feedback, encouraging and gave good constructive feedback on how to improve the work. I will miss coming to her classes and really appreciate the extra help that new Directions College has delivered in enabling parents to be able to study and help with the financial burden.” – Learner, L1 Childcare*

*“I am very happy with my tutor, Julie. She gives me a lot of confidence about my learning skills. I enjoy the class. The college makes me feel positive. The teacher creates a good atmosphere and good vibes. I feel more confident in communicating.” – Learner, Phonics*

*“I was happy to enrol on the course, having been keen for a long time, to start. However, a bit more preparation and adjustment time would have helped me as a learner on the Autistic spectrum.” – Learner, Award in Education and Teaching*

## 4. Contribution to Strategic Aims

- 4.1. New Directions College aims to deliver an outstanding quality of education that supports all our learners to achieve future social and economic prosperity. The service directly contributes to the Council’s three themes

- Healthy Environment
- Thriving Communities
- Inclusive Economy

4.2 We measure the impact of our service through the following:

- Our learners gain new skills and qualifications, report enhanced levels of knowledge and self-development, including increased resilience, confidence, and independence.
- Our learners know how to keep physically and mentally healthy and have access to education for sustainable development (ESD).
- An outstanding quality of education develops personal and social skills, including employability skills that prepare learners well for their intended job role, career aims and/or personal goals.
- Learners are and feel safe. Arrangements for Safeguarding are appropriate and effective.

4.3 These success measures are underpinned by “Our Foundations” explaining the ways we work at the Council:

- People first
- Digital transformation
- Building self-reliance
- Getting the best value
- Collaborating with others

## 5 Environmental and Climate Implications

5.1 This report is an annual update on New Directions College and does not have any environmental or climate implications.

## 6 Community Engagement

6.1 This is an annual update report on New Directions College for ACE committee. Data contained in this report is already in the public domain.

## 7 Equality Implications

7.1 This is an annual update report and does not have equality implications.

## 8 Other Relevant Considerations

8.1 This is an annual update report on New Directions College for ACE committee. There are no other relevant considerations applicable.

## 9 Legal Implications

9.1 This is an annual update report on New Directions College for ACE committee. There are no legal implications.

## 10 Financial Implications

10.1 This is an annual update report on New Directions College for ACE committee. There are no financial implications.

## 11 Timetable for Implementation

11.1 Not applicable.

## 12 Background Papers

12.1 There are none.

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**Adult Social Care,  
Children's Services and  
Education Committee**



**Reading**  
Borough Council  
*Working better with you*

**12 July 2023**

<b>Title</b>	All Age Unpaid Carers Strategy for Reading
<b>Purpose of the report</b>	To make a decision
<b>Report status</b>	Public report
<b>Report author</b> (name & job title)	Melissa Wise – Interim Executive Director of Adult Social Care & Health
<b>Lead Councillor</b> (name & title)	Cllr Paul Gittings – Lead Councillor for Adult Social Care
<b>Corporate priority</b>	Thriving Communities Thriving Communities
<b>Recommendations</b>	<ol style="list-style-type: none"> <li>1. The Adult Social Care, Children’s Services &amp; Education Committee endorses the development of an All Age Unpaid Carer’s Strategy for Reading in conjunction with key partners</li> <li>2. The Adult Social Care, Children’s Services &amp; Education Committee agrees to the planned consultation with Carers to codesign and develop the strategy for Reading.</li> </ol>

**1. Executive Summary**

- 1.1. Reading has an established Carer’s Steering Group bringing partners including Carers together to determine local need and set the direction of travel for services.
- 1.2. A deep dive document was created to better understand the needs of local Carers which highlighted the need for a cohesive strategy outlining services for unpaid carers.
- 1.3. The Carer’s Steering Group is currently carrying out a needs assessment exercise including consulting with unpaid carers and partner organisations which was launched to coincide with Carers Week (5<sup>th</sup> to 11<sup>th</sup> June). This will begin to inform the joint development of a strategy which will be owned by Reading Borough Council, Brighter Futures for Children, health partners, voluntary sector organisations and unpaid carers themselves.
- 1.4. Further codesign will take place which will result in a finalised Strategy which will be presented to the Adult Social Care, Children’s Services & Education Committee for final approval.

**2. Policy Context**

- 2.1. The Care Act 2014 gave new rights and recognition to carers, including a duty on local authorities to prevent, reduce and delay their need for support.
- 2.2. The development of this strategy aligns with Priorities set out in the Berkshire West Joint Health & Wellbeing Strategy. All five priorities within the strategy are relevant for unpaid carers.
- 2.3. Delivery of this strategy contributes to the delivery of the Thriving Communities and Inclusive Economy priorities within the Council’s Corporate Plan.

### **3. The Proposal**

#### **Identifying the Need:**

- 3.1. The Carer's Steering Group is a partnership between Reading Borough Council, voluntary sector partners, health partners and unpaid carers themselves. The group have identified the need for a Reading specific strategy to bring services together, with the voice of unpaid carers at the heart.
- 3.2. The specific areas identified by the Carer's Steering Group as needing improvement reflect challenges, we know are faced by unpaid carers nationally, including:
  - The barriers around recognising unpaid care and the role itself, many do not consider themselves as carers despite providing unpaid care for many reasons
  - The challenges around knowing what support you are entitled to and how to access it
  - Difficulties in navigating the health and social care system as an unpaid carer
  - Having your voice heard as an unpaid Carer
  - Difficulty in understanding the needs of unpaid Carers as a result of misidentification or lack of identification of Carers across the system
- 3.3. 7.5% of Reading's population provide between 9-50+ hours of unpaid care (ONS 2021 census data) which is around 13,000 people.
- 3.4. In the most recent ASCOF (Adult Social Care Outcomes Framework) data, unpaid carers accessing Adult Social Care in Reading reported a lower quality of life and consistently reported worse outcomes than the regional and national averages. (2021/22)
- 3.5. Carer identification and data collection is lacking across the Borough – the census estimated around 13,000 unpaid carers, however across our system partners the figures are not representative of this suggesting there is not a clear joined up view of the need which could be resulting in Carers not getting the support they need:
  - 3.5.1. There are currently 518 unpaid carers registered with Adult Social Care (according to 2021/22 SALT returns) who are actively caring for someone
  - 3.5.2. There are currently 1756 people receiving Carers Allowance in Reading (as of May 2022, according to the Department for Work and Pensions)
  - 3.5.3. There are currently 4,274 people registered as Caregivers in Reading on the Shared Record System (Connected Care, accessed 03/01/2023).
- 3.6. Since launching the new Reading & West Berkshire Carer's Partnership in November 2022 delivered by our Voluntary Sector Partners, 125 carers assessments have been completed and 458 carers have been supported with information and guidance (Reading data).

#### **The Strategic Framework:**

- 3.7. There is no current joint strategic document which focuses on unpaid carers in Reading, but there is a commitment for improving the experience of Carers in Reading which can be seen across various strategic documents in the system including:
  - Royal Berkshire Foundation Trust have a Carers Charter
  - Berkshire Healthcare Foundation Trust have a Friends, Family & Carers Charter and a Carers Strategy
  - Berkshire West, Oxfordshire and Buckinghamshire Integrated Care Partnership reference carers as a priority within the recent Integrated Care Partnership Strategy

#### **The Proposal:**

- 3.8. The Carer's Steering Group is proposing to use the responses and input from the needs assessment activity to inform the development of an All Age Unpaid Carers Strategy for Reading.
- 3.9. This strategy will be driven by the Carer's Steering Group and will be accountable to the appropriate governance structures to be defined through the development process to ensure the Council and Partners have oversight of delivery.

## **4. Contribution to Strategic Aims**

### **4.1. Thriving Communities**

- 4.2. Unpaid carers are at risk of facing health inequalities due to the impact of their caring role on their own health and wellbeing. Unpaid carers from lower socioeconomic backgrounds and from different cultures and ethnic backgrounds are less likely to identify as an unpaid carer and less likely to access support. This work will look to improve the visibility of carers and the support they can access, especially across groups who are more likely to be experiencing health inequalities.
- 4.3. This process will build relationships and strengthen the capacity and resilience of not only the voluntary and community sector, but the wider system/partners who are supporting carers.
- 4.4. This work will create opportunities for unpaid carers from some of our most marginalised group to be heard. Listening to unpaid carers and working with them to identify the needs they feel should be prioritised will be crucial to this work.

### **4.5. Inclusive Economies**

- 4.6. There are many unpaid carers who are also working but are struggling to maintain their employment.
- 4.7. Unpaid carers who are providing 50+ hours of unpaid care are more likely to be in from lower socio-economic areas (IMD 1 and 2). This work will encourage improved data collection and sharing which will give us better insight into the support that is needed locally to support these cohorts.
- 4.8. Local businesses and employers will be key partners in this work to promote supportive workplaces and policies for unpaid carers, promoting best practice across Reading employers.

## **5. Environmental and Climate Implications**

- 5.1. The Council declared a Climate Emergency at its meeting on 26 February 2019 (Minute 48 refers).
- 5.2. At this stage of strategy development there are no environmental or climate implications arising from the decision although these will be further considered once the Strategy has been completed.

## **6. Community Engagement**

- 6.1. Through this phase of engagement, responses are being collected via two separate surveys. One for carers who are over 18 years and one for young carers, under 18 years. There is a timetable of engagement activity that will take place between 5<sup>th</sup> June – 31<sup>st</sup> July, with members of the Carers Steering Group taking ownership of different engagement events.
- 6.2. The needs assessment surveys have been co-designed with members of the Carer's Steering Group, including Carer Leads from Royal Berkshire Foundation Trust and Berkshire Healthcare Foundation Trust, Reading and West Berkshire Carer Partnership,

Brighter Futures for Children and Adult Social Care/Reading Borough Council. There is one survey for carers over the age of 18 and another survey for young carers. Different methods of engagement will be used throughout the survey period to ensure views are captured from as wide range of Carers as possible.

6.3. The surveys are available to complete online, with a full range of accessibility options available including contacting the team by phone, requesting a posted copy of the survey or translated versions of the survey. However, consideration is given that a survey is not always a preferred or accessible option for people to share feedback. There will also be a number of more informal discussions and focus groups held in partnership with members of the Carers Steering Group as part of their existing activity.

6.4. **Young Carers:**

Brighter Futures for Children will gather further insight through focus groups and discussions with young carers they already support at their Young Carer Clubs and through the support offered by Reading Play. We will work together with BFfC partners to engage local schools with the survey as well, encouraging schools to support their students and families to engage with this activity.

6.5. **Key engagement partners:**

<b>Engagement partner</b>	<b>Method of engagement</b>
Reading & West Berkshire Carer's Partnership (includes: Communicare, Age UK Reading, Age UK Berkshire and Reading Mencap)	Mailing list send out; promotion at carers week events; sharing on website and social media; facilitating focus groups and informal discussions at support groups
Royal Berkshire Foundation Trust	Sharing on social media platforms and display screens around the hospital; sharing with internal staff carer network and with RBFT carer champions; sharing with cancer champions
Berkshire Healthcare Foundation Trust	Sharing with internal staff carer group and across services; sharing with carer support groups
Brighter Futures for Children	Sharing with staff; leading engagement sessions with young carers; sharing with parent carers through short breaks team
Berkshire West, Oxfordshire and Buckinghamshire Integrated Care Board	Sharing through GP bulletin; sharing through primary care management teams; sharing through patient voice groups
Healthwatch Reading	Sharing through mailing lists and networks; sharing with advisory board
Compass Recovery College	Sharing with participants attending sessions; sharing through mailing lists
Reading Borough Council – key departments include Adult Social Care, libraries, public health and wellbeing, New Directions	Sharing with staff; encouraging staff to support customers to engage; drop-in sessions at libraries and New Directions
Partnership forums including: <ul style="list-style-type: none"> <li>- Dementia Friendly Reading Steering Group</li> <li>- Older People's Working Group</li> </ul>	Sharing the survey and raising awareness

<ul style="list-style-type: none"> <li>- Access and Disabilities Forum</li> <li>- Mental Wellbeing Group</li> <li>- Befriending Forum</li> </ul>	
<p>Wider voluntary sector partners including:</p> <ul style="list-style-type: none"> <li>- Reading Voluntary Action &amp; social prescribers</li> <li>- Alliance for Cohesion and Racial Equality (ACRE) including Alafia and Community Health Champions</li> <li>- Autism Berkshire</li> <li>- Alzheimer’s Society</li> <li>- Fifi’s Vision</li> <li>- Citizens Advice Reading</li> <li>- Swings and Smiles</li> <li>- Together UK</li> <li>- Refugee Support Group</li> <li>- Support U</li> <li>- Thames Valley Positive Support</li> <li>- Berkshire Vision</li> <li>- Reading Association for the Blind</li> <li>- Alana House (PACT)</li> <li>- No 5 Young People</li> <li>- The Mustard Tree (Starting Point and Engage befriending)</li> <li>- Reading Community Learning Centre</li> <li>- Younger People with Dementia</li> </ul>	<p>A range of engagement methods including:</p> <ul style="list-style-type: none"> <li>- Promoting the survey to service users</li> <li>- Supporting with hosting focus groups/allowing us to attend pre-existing sessions and support groups</li> <li>- Raising awareness of the survey and the Carers Steering Group</li> </ul>

6.6. The surveys launched on Monday 5<sup>th</sup> June 2023 to coincide with Carers Week. Printed copies of both surveys were available at a Carers Week event organised by Reading and West Berkshire Carers Partnership in the Broad Street Mall and Carers Steering Group member organisations were on hand to support people to complete the survey.

6.7. The needs assessment surveys will close on Monday 31<sup>st</sup> July.

## 7. Equality Implications

7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

7.2. An Equality Impact Assessment (EIA) is not relevant to this decision not least because of the wide ranging approach to consultation being adopted. However the need will be reconsidered once the Strategy is written.

## **8. Other Relevant Considerations**

8.1. There are no other relevant considerations for this decision.

## **9. Legal Implications**

9.1. There are no legal implications for this decision.

## **10. Financial Implications**

10.1. There are no financial implications for this decision as the consultation and engagement are being funded from existing resources.

## **11. Timetable for Implementation**

11.1. The timeline for the development of the strategy is as follows:.

Activity	Expected Timeline
Needs Assessment Engagement	5 <sup>th</sup> June – 31 <sup>st</sup> July
Analysis of needs assessment responses	1 <sup>st</sup> August – 22 <sup>nd</sup> September
Strategy development with Partners	25 <sup>th</sup> September – 18 <sup>th</sup> December
First draft of strategy ready	18 <sup>th</sup> December

## **12. Background Papers**

12.1. There are none.

## **Appendices**

1. There are none.

## Adult Social Care, Children's Services and Education Committee



**Reading**  
Borough Council  
*Working better with you*

**12 July 2023**

<b>Title</b>	Updating Our Adult Social Care Strategy – 2023-2026
<b>Purpose of the report</b>	To make a decision
<b>Report status</b>	Public report
<b>Report author</b> (name & job title)	Melissa Wise, Interim Executive Director – Adult Social Care & Health Amanda Nyeke, Public Health & Wellbeing Manager
<b>Lead Councillor</b> (name & title)	Cllr Paul Gittings, Lead Councillor for Adult Social Care
<b>Corporate priority</b>	Thriving Communities
<b>Recommendations</b>	<ol style="list-style-type: none"> <li>1. That the Adult Social Care, Children’s Services &amp; Education Committee note the plans underway to develop Reading’s Adult Social Care Strategy and the associated timescales.</li> <li>2. That the Adult Social Care, Children’s Services &amp; Education Committee approve the request to consult with Reading residents including those who use Adult Social Care services to gather insights and views to codesign the strategy and its priorities.</li> </ol>

### 1. Executive Summary

- 1.1. The purpose of this report is to provide an overview of the progress made in the development of Reading's Adult Social Care (ASC) strategy and to seek permission to proceed with the next crucial phase of stakeholder engagement and codesign with residents as part of a broader Adult Social Care Conversation.
- 1.2. This report highlights milestones achieved to date to identify the initial priorities and vision for the strategy. It also includes the planned process of coproduction, alignment with preparation for the Care Quality Commission Assurance, and opportunities gained from this collaborative approach.

### 2. Policy Context

#### National Context

- 2.1. Inequalities have been exacerbated by the COVID-19 pandemic, as such, those that may have previously been less likely to receive quality care continue to be disproportionately affected by the pandemic, even in recovery.<sup>1</sup>
- 2.2. The statutory framework for Adult Social Care (the Care Act 2014) establishes a framework for how local authorities must provide social care services. Two of the key principles within the Care Act relate to Empowerment and Partnership ensuring that people are empowered to make their own choices about their care and support and services are developed in partnership with them as experts. Coproduction forms a clear

<sup>1</sup> Care Quality Commission (2021), The state of health care and social care 2020/21, [https://www.cqc.org.uk/sites/default/files/20211021\\_stateofcare2021\\_print.pdf](https://www.cqc.org.uk/sites/default/files/20211021_stateofcare2021_print.pdf)

role for Local Authorities in embedding the Care Act into practice and meeting our statutory duties.

- 2.3. The Health & Social Care Act 2022 sets out the ambition for the biggest reforms across the Health & Social Care System in nearly a decade, laying the foundations to improve health outcomes by joining up NHS, social care and public health services at a local level and tackling growing health inequalities. The Act also creates a new duty for the Care Quality Commission to review local authorities' performance in discharging their adult social care functions under the Care Act 2014.

### **Local Context**

- 2.4. The Berkshire, Oxfordshire & Berkshire West (Reading, West Berkshire & Wokingham) Integrated Care Partnership have published an 'Integrated Care Strategy'. This strategy outlines the commitment to work in partnership to improve peoples health and wellbeing across the area including seeking to address the health inequalities experienced by different groups. This includes ensuring people who live in these areas have access to the right support when they need it. Adult Social Care plays a key role in realising this ambition and we will ensure that our Strategy is aligned with the intentions outlined.
- 2.5. The population of Reading is estimated to be 174,224 and it is currently the fourth most densely populated of the South East's 64 local authority areas.<sup>2</sup> Reading has a relatively young population and a smaller proportion of older people compared to nationally (18.6%), with 12% of the population aged 65 and over, however, a higher average of persons aged 15-64 (70%) compared to the South East (63.1%) and nationally (64.2%). Reading's older age population (65+) is predicted to increase to 166,890 by 2043, accounting for 18.1% of Reading's population compared to 12% in 2021.
- 2.6. As the population is ageing, most of the projected rise in demand in Reading comes from older adults (65+), with the most common needs related to physical support needs, mental health conditions, learning disabilities and support with memory and cognition<sup>3</sup>. Adults' Services received 3860 new requests for support in 2021-22, 2.2% of the population in Reading, of which the majority (67%) are older people (65+). In this group, 2260 people requested support in 2017-8 compared with 2630 in 2021-22.

## **3. The Proposal**

### **Progress to Date**

- 3.1. Progress has been made in the development process of Reading's Adult Social Care (ASC) strategy which includes:
  - a. **Workshops with Senior Adult Social Care Colleagues:** Several workshops were conducted to engage senior colleagues within the adult social care department. The purpose of these workshops was to gather their insights and expertise regarding the strategic priorities that should be considered in the development of the ASC strategy. Valuable discussions took place, resulting in the identification of key focus areas and initial proposed priorities.
  - b. **Team DACHS Staff Workshop:** A dedicated workshop was organized for Team DACHS staff members. Team DACHS plays a crucial role in delivering adult social care services in Reading. The workshop aimed to harness their experience and perspectives to develop the initial vision and draft priorities for the strategy. The workshop facilitated active participation, idea-sharing, and collaborative discussions to shape the strategic direction of the strategy.

### **Coproduction Process**

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<sup>2</sup> Census 2021. <https://www.ons.gov.uk/visualisations/censuspopulationchange/E06000038/>

<sup>3</sup> NHS Digital 2022. Short and Long Term (SALT) data sources for the Adult Social Care Outcomes Framework (ASCOF) 2021-22. SALT+sources+for+ASCOF+2021-2022+v1.0.pdf

- 3.2. The development of the strategy will be guided by a coproduction approach. This inclusive process will involve engaging people who use Adult Social Care services, carers, staff, and stakeholders to ensure diverse perspectives are incorporated into the strategy. The coproduction process will be facilitated through workshops, focus groups, and consultation sessions. We will also use this as an opportunity to talk to Residents more generally about Adult Social Care.

#### **Alignment with CQC Assurance**

- 3.3. The ASC strategy is being developed with a commitment to aligning it with the Care Quality Commission's (CQC) assurance framework which in turn aligns with the Care Act 2014. By being mindful of the regulatory requirements, the strategy will reflect national guidelines and demonstrate our commitment to meeting the highest standards of care provision.

#### **Opportunities Arising from the Process**

- 3.4. The coproduction process of developing the strategy presents several opportunities for ASC and the wider community:
- a. **Enhanced Engagement:** Engaging people who use Adult Social Care services, carers, and other relevant stakeholders fosters a sense of ownership and empowerment, leading to improved outcomes and better service provision.
  - b. **Improved Service Delivery:** By incorporating diverse perspectives, we can identify areas for improvement and develop innovative approaches to service delivery, ultimately enhancing the quality of care.
  - c. **Stronger Partnerships:** Collaborating with stakeholders builds stronger partnerships within the community, contributing to joint working and integrated care provision.
  - d. **Innovation and Efficiency:** The coproduction process encourages new thinking and a willingness to challenge traditional approaches which can lead to the identification of more efficient and effective ways of delivering services.

To ensure wider community involvement and gather additional feedback, we request permission to proceed with the engagement and consultation phase of the ASC strategy development. Insights gained from the workshops conducted to date will serve as a foundation for the engagement sessions with additional feedback then informing the draft strategy and consultation process.

#### **Next Steps**

- 3.5. The following steps will be taken forward:
- a. **Planning and Scheduling:** A comprehensive plan will be developed, outlining the timeline, methods, and target audiences for the engagement and consultation phases.
  - b. **Testing Vision & Priorities and Draft Strategy Distribution:** The draft Adult Social Care Strategy, including the identified priorities and vision, will be shared with stakeholders, community organizations, people who use Adult Social Care services, carers, and other relevant parties for their input.
  - c. **Feedback Collection and Analysis:** A structured process will be implemented to collect and analyse feedback and suggestions received from stakeholders, enabling us to capture their valuable insights. This feedback will inform the draft and final strategy.
  - d. **Strategy Refinement:** Insights and recommendations gathered will be carefully reviewed and considered to refine and shape the ASC strategy.
  - e. **Finalising the strategy:** The strategy will be updated based on the feedback and prepared for the next stages of implementation and approval.
- 3.6. The development of Reading's ASC strategy through coproduction is a milestone in our commitment to providing person-centred care. By aligning the strategy with the CQC assurance framework, we aim to ensure that our services meet the highest standards of quality and safety. We anticipate that the coproduction process and subsequent

consultation phase will lead to improved service delivery, stronger partnerships, and positive outcomes for the residents of Reading.

- 3.7. Once permission is granted, work will commence to plan and schedule engagement sessions and the consultation phase. This will include distributing the draft vision statements and priorities of the strategy, engaging with stakeholders and community organizations, and collecting feedback from people who use Adult Social Care services, carers, and other relevant parties. This will be followed by the writeup and sharing of a draft strategy. The insights gathered from these engagement sessions along with the consultation process will play a vital role in refining and shaping the final version of the strategy.

#### **4. Contribution to Strategic Aims**

- 4.1. The development of the strategy working in collaboration with key partners across the Health, and Voluntary sector will ensure that Strategic Aims set out in the Reading Borough Council Corporate Plan are met:

##### **Thriving Communities**

- Committed to tackling inequality in our society, to ensure everyone has an equal chance to thrive whatever their economic, social, cultural, ethnic or religious background.
  - Prioritising the needs of the most marginalised groups and the most vulnerable adults and children in our communities.
  - Tackling the effects of the pandemic, such as increased unemployment, long term health problems, mental health issues and social isolation.
- 4.2. Furthermore the following ambitions will be realised through the strategy.
- To promote equality, social inclusion and a safe and healthy environment for all
  - Contributions to Community Safety, Health and Wellbeing of residents.

#### **5. Environmental and Climate Implications**

- 5.1. There is no environmental or climate implications arising from this report.

#### **6. Community Engagement**

- 6.1. Those with lived experience including those with social care needs, carers, staff and other relevant stakeholder will be engaged throughout the development of the strategy. This will contribute towards the success of the strategy and its implementation.

#### **7. Equality Implications**

- 7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
  - foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

- 7.2. It is not considered that an EIA is required for the decisions being made in this report.

#### **8. Other Relevant Considerations**

- 8.1. There are no other relevant considerations for this report.

#### **9. Legal Implications**

- 9.1. There are no legal implications for this report.

#### **10. Financial Implications**

- 10.1. There will be a cost to facilitate coproduction in order to compensate volunteers for their time and contributions as appropriate as well as in developing an easy read version of the strategy upon completion. These costs will be met within the Adult Social Care existing budgets.
- 10.2. There are currently no identified budget implications regarding the development of the strategy. The care and support needs of people who require social care are met as per our legal duties.

## 11. Timetable for Implementation

### 11.1 Proposed timeline for strategy development process until December 2023:

Phase	Key Steps	Timeline
<b>Phase 1: ESTABLISHING PRIORITIES AND VISION</b>		
- Kick-off meeting	- Establish the Adult Social Care Strategy Steering Group	June 2023
- Research and data analysis	- Conduct initial research and data analysis	June - July 2023
- Identify and testing priorities and vision	- Identify key themes, priorities, and vision for the strategy	June - July 2023
- Stakeholder validation	- Engage with service users, carers, and stakeholders for validation	July - August 2023
<b>Phase 2: DEVELOPING THE DRAFT STRATEGY</b>		
- Draft strategy development	- Develop a draft strategy based on established priorities and vision	August - September 2023
- Stakeholder engagement and coproduction	- Conduct workshops, focus groups, and online engagement and coproduction	September - October 2023
- Collaborate with partners	- Gather insights and feedback from partner organizations	September - October 2023
- Review and refine	- Review and analyse data, insights, and stakeholder feedback	October - November 2023
<b>Phase 3: REFINING AND FINALIZING THE STRATEGY</b>		
- Stakeholder input	- Share revised draft strategy with Steering Group and stakeholders	November 2023
- Targeted engagement	- Conduct additional engagement activities for specific feedback	November 2023

- <b>Formal consultation</b>	- Conduct public consultations and surveys	November - December 2023
- <b>Review and adjust</b>	- Review and analyse all feedback received	December 2023
- <b>Finalize the strategy</b>	- Make necessary adjustments and finalize the strategy document	December 2023
<b>Phase 4: APPROVAL AND ADOPTION</b>		
- <b>Political/corporate review and feedback</b>	- Present finalized draft strategy for political review and feedback (DMT, CMT, ACE, H&WB)	December 2023
- <b>Revisions, if necessary</b>	- Address concerns and recommendations from the approval process	December 2023
- <b>Formal consideration and adoption</b>	- Revise the strategy based on feedback	December 2023
	- Present the ratified draft strategy for formal adoption	December - January 2024

This is an initial estimated timeline provided based on a general understanding and may vary depending on the specific circumstances and requirements of the Adult Social Care Strategy development process, in particular the coproduction and engagement phased.

## 12. Background Papers

12.1. There are none.

## Appendices

1. Appendix 1: The draft summary from workshops held to date to develop drafts strategy visions and identify priorities.

## TEAM DACHS Adult Social Care Vision and Priorities Workshop results:

Team DACHS meeting workshop on the ASC Strategy Vision and Priorities results were analysed, and themes/trends identified. Results are reported below:

**WORKSHOP VISION PROPOSALS:** Themes and example proposed vision statements that show the most highlighted needs:

- 1. Person-centred care:** Results emphasized the importance of providing care that is centred on the needs of individuals and informed by the people who use services.  
*"Enabling people to remain independent and to reach their potential by building resilient communities and making the most of individual strengths."*
- 2. Safety and well-being:** Results emphasized the importance of providing care that is safe and promotes the well-being of individuals.  
*"Providing quality and inclusive assessment and support services."*
- 3. Inclusivity and diversity:** Results emphasized the importance of promoting inclusivity and diversity in care provision, to achieve less deprivation and a more diverse, inclusive society.  
*"Achieve less deprivation, more diversity and inclusivity."*
- 4. Independence & empowerment:** The importance of enabling people to remain independent and to reach their potential by building resilient communities and making the most of individual strengths.  
*"Empowering service users to meet their full potential and remain independent in their own home."*
- 5. Collaboration and co-production:** Results emphasized the importance of collaboration and co-production between individuals, families, communities, and partners in delivering high-quality and safe services.  
*"We understand and respond appropriately to the expressed needs of residents providing high quality, safe services in collaboration with individuals, families, communities and partners."*
- 6. Early intervention and prevention:** The importance of early intervention and prevention, to support individuals to achieve the best possible outcomes and prevent the development of care and support needs.  
*"Reading working on empowering, safeguarding residents with clear guidelines and support, along with preventing the development of care and support needs with early intervention."*
- 7. Excellence and quality:** The importance of providing high-quality and excellent services that meet expectations.  
*"High quality services that are inclusive and support vulnerable residents in Reading."*

### Compiled example vision statements using information obtained from the workshop:

1. Our vision is to provide safe, effective, and person-centred care that is co-produced and collaboratively delivered, ensuring the appropriate service for everyone in a clearly communicated timeframe.
2. **We aim to empower and support Reading residents to live the way they want to, enabling them to remain independent and reach their potential by building resilient communities and making the most of individual strengths.**
3. Our vision is to promote and embed clear and supportive services to promote safety and independence, helping our communities to remain healthy, inclusive, and well-supported.
4. To achieve less deprivation and more diversity and inclusivity, investing in a realistic and sustainable service for staff and residents, and adopting high standards of work and quality to deliver a service that Reading residents are proud of.
5. We want to be a leading light of service to and within the community, providing high quality, safe services in collaboration with individuals, families, communities, and partners, promoting wellbeing and good mental health outcomes with a preventative focus.

6. Our vision is to support the local population to live healthy and independent lives, promoting and embedding clear and supportive services to promote safety and independence, empowering service users to meet their full potential and remain independent in their own home.
7. Our vision is to ensure that Reading is a place where people and community strive and thrive for wellbeing and prosperity for everyone. We aim to enable people to live fulfilling lives so they can contribute to their communities, and to deliver high quality and inclusive care/support services that feels safe and promotes independence for individuals whilst supporting carers through coworking.
8. **Our vision is to understand and respond appropriately to the expressed needs of residents, providing safe and effective care that is informed by people that use services, empowering all to live well, safely, and more independently in Reading.**
9. We strive for excellence in our work, understanding each other, showing that we are listening, enabling us to deliver a realistic and clear strategy based on the real situation in Reading, which meets expectations, supports, and makes people aware that they have strength to do more for themselves.

**The proposed visions highlight the need for a realistic and clear strategy that is based on the real situation in Reading, with a focus on collaborative and person-centred care provision that supports the well-being and independence of individuals, while also promoting inclusivity, diversity, and early intervention.**

#### **PRIORITIES ANALYSIS RESULTS:**

**Patterns and trends from the information gathered in the workshop to identify priorities for the adult social care strategy are reported below:**

1. **Prevention and early intervention:** Prevention is a recurring theme, with a focus on investing resources into preventing crises rather than recovery. The workshop participants emphasized the need for accessible early intervention, timely and responsive assessment and intervention, secondary prevention, effective networking and partnerships, and evidence-based intervention to prevent and reduce the need for care services.  
**Aim:** To focus on primary and secondary prevention, timely and responsive assessments and interventions, evidence-based approaches, and accessible early support and ongoing care. This includes promoting meaningful independence, ensuring preventative services are easily available, and engaging with service users to co-produce solutions.
2. **Workforce** (development and retention): Workforce development, recruitment and retention of staff are critical priorities, with an emphasis on staff retention, career pathway for qualified and non-qualified staff, more money for staff retention, effective workforce who are skilled and supported, CPD time for staff, and a healthy workforce. Suggests a need for strategies that prioritize the recruitment, training, and retention of skilled staff, as well as for efforts to create clear career paths and opportunities for staff to develop and advance.
3. **Partnership working/Relationships:** Collaboration and partnership working are essential in delivering effective adult social care services, with a focus on collaborative working with public health and healthcare services including residents, effective networking and partnerships, and partnership working with carers.  
**Aim:** To collaborate with healthcare services, residents, carers, and other teams and services to build relationships, promote joint working, and ensure service user voice is heard and their needs are met.
4. **Personalisation/Person-centred support:** Importance of providing support that is tailored to the individual needs and preferences of service users, with multiple references to personalized support and the need to promote meaningful independence. Includes efforts to ensure that services are accessible and responsive to the needs of different individuals and communities.
5. **Safeguarding and quality improvement:** The importance of robust safeguarding arrangements was highlighted, with a focus on safeguarding vulnerable people in the community, as well as for efforts to improve quality and consistency of practice. Includes efforts to ensure that services are safe and consistent, with a focus on quality and engaging with carer groups and that staff can provide high-quality care.  
**Aim:** To implement robust safeguarding arrangements, ensure safe and consistent practices, streamline processes, and promote personalised support that meets the needs of each individual.

**Additional identified potential priority areas based on the identified patterns and trends from the data:**

- 1. Communication and engagement:** Communicate effectively with all stakeholders, including carer groups, the community, and the workforce, and build the brand to better inform people of what is available.
- 2. Resource allocation:** Provide more working face-to-face, enable control and enablement opportunities for all, and invest in prevention to reduce the need for crisis intervention.  
Providing more employment, supported living and respite services, including ensuring easy access to mental health diagnoses.
- 3. Clarity on direction of travel:** Establish clear policies, strategy, and frameworks, while also promoting lifelong pathways and sustainable caseloads. Streamlining processes, improving assessment and intervention timelines, and providing post-intervention support to make it quicker to help and support people.
- 4. Knowing our purpose and building the brand** - Building a strong brand and engaging with carer groups and the wider community to raise awareness of available services and improve information available to carers.

The identified priority areas aim to promote a healthy, resilient, and supportive community where vulnerable people are safeguarded and their needs are met through prevention, early intervention, and personalised support.

**Pre proposed priority area ranking outcome from voting conducted:**

**Ranked priority areas:**

- 1 - WORKFORCE** (A valued, dynamic, diverse, and well-trained workforce)
- 2 - PREVENTION AND EARLY INTERVENTION**
- 3 - SAFEGUARDING** (commitment to preventing, detecting, and reporting neglect and abuse)
- 4 - PERSONALISED AND RESPONSIVE CARE PROVISION** (ensure everyone’s voice is heard)
- 5 - SUPPORT CARERS** (Informal Carers, Care Providers) - A caring and supportive community that values and recognizes the contributions of informal carers
- 6 - An efficient, sustainable system which delivers high quality care and value for money for all**
- 7 - PLACE BASED LOCALITY WORKING** (work collaboratively and to make best use of the assets we have in our local area)

## Additional proposed priorities include (please rank these in priority order):



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## Adult Social Care, Children's Services and Education Committee



**Reading**  
Borough Council  
*Working better with you*

**12 July 2023**

<b>Title</b>	Children with SEND Accessibility Strategy 2023-2025
<b>Purpose of the report</b>	To make a decision
<b>Report status</b>	Public report
<b>Report author</b>	Brian Grady
<b>Lead councillor</b>	Ruth McEwan, Lead Councillor for Education and Public Health
<b>Corporate priority</b>	Inclusive Economy
<b>Recommendations</b>	The Committee is asked to: 1. Approve the Children with SEND Accessibility Strategy 2023-2025

### 1. Executive summary

The strategy Children with SEND Accessibility Strategy 2023-2025 sets out how Brighter Futures for Children on behalf of Reading Borough Council complies with the legal requirement to ensure equality of access to education for Reading children with disabilities. The strategy details which parties are responsible for ensuring which provisions are in place, and provides guidance to schools as to how they can seek support from Brighter Futures for Children on behalf of Reading Borough Council in order to ensure that they are compliant.

### 2. Policy context

2.1. The Council's new Corporate Plan has established three themes for the years 2022/25. These themes are:

- Healthy Environment
- Thriving Communities
- Inclusive Economy

2.2. These themes are underpinned by "Our Foundations" explaining the ways we work at the Council:

- People first
- Digital transformation
- Building self-reliance
- Getting the best value
- Collaborating with others

2.3. Full details of the Council's Corporate Plan and the projects which will deliver these priorities are published on the [Council's website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective and economical.

### 3. The proposal

3.1. For committee to note the updated Children with SEND Accessibility Strategy 2023-2025. This Strategy was last considered and noted at ACE Committee in July 2021. It has been updated to reflect the further developed Local Offer and to recognise the adoption of the Reading Area SEND Strategy 2022-2027, which was agreed by Reading Borough Council, Brighter Futures for Children and NHS Buckinghamshire, Berkshire and Oxfordshire Integrated Care Board through Reading Health and Wellbeing Board in January 2022.

3.2. For further details see main report.

#### **4. Contribution to strategic aims**

4.1. This strategy contributes to both the 'Thriving Communities' and 'Inclusive Economy' strategic aims.

4.2. This strategy seeks to ensure that all children with disabilities are provided with meaningful equality of access to the full range of educational opportunities available to Reading children. Through this, this strategy seeks to reduce inequality within society.

4.3. As reported to Committee through the Annual School Standards report, presented alongside this report, our accessibility strategy contributes to our work with schools tackling a range of risks of disadvantage, removing physical and non-physical barriers for our children to engage in learning for example by ensuring our schools focus on developing inclusive curricula and inclusive learning.

4.4. Whilst this strategy relates to Reading Borough Council-maintained community schools, the Director of Education supports and challenges Academies and Multi Academy Trust schools to meet the same standards.

4.5. Delivery of this strategy is through the SEND strategy 2022-2027. Update on the strategy has been reported to HWBB and an update on progress on the strategy will also come to ACE Committee in October.

4.6. This strategy seeks to ensure that disability is removed as a barrier to engagement for our children by providing clear guidance to educational providers regarding the law, and also regarding what support is available to them from BFfC to help ensure their environments are truly accessible to all children. This strategy seeks to prioritise the needs of children who have historically been marginalised within UK society.

#### **5. Environmental and climate implications**

5.1 It is not foreseen that there will be adverse environmental implications associated with this strategy. If all Reading schools were made fully accessible to children with disabilities, this could plausibly cause a reduction in CO<sub>2</sub> emissions as the use of taxis to transport children with SEND out of Reading to access more accessible provision could be reduced. In addition to this, if existing capacity in mainstream provision were made accessible to children with disabilities in Reading, this could obviate the need for the construction of new buildings.

#### **6. Community engagement**

6.1. Relevant Reading Borough Council service leads, schools, parents and carers, children and young people and NHS Buckinghamshire, Berkshire and Oxfordshire Integrated Care Board have contributed to the development of the accessibility strategy through the development of the local area SEND Strategy 2022-2027.

#### **7. Equality impact assessment**

7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

7.2. The Accessibility Strategy is expected to have a continued differential positive impact for people with the protected characteristic of a disability.

## **8. Other relevant considerations**

8.1. No other relevant considerations have been identified regarding this report.

## **9. Legal implications**

9.1. The requirement to have an accessibility strategy is set out in Schedule 10 of the Equality Act 2010 and specifically relates to pupils with a disability.

## **10. Financial implications**

10.1. There is no direct financial impact of the Accessibility Strategy for Reading Borough Council. Capital investment to support schools to be inclusive is subject to the Capital finance governance and decision-making procedures of the Council, and is set out in the School Access Framework attached to the Strategy. Reading Borough Council capital spend on accessibility improvements is made through the Capital programme process reported to Policy Committee.

## **11. Timetable for implementation**

11.1. This Strategy will be effective from 2023 until 2025.

## **12. Background papers**

12.1. There are none.

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# Children with SEND Accessibility Strategy 2023 to 2025

## **SUMMARY**

This Strategy sets out on behalf of Reading Borough Council and Brighter Futures for Children, the steps to be taken to ensure pupils with Special Educational Needs and/or Disabilities (SEND) can fully participate in the education provided by their Reading community school, and to ensure that pupils with SEND can enjoy all other benefits, facilities and services that the school provides for its pupils. This strategy succeeds the previous Strategy agreed by ACE Committee in July 2020

## **OWNER**

Brian Grady, Director for Education

## **VERSION**

V1.0

## **DATE**

01 June 2023

## **REVIEW**

June 2024

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## Background

### 1. Legislation

The requirement to write an accessibility strategy is set out in Schedule 10 of the Equality Act 2010 and specifically relates to pupils with a disability.

Unlike the rest of the Equality Act which has a focus on equal treatment, the sections relating to disability in addition recognise that a person with a disability may have to be treated more favourably than someone who does not have a disability, in order to avoid substantial disadvantage.

Where a school in its normal practice does something that might put a disabled child at a substantial disadvantage compared with those who are not disabled, they must take reasonable steps to avoid that disadvantage.

### 2. Reasonable adjustments

Taking reasonable steps to avoid substantial disadvantage is often known as a 'reasonable adjustment'. Both local authorities and schools must adhere to the reasonable adjustment duty. The Strategy sets out the steps that need to be taken to ensure pupils with a disability can fully participate in the education provided by a school and that they can enjoy the other benefits, facilities and services that the school provides for its pupils.

Disability in its broadest sense covers:

- physical impairments
- learning difficulties
- sensory impairments
- mental impairments

Under the Equality Act, a person has a disability 'if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

Whilst the accessibility strategy relates to maintained schools, many of the support arrangements made by the local authority will also benefit disabled pupils attending academies and free schools in Reading

## Local Context

### 3. Reading Accessibility Strategy

All local authorities must therefore have an accessibility strategy for the schools it's responsible for. This is a requirement of law, as set out in the Equality Act 2010.

Accessibility strategies don't apply to academies or free schools. However, all schools, including academies and free schools, must have an accessibility plan which is based upon the same principles as an accessibility strategy.



The Local Authorities accessibility strategy explains how over time, it will support the schools it's responsible for in order to:

- increase access to the curriculum for disabled pupils
- improve the physical environment of schools to increase access for disabled pupils
- make written information more accessible to disabled pupils by providing information in a range of different ways

#### 4. Refreshing the Strategy

- The current strategy has been refreshed, and will be presented to the ACE Committee in July this year.

## The Reading Area Strategy for SEND 2022-2027 and Vision for SEND

Our Area SEND Strategy 2022/2027 was agreed by Reading Borough Council, Brighter Futures for Children and NHS Buckinghamshire, Berkshire and Oxfordshire Integrated Care Board through Reading Health and Wellbeing Board in January 2022.

Our strategy for children with Special Educational Needs and/or Disabilities (SEND) is rooted in our vision for Reading's children and young people. It reflects the outcome of the June 2021 local area inspection and the key areas for development identified through that report:

*All children and young people with SEND will be supported through the provision of the right support at the right time to be as independent as possible and have their emotional, social and physical health needs met. They will have choice and agency as they grow into adult life and be able to access and navigate services to lead rich and fulfilling lives and flourish in a healthy, thriving and inclusive borough.*

We will do this by ensuring:

- *SEND is everybody's business, embedded in the practice of all those that work with children, young people and families.*
- *"Co-production" happens at every level -"working with" children and families not "doing to". Co-production at the heart of what we do: changing the way in which we work together with families operationally and strategically.*
- *We deliver the right support in the right place at the right time, ensuring the availability and development of high quality universal and specialist provision to meet needs locally.*
- *We improve outcomes for children and young people. We focus on working together to identify and assess needs early, and through transparent and evidenced based decision making, ensuring equitable resource allocation to meet agreed outcomes and support aspirations.*
- *Unlocking all the resources in the borough of Reading*

The Reading area SEND Strategy 2022-2027 identifies key priorities which are being delivered through the following priority area work strands:

- Strand 1: Improving communication
- Strand 2: Early intervention through to specialist provision
- Strand 3: Consistent approaches to emotional wellbeing
- Strand 4: Preparing for adulthood
- Strand 5: Support for families / short breaks

Delivering on the SEND strategy vision to safeguard and protect those that are most vulnerable, providing the best life through education, early help and healthy living, our Accessibility Strategy demonstrates our continued commitment to provide the best education possible to all children and young people with SEND in Reading - to enhance their life chances, prepare them for adulthood and enable them to contribute to their community. To achieve this vision, we will:

- Work in partnership with the schools for which we are responsible, and with those we aren't, to meet the legal duty and to ensure they do not disadvantage or discriminate against a disabled pupil,
- Work with other services to identify and plan for the needs of disabled pupils more generally,
- Work with schools and school governors to agree reasonable adjustments and to improve the physical environment of schools to allow disabled pupils full access to school facilities, activities and to participate fully in the school curriculum.

## What does the Accessibility Strategy cover?

This Accessibility Strategy addresses the parts of the Equality Act 2010 relating to children and young people with disabilities and their access to:

- Maintained schools, including maintained nursery schools
- Early years settings that receive funding via Brighter Futures for Children.

**Local Authority Accessibility Strategies do not apply to academies or free schools (mainstream or special)**, although many of the support arrangements made by Brighter Futures for Children and Reading Borough Council for maintained schools will also benefit disabled pupils attending academies and free schools. Academies and free schools are responsible for developing their own strategies.

All schools, including academies and free schools, must have an accessibility plan which is based upon the same principles as an accessibility strategy.

## Definition of Disability

Under the Equality Act (2010), a person has a disability, 'if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

A disability can arise from a wide range of impairments including:

- physical impairments;
- learning disabilities;
- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME), chronic fatigue syndrome (CFS), fibromyalgia, and epilepsy;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- mental health conditions with symptoms such as anxiety, low mood, panic attacks, phobias, or

- unshared perceptions; eating disorders; and some self-harming behaviour;
- mental illnesses, such as depression and schizophrenia.

## Legislation

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced the single Public Sector Equality Duty or 'general duty' that applies to public bodies, including maintained schools, academies and Free Schools and which extends to all protected characteristics – race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, marriage and civil partnership, and gender re-assignment. The combined equality duty came into effect in April 2011.

Under the Equality Act (2010) Schedule 10 local authorities are **required in law** to have an accessibility strategy for the schools for which they are responsible. Schedule 10 sets out what must be included in the strategy including the steps being taking to:

- a) increase the extent to which disabled pupils can participate in the schools' curriculum;
- b) improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
- c) improve the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

Unlike the rest of the Equality Act which has a focus on equal treatment, the sections relating to disability are different and recognise that a person with a disability may have to be treated more favourably than someone who does not, in order to avoid substantial disadvantage.

Where a school does something that might put a disabled child at a substantial disadvantage compared with those who are not disabled, they must take reasonable steps to avoid that disadvantage. Substantial is anything more than minor or trivial.

## Reasonable Adjustments

The law on reasonable adjustments is anticipatory; it requires local authorities and schools to consider the needs of potential disabled pupils in addition to those already attending the school.

Local authorities, schools and settings must take reasonable steps to avoid substantial disadvantage by making reasonable adjustments. This means taking positive steps to ensure that disabled pupils can fully participate in the education provided by a school and that they can enjoy the other benefits, facilities and services that the school provides for its pupils. Schools have a duty to plan better access for disabled pupils generally through their accessibility plan.

Failure to make a reasonable adjustment is a form of discrimination under the Equality Act.

## Pupils with Medical Conditions

Schools should implement the Statutory Guidance: 'Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (December 2015). <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

## Planning Duty

As set out in the Equality Act (2010) Schedule 10 of the Act identifies three strands which schools and local authorities must address in their accessibility plans/ strategies:

1. increasing the extent to which disabled pupils can participate in the schools' curriculum;
2. improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools; and
3. improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.

Schools must also have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document or may be published as part of another document such as the school development plan.

Local authorities must prepare accessibility strategies based on the same principles as the accessibility plans for schools.

## Further Guidance

Guidance on the planning duties and wider compliance with the Equality Act as applicable to both schools and local authorities can be found in "Equality Act 2010: advice for schools" which was published in February 2013.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

## Implementing the Accessibility Strategy

Our Graduated Response Guidance provides guidance to schools and settings on inclusive practice against the 4 areas of need set out in the SEND Code of Practice (2015). This aims to support consistent practice across schools and settings.

There are a number of Accessibility Audit Tools that are accessible to schools (for example through 'The Key' and which they are encouraged to use to assess their inclusivity and inform their SEND Information Report and Accessibility Plans. An example Accessibility Audit Tool is available on the Local Offer and BfC website.

### 1. Increasing the extent to which disabled pupils can participate in the schools and early years curriculum

All children and young people should have access to high quality teaching that focuses on inclusive practice and breaks down and removes barriers to learning.

Schools should:

- have regard to national and local guidance on meeting the duties set out in the Equality Act 2010 and the Children and Families Act 2014;
- provide a broad and balanced curriculum for all pupils and increase access for pupils with SEND through:



- quality first teaching,
  - relevant and challenging adapted learning opportunities that take account of the pupils' needs,
  - enabling participation in after school, leisure, sporting and cultural activities / school visits organised by the school.
- include improvements that increase access to the curriculum in their accessibility plan and ensure this is published on their school website;
  - plan for and teach children with SEND through a range of interventions and teaching strategies, including implementing the Reading Graduated Response Guidance;
  - establish effective ways of assessing and monitoring the progress of pupils with SEND as well as other vulnerable groups;
  - evaluate outcomes for pupils with SEND and adapt provision to ensure these are improved;
  - implement the statutory guidance for governing bodies of maintained schools and proprietors of Academies in England on Supporting pupils with medical conditions (December 2015);
  - make sure there's effective and tailored support for pupils with SEND in transition;
  - apply school budget and SEND funding appropriately, making sure pupils with SEND are not disadvantaged in comparison to non-vulnerable groups;
  - monitor and review the skills and expertise of staff to support pupils with disabilities and provide effective professional development for staff and governors;
  - involve parents and carers in decision making and keep them informed of progress;
  - comply with the statutory duty set out in the Exclusion Guidance (September 2017): "not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion". The Therapeutic Thinking Schools approach is supportive of this duty,
  - provide access to full time education and ensure that children are not missing education.

Brighter Futures for Children works with partners to:

- build capacity in mainstream schools and settings through the provision of specialist advice, services and access to training, for example Sensory Consortium Service, and NASEN. This may be provided from internal or commissioned services, commissioned outreach from special schools. Where specific expertise is not available through these means, this will be sought externally,
- support school leaders, including Special Educational Needs Coordinators (SENCOs), in relation to expected practice (the Graduated Response Guidance) and support available through BFfC and partners, including providing an example inclusion audit tool,
- provide a Local Offer of services and provision that is available and accessible to children and young people with SEND,
- keep the SLA and service specification for therapy services under review through monitoring arrangements to ensure it meets the needs of the Local Area,
- offer and facilitate CPD opportunities for school staff to support and enhance the understanding of accessibility in the curriculum,
- provide opportunities for governor training in relation to increasing access to the curriculum,
- facilitate outreach support from special schools and schools with specialist provision to enable mainstream schools to better support children with disabilities, learning through the experience of special schools and other SEND specialists,
- ensure schools implement the DfE guidance (2015) for all schools about supporting pupils with medical conditions, including services available from Cranbury College.

- provide opportunities for SENCOs to regularly meet, share good practice and keep up to date with new developments,
- provide clarity on guidance for statutory education, health and care needs assessment,
- make sure that education, health and care (EHC) plans are specific about the provision required to make the school curriculum more accessible for individual pupils with a disability,
- encourage liaison between early years settings and schools to ensure good transition,
- encourage high aspirations for the most vulnerable learners,
- keep local provision under review so that it meets the changing needs of Reading Borough pupils.

## 2. Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools

All children and young people should be able to attend an education setting with an accessible environment that supports their ability to take part in the curriculum and does not put them at a disadvantage compared to their peers. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking, entrances and exits, internal and external doors, gates, toilets and hygiene facilities, lighting, heating, ventilation, lifts, signage, interior surfaces/flooring, décor and furniture.

All new buildings will comply with the latest Building Regulations and Schools Premises Regulations.

The Equality and Human Rights Commission have produced guidance for schools which we advise schools to use:

[Avoiding discrimination: The physical environment | Equality and Human Rights Commission \(equalityhumanrights.com\)](https://www.equalityhumanrights.com/en/avoiding-discrimination-the-physical-environment)

Schools should:

- keep the physical accessibility of the school building and site under review and make timely arrangements to accommodate access,
- rearrange classrooms to ensure access on the ground floor for pupils with physical disabilities (reasonable adjustment),
- include improvements that increase access to the physical environment in an accessibility plan that is published on the school website,
- comply with the anticipatory duties as set by the Equality Act 2010,
- respond to the expectations set out in local and national guidance on meeting the Equality Act 2010 and Children and Families Act 2014 with regard to SEND,
- fund projects that increase access to the physical environment from their own resources and, where appropriate, to liaise with Reading Borough Council / Brighter Futures for Children,
- give early notification of potential access issues so as to ensure a timely response that meets the needs of both the school and pupil(s) in question,
- adhere to the specific guidance contained within this accessibility strategy,
- undertake any improvement projects in liaison with property surveyors and adhere to building regulations and health and safety requirements,

- apply advice provided by occupational therapists and physiotherapists, Sensory Consortium, and other relevant services or professionals,
- make sure curriculum needs are met by providing access to appropriate classroom facilities,
- carry out risk assessments for school trips to make sure they're accessible for pupils with mobility, sensory or medical difficulties,
- provide effective professional development for staff and governors,
- involve parents and carers in decision making and keep them informed of progress.

Reading Borough Council will:

- Work with the School Admission and/or SEND Teams and other local authority staff to assist with issues regarding individual placements and make reasonable adjustments to facilitate the access of individual children/young people with a physical impairment or complex medical need via the Schools Adaptations Framework; to help meet the needs of pupils with hearing, visual and physical difficulties in mainstream schools,
- plan new buildings and significant extensions or adaptations that comply with accessibility requirements,
- make sure any new buildings or extensions to buildings are appropriately signed off in line with accessibility and health and safety requirements,
- where possible, liaise with schools to try to secure alternative DfE Capital funding for services beyond reasonable adjustment,
- Work within the BfC/ RBC agreed Physical Adaptation Framework

Reading Borough Council (Public Health Services) will:

- Prioritise school readiness in Public Health Service delivery and commissioning to ensure that learning is accessible for all pupils from early years;
- make sure that the school nursing contract includes reference to what is available from school nurses to schools to support inclusion, and how to access it, and monitors the implementation of this;
- keep the contract under review, working with Brighter Futures for Children to ensure it continues to meet local needs.

Brighter Futures for Children will:

- facilitate / advise on the access of individual pupils with physical or sensory impairments (Sensory Consortium), or complex medical conditions (School Nurse), where required. This may include outreach from special schools or externally commissioned advice or audits,
- make sure education, health and care (EHC) plans are specific about the adaptations required to make the school environment more accessible for individual pupils with a disability, and provide training where required,
- monitor transition arrangements for children with SEND coming into schools for the first time and those moving across school phases, and ensure (where possible) adaptations are in place in time for the child to start at the school,
- liaise with schools, parents and specialists to ensure early notification of any reasonable adjustments which may be required as outlined within the Physical adaptations Framework.

### 3. Improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled

The Local Offer sets out in one place the support available to families of children and young people with SEND in Reading. Peer Reviews have been carried out on the Local Offer and the learning from Brighter Futures for Children | Accessibility Strategy 2023 to 2025 Final June 2023

these used to implement changes. Feedback is continually used to improve access to information. All partners are encouraged to share the Local offer with families.

Schools will:

- include improvements that increase access to information for disabled pupils in their accessibility plan and publish it on the school website,
- make sure they're proactive in researching and using a range of communication techniques and technologies, seeking the advice of relevant professionals where necessary. This may include for example outreach from The Avenue. Schools should seek advice from BfC SEND Service on how to access this,
- monitor and review the skills and expertise of staff to support pupils with disabilities,
- involve pupils and their families in decision processes regarding the accessibility of information,
- inform and signpost parent carers to the SEND Local Offer,
- liaise with NHS providers, school nurses and PHE re infection control procedures.

SEN Information Report/SEND Local Offer for the schools will be updated and reviewed by the schools annually and published on the SEND Local Offer.

Brighter Futures for Children will work with partners to:

- offer governor training that covers the requirements of an accessibility plan and the specific need to increase access to information,
- provide information to pupils and their families in accessible formats whenever needed,
- provide advice to schools and maintained settings about how best to support children and young people with accessing information, for example, the Sensory Consortium offer a range of support from signing to Braille,
- make sure education, health and care (EHC) plans are specific about the provision required to make information to all pupils more accessible for individual pupils with a disability,
- promote the SEND Local Offer to parent carers and professionals,
- make information available through alternative methods and formats, including leaflets, newsletters, regular mailouts, brokerage and access to a dedicated phone service through the Family Information Service.

The requirement in the 2014 Children and Families Act to develop a Local Offer has the express purpose of making information more accessible.

The Local Offer is the local area's publication of all the provision, services, pathways which are available across education, health and social care for children with SEND and their families, whether or not they have an EHC Plan. It is a web-based tool and should provide clear, comprehensive, accessible and up to date information about the available provision and how to access it.

In Reading, the Local Offer remains subject to ongoing development, and is co-produced and reviewed by Reading Families Forum (RFF) and Special United (Young Peoples Forum) to ensure it provides good quality information and that the offer itself meets the needs of local families.

The Local Offer can be found here Reading's [SEND Local Offer](#)

Parent carers, children and young people, and professionals tell us that we need to do more together to promote and seek feedback on the Local Offer and we will continue to work with parent

carers (RFF), using the Local Offer Parent Champion model, to increase usage of the SEND Local Offer and support its further development. Schools should use feedback to improve their SEND Information and provide feedback from their pupils and parents on the Local Offer to support this work.

Improving information for disabled pupils



## Funding

Schools are expected to fund reasonable adjustments in line with their Equality Duty from within their budget. This duty applies to all pupils with a disability, whether or not they have an EHCP.

Schools receive funding through a delegated budget for all pupils in the school according to their characteristics, based on the number at the October School Census. This provides funding for general costs within the school but also provides a notional SEN budget which enables them to provide additional support for those pupils that need it, of up to £6,000 per pupil, per year.

Schools should use these monies to support implementation of the requirements of this Accessibility Strategy, particularly in terms of increasing access to the curriculum and when making written information more accessible.

There is a third element of funding available to schools for pupils who have additional needs; this is known as top-up funding. In most cases, schools receive this funding through the SEND Service for pupils with education, health and care (EHC) plans, although there are exceptional circumstances. The EHCP will include equipment and communication aids that has been assessed as a need and is beyond what the school can provide within the confines of the SEN budget.

Brighter Futures for Children provides a range of services to work with schools to support pupils with SEN and disabilities. Some of these are funded through a centrally retained budget funded via High Needs Block Funding and aspects are therefore available to schools free of charge. Some are available on a traded basis and schools should use their existing funding mechanisms to access these, in order to meet the requirements of this accessibility strategy, particularly in terms of increasing access to the curriculum and when making written information more accessible. For example, Educational Psychologists may work with schools to support understanding and meeting needs of pupils with specific disabilities, and Cranbury College provides training on behaviour that challenges.

## Examples of work we've undertaken

These are examples of recent works undertaken in line with this accessibility strategy.

### Increasing access to the curriculum

- Graduated Response Guidance

- 
- Therapeutic Thinking Schools
  - The Schools Link Mental Health Project
  - The Mental Health Support Team trailblazer project

## Improving the physical environment

Parks and Leisure Directorate are working in liaison with RBC, BFfC and the local communities to improve accessibility for children and young people with SEND to the broader offer which schools may access.

Specialist SEND accommodation for children and young people with autism is in place in specialist resources.

We are working with colleagues to expand access to the joint equipment store to support efficient use of resources to support access needs of pupils with specific disabilities.

## Making written information more accessible

Providing information in enlarged print for a pupil with a visual impairment: The Local Offer has the function to enlarge text, this can be printed or emailed to the recipient.

Providing easy-read guidance on the Local Offer: Where possible we will provide easy read documents. There is also a guidance document to help users access the SEND Local Offer.

The SEND Local Offer has Google translate. therefore, all information can be translated into the users' preferred language.

SEN Information Reports are accessible via each school record listed on the SEND Local Offer. Schools review and update their information on an annual basis. Where available, the record on the Local Offer will also link to the school's accessibility plan.

The Family Information Service (FIS) /SEND Local Offer also have a phone service available Monday – Friday 9am -5pm on 0118 937 3777 (option 2). Users can also come into the Civic Office during office hours to see an information officer, alternatively users can email [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk). Additionally, the FIS attend events, activities, support groups and schools, where users can come and see an information officer, who would be able to assist with the information on services etc.

## Monitoring and Review

The Equality Act 2010 requires us to keep the Accessibility Strategy under review during the period to which it relates and revise if it is necessary. Revisions to this Strategy will be informed by feedback from parents / carers, children and young people, voluntary organisations and professionals supporting SEND.



The Brighter Futures for Children Strategic Lead, SEND in partnership with Reading Borough Council Directorate of Economic Growth & Neighbourhood Services, and Reading Borough Council Public Health lead will keep this accessibility strategy under review; updating when required.

It is the duty of all those working within maintained schools, Brighter Futures for Children and Reading Borough Council to ensure that this strategy is implemented and adhered to.

All schools and academies must publish an accessibility plan on their website, which must comply with the statutory duties as detailed in Schedule 10 of the Equality Act 2010. A link to the school's accessibility plan will be added to the school's record listed on the Local Offer where available.

School's Accessibility Plans and SEND Information Reports are published through the SEND Local Offer, moderated by the Family Information Service. The content is monitored by the SEND Team. Reminders to review and update their information are sent to SENCOs and Headteachers each year. A template has been developed by the SEND team and SENCOs to support this.

**Adult Social Care,  
Children's Services and  
Education Committee**



**Reading**  
Borough Council  
*Working better with you*

**12 July 2023**

<b>Title</b>	<b>Annual School Standards and Achievement Report 2021-2022</b>
<b>Purpose of the report</b>	To note the report for information
<b>Report status</b>	Public report
<b>Report author</b>	Brian Grady, Director of Education
<b>Lead councillor</b>	Ruth McEwan, Lead Councillor for Education and Public Health
<b>Corporate priority</b>	Inclusive Economy
<b>Recommendations</b>	<p>The Committee is asked to:</p> <ol style="list-style-type: none"> <li>1. Note the position regarding school standards and attainment as set out in the attached report</li> <li>2. Endorse the priorities and current and planned activity to further improve attainment, with a focus on priority groups</li> <li>3. To receive further reports in the forthcoming academic year on progress of actions and impact on standards and attainment</li> </ol>

## 1. Executive summary

- 1.1. Education is a strategic priority for Reading Borough Council. The Annual School Standards report sets out how Brighter Futures for Children, on behalf of Reading Borough Council, supports statutory duties regarding education and school standards in support of Reading Borough Council strategic priorities and policies. It uses verified examination data and so relates to the previous (21/22) academic year, not the current academic year.
- 1.2. Schools are implementing research informed approaches to improve standards, with most schools being judged positively by Ofsted and in findings from school effectiveness assurance activities. However, these actions are not closing gaps with national performance quickly enough.
- 1.3. This is the first period for three years where attainment data has been published and it paints a picture of concern – with children clearly impacted from the loss of schooling during the period of the pandemic. Though this is a national issue, Reading seems to have performed more poorly in headline measures at KS1 and KS2.
- 1.4. Outcomes for Children Looked After and for bilingual children categorised as having English as an Additional Language are stronger, with performance at or above national averages for these groups. This reflects the success of long-term work of the Virtual School and projects to support language and communication in schools.
- 1.5. However, overall performance for disadvantaged pupils and pupils at risk of poor outcomes need to be improved and gaps reduced. Particular areas of concern include children with or who have ever had a social worker, who underperform compared to their peers in most schools; and analysis of outcomes by pupil ethnicity has identified that children with Black Caribbean Heritage are underperforming in Reading schools.

- 1.6. The report identifies actions being taken in the current academic year, which are expanded on in this cover report. A particular area of focus in the coming year will be improving school leadership capacity through developing school to school support structures and building stronger partnerships and federations between schools, overseen by the newly constituted Education Partnership Board.
- 1.7. The intention is to present this report on an annual basis to ACE Committee to track improvements in school standards and pupil attainment, with further reports to committee focusing on key areas of priority action through the academic year.

## 2. Policy context

- 2.1. The Council's new Corporate Plan has established three themes for the years 2022/25. These themes are:
  - Healthy Environment
  - Thriving Communities
  - Inclusive Economy
- 2.2. These themes are underpinned by "Our Foundations" explaining the ways we work at the Council:
  - People first
  - Digital transformation
  - Building self-reliance
  - Getting the best value
  - Collaborating with others
- 2.3. Full details of the Council's Corporate Plan and the projects which will deliver these priorities are published on the [Council's website](#). These priorities and the Corporate Plan demonstrate how the Council meets its legal obligation to be efficient, effective, and economical.
- 2.4. The Council Corporate Plan sets out our ambition as "a town where everyone can access education, skills and training and good jobs and where child poverty is eradicated... by Enhancing education, skills and training opportunities, particularly for our more vulnerable residents"

## 3. Overview of school standards and attainment

- 3.1. **Roles and Responsibilities:** Academy Trusts, school governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools. The roles and responsibilities of BFfC on behalf of Reading Borough Council are:
  - a) To act as the champion for all children and young people in the borough but especially those who are: Looked After by the local authority, have additional educational needs, are from a minority group that experiences institutional and societal discrimination, have a social worker, are a survivor of trauma and/or have physical or mental health needs.
  - b) Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress.
  - c) To be responsible for maintaining an overview of the effectiveness of all schools including academies, free schools, local colleges, registered early years settings and registered training providers.
  - d) To identify schools causing concern and to rapidly intervene where a school is at risk of decline or failing standards, working closely with the DfE Regional Director,

diocese, and other local partners to ensure schools receive the support they need to improve.

- e) Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other schools and enable other schools to access the support they need to improve.
- f) Exercise relevant powers to intervene in locally maintained schools causing concern and to work with the Department for Education Regional Director where there are concerns about school effectiveness in academy schools and settings

3.2. **National Context:** School standards and attainment in Reading are impacted by national and local context. The annual report of His Majesty's Chief Inspector (November 2022) identifies challenges being experienced by schools and pupils nationally, which are reflected in the local Reading context.

3.3. **Continued impact of the pandemic:** Children nationally are not catching up quickly enough and gaps have widened as a result of the pandemic despite efforts across the system, particularly for groups at risk of poor outcomes. This national experience reflects the picture we see locally. Many Reading schools have adapted their curriculum to consider the foundational knowledge needed to support recovery, however, some schools need to make swifter progress in securing curriculum understanding at the subject leader level and therefore some curricula need strengthening. Writing is of particular concern locally. Progress on developing consistent curriculum quality is being hampered locally by capacity, particularly in smaller schools and schools with higher numbers of children with more complex needs. Most schools are providing additional tutoring and intervention to help children catch up. This is most effective in early reading. Our work to secure a common local understanding of curriculum quality and how to achieve this is increasingly embedded and many schools are engaged and participating in our curriculum development projects.

3.4. **Significant developmental delays in early years** – including language and communication, emotional regulation, and socialisation. A good start is more vital than ever. Most Reading leaders in Nursery and reception have adapted their curriculum thinking to meet needs and there is a good understanding of how to support Speech and Language development as a result of long-term projects in early language development and oracy. Leaders report that more and more children are presenting with complex needs in the areas identified and support does not always meet demand. The REYS Federation have been selected for a national support role as a "Stronger Practice Hub" for early years which will provide opportunities for support both to maintained schools and Private, Voluntary and Independent Sector early years providers going forward. Primary schools need to adapt their curriculum to overtly teach vocabulary and Oracy skills for longer and ensure they can offer research-informed interventions and adapted curricula for children with significant delays. Oracy project work is well established in some schools and has had a strong impact where schools are engaging in the offered programmes.

3.5. **School resilience and school leader's wellbeing.** School leaders nationally and locally are reporting that the cost-of-living crisis is impacting on pupils' lives and school staff. School leaders report rises in staff absence and difficulty recruiting. These issues are compounding the challenges post-pandemic and are testing the resilience of schools. Effective local recruitment, training and retention of school staff will be vital if recovery is to be secured. In discussions with school leaders and governors, concerns about Headteacher and staff wellbeing are being raised. Heads across all sectors tell us about the operational demand placed on them by increased pressure to meet the criteria in the Ofsted Framework while meeting significantly increased SEND and mental health needs. This includes, for many, increased mobility and in-year admissions of children from outside the UK with SEND and significant learning gaps. There is significant local appetite from school leaders to develop a strategy to build and enhance

- school leadership sustainability, with a Reading-wide approach to workforce and to wellbeing.
- 3.6. **Pupil behaviour** has been more challenging than pre-pandemic. Nationally, exclusions and suspensions have increased. Emotionally based school avoidance is contributing to a national challenge of declining school attendance. Exclusions are increasing locally, and a few schools exclude far more than local averages. Progress has been made by working with schools to commission new Alternative Provision (AP) and improve existing AP; this is an area of remains an area of high priority
  - 3.7. **The national SEND system experiencing challenges of increasing demand and expertise and staff shortages**, leading to delays in early identification, access to provision and progress for individual children. The availability of services to support the identification of needs and provide advice and provision (such as speech and language therapy) is poor, further impacting equity for children with additional need. The June 2021 joint CQC /Ofsted area inspection of SEND in Reading evidenced an inclusive system. Reading was not required to produce a written statement of action in the SEND area inspection, and we have done much to increase specialist provision in the last year. However, as the report sets out, many Reading schools have high numbers of children with SEND, which raises capacity challenges. There is also local frustration and concern about their capacity to effectively include increasing numbers of children with complex SEND. Reading is participating in the DfE sponsored Delivering Better Value in SEND programme, with a grant submission being planned to DfE in the coming months to increase investment in SEND capacity for mainstream schools.
  - 3.8. The Annual School Standards report 2021-2022 confirms the priorities to improve school standards and attainment for 2022-2025, which are reflected within the Brighter Futures for Children Business Plan Priority 4: *influencing and supporting education settings to offer high quality inclusive teaching and learning to support achievement for all*. More detail on the activity involved in these priorities is set out below.
  - 3.9. **Priority 1: Developing school-to school support and challenge through the Education Partnership Board**
  - 3.10. Leadership capacity in schools needs to be supported and enhanced to deliver the improved outcomes we wish to see. National systems to establish teaching school and subject networks have faltered due to changing government priorities and the Thames Valley is poorly served by the teaching school network. Reading does not benefit from this school-to-school support and infrastructure, with no local DfE funded Teaching School Hub (the nearest is based in Sough) and DfE funded maths and English hubs in Wokingham. We also do not have a local school improvement partner organisation for schools to commission.
  - 3.11. We are beginning to make progress in improving school leadership capacity through developing school to school support; encouraging local federation of schools and clusters of schools working together to build stronger partnerships. This work will be overseen by the newly constituted Education Partnership Board, which commenced in March 2023. Developing school to school support networks and a local infrastructure of school support will be key areas of work over the coming academic years.
  - 3.12. The Education Partnership Board membership comprises early years, primary and secondary school leader and governors, with representatives from Reading Governors Association, Reading Primary Heads Association, Reading Secondary and College Leaders and is chaired by the Director of Education, Brighter Futures for Children. The remit of this new Board is to engage all Reading schools in the leadership and oversight of the local school system, to develop shared responsibility for the outcomes for Reading children. The Partnership Board have a shared ambition to make Reading a town where education is invested in, celebrated, and promoted, by the Local Authority, all schools and settings, businesses, cultural organisations and the community.
  - 3.13. The Board acts in an advisory role, championing educational excellence in the local school system, promoting improvement and high standards, underpinning fair access

for all young people and the promotion of wellbeing and mental health. In pursuit of this goal the Board will provide leadership and accountability for the Reading schools system, by:

- a) Promoting high standards of teaching and learning to fulfil every child's potential and ensure their achievement.
  - b) Being outcomes focused and evidence and research informed; utilising the best thinking and evidence to improve the quality and standards of education in Reading and supporting improved outcomes for Reading children.
  - c) Celebrating the excellence in Reading schools, supporting all schools to benefit from the excellence in our local education system.
  - d) Promoting wellbeing of all school leaders, staff, and pupils in Reading, including their mental, emotional and physical health.
  - e) Contributing to setting the strategic direction and priorities for the future of the local education system.
  - f) Supporting and challenging the local system to ensure inclusive access across all schools for all pupils
- 3.14. The Board has high ambition to make a positive difference for Reading children. The Board will develop in the first year a performance and impact dashboard, capturing the Key Performance Indicators for the Board and for our local education system, which will demonstrate priority areas for support and action and evidence the difference we make as a collective group of system leaders.

### **3.15. Priority 2: Promotion of positive wellbeing for school leaders and school staff**

- 3.16. Whilst there is a range of wellbeing support available to school leaders and schools in Reading, including for community-maintained school the Employee Assistance Programme and the Educational Psychology Service and a commissioned group support offer for all local leaders, there is a collective will to respond to the stress and impact being experienced by schools and school leaders by collectively doing more.
- 3.17. The Education Partnership Board is undertaking a school leader wellbeing survey this term and consulting with school leaders to identify the elements of most pressure and most need to inform a Reading Wellbeing offer for all schools and school leaders, regardless of form of governance. A draft wellbeing plan will be completed by the end of the summer term 2023 for launch in the new academic year.

### **3.18. Priority 3: Targeting of intervention and support to raise standards and progress of pupils at schools with the poorest results, informed by an increasingly sophisticated understanding of inequalities outcomes for disadvantaged groups.**

- 3.19. The Strategic Framework for School Effectiveness sets out how BFfC discharges duties on behalf of Reading Borough Council, primarily through the School Effectiveness Service, to target support to schools which need support to improve standards and attainment. Work to influence the local system is based on long-term projects that support schools to effectively implement research-based approaches in their schools; to ensure that every school has in place strategies that will make the most difference according to research in improving equity, inclusion, and outcomes, with a focus on those groups of pupils at greatest risk of poor outcomes.
- 3.20. The approach to working with schools is set out in the School Effectiveness Framework for Reading. This framework recognises that school leaders have the expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. Where intervention is needed in schools to bring about rapid

improvement, BfC commissions and brokers school-to-school support wherever this is possible. Targeted support and school effectiveness projects are provided to support improvement in outcomes identified by data and through school effectiveness activities across the academic year.

- 3.21. School Effectiveness approaches are informed by longitudinal research from Ofsted and The Education Endowment Foundation focused on what makes the most difference in raising attainment for disadvantaged groups at risk of poor outcomes. The evidence recommends:
- a) A high-quality, broad and balanced curriculum that outlines what children should, know, remember and be able to do at each key endpoint underpins educational achievement for all
  - b) High-quality teaching is the best and most effective intervention for all children but is essential for children with additional needs and vulnerabilities
  - c) Inclusive environments where all children thrive underpin good community relations, safeguard children, encourage coproduction with parents and help secure ambitious outcomes for children with additional needs and vulnerabilities
  - d) Where pupils require additional intervention to keep up with the curriculum these should be research-informed, implemented rigorously and regularly evaluated for impact
  - e) Children with poor attendance are unlikely to achieve well so good attendance is prioritised
- 3.22. Many of our most vulnerable children and those with SEND have differences which impact their attentional skills and processing function in working memory. For these children, the quality of curriculum intent (what is taught, how it is sequenced and how it is assessed) makes a significant difference. Our long-term curriculum training offer and assurance curriculum reviews have been designed to support and challenge leaders' understanding of curriculum design and ensure it meets the quality of education criteria in the Ofsted Education Inspection framework. All Reading community schools are attending training and undergoing curriculum reviews in 2023/24.
- 3.23. How the curriculum is implemented for pupils with SEND also makes a difference. We have provided training for local schools to help them to further develop pedagogical tools to support novice and SEND learners to access whole class, teacher-led instruction, and practice. We have highlighted that the outcome of any support or scaffold should be increased independence and readiness for the next phase in the child's life. Rosenshine's principles of instruction offer a systematic approach to reducing cognitive load and improving recall. In classrooms where pedagogy follows these principles novice learners with SEND are given the support and scaffolding, they need to retain knowledge in long-term memory. In schools that are embedding these approaches children with SEND often feel more confident and as clever as their peers. The vast majority of schools have had training in these approaches and are involved in a two-year project with national leader Tom Sherington to implement instructional coaching in their schools
- 3.24. Positive impact of this work is being seen in the securing of positive inspection outcomes in schools and nurseries for quality of curriculum. Working with middle leaders on curriculum has improved confidence and is driving our network and school-to-school support
- 3.25. Language, communication and reading fluency are the building blocks of access to knowledge. BfC have provided support and signposting to develop excellence in these areas in early years and primary settings. Schools and settings have the ambition that all pupils with SEND have effective oracy and communication skills and achieve reading fluency as soon as possible. BfC have worked with 15 schools to implement the Oracy project with national leaders Voice 21 and have undertaken reading curriculum reviews in all community schools. The vast majority of locally maintained schools buy into

- reading project networks and targeted support has and is being provided to schools with weak outcomes in early communication and language and early reading.
- 3.26. Positive impact of this work is being evidenced with early reading identified as a strength in inspection outcomes and reading and phonics outcomes improving. System leadership in oracy and early language has supported a local primary school to achieve a national Oracy award and our Nursery Federation being identified as a national hub
  - 3.27. We recognise that for some children in Reading their differences and or their life experiences make it harder for them to self-regulate in the sometimes-overwhelming environment of the classroom. Dysregulation (be that externalised or internalised) significantly impacts cognitive load and working memory. Dysregulated children can find it difficult to learn and sometimes impact the learning of others. Our approach to pedagogy and our therapeutic approach to behaviour and relationships aim to support schools to identify the experiences causing dysregulation and identify the experiences that will support children to better regulate and better learn. Many of our most vulnerable children have had or do have reduced opportunities to be physically active. Our Move More physical participation project supports schools to develop active participation on the way to school, and throughout the school day and helps them to support children's mental and physical health through increased physical activity. In partnership with the RBC Transport Team school streets have been established and more children walk or cycle to school. We have established strong links with Get Berkshire Active which has supported schools to secure funding for mental and physical health initiatives and we have a school-based lead practitioner in place who has worked to re-establish Move More networks and school-to-school sports participation.
  - 3.28. Positive impact of this focus has been evidenced in behaviour and personal development being identified as a strength at most school inspections.
  - 3.29. In addition to the above, we are working to support the schools workforce to improve their confidence in recognising and responding to institutional and systemic dismantling racism in schools, tackling sexual harassment and inappropriate behaviour and supporting children with autism and processing differences. Anti-racist training has been provided for schools, governors and Headteachers and anti-racist lead practitioners are supporting individual schools. Our growth approach to autism and AET training offer is intended to improve provision and access for autistic learners and support workforce confidence in "good autism practice". Schools are developing action plans to embed anti-racist approaches and AET quality frameworks and quality-assured provision in lead practitioner schools will enable these schools to act as system leaders for school-to-school support.
  - 3.30. Reading Borough Council has provided additional funding through Covid recovery funding to enable primary and secondary schools to run summer programmes this year, as part of school's collective action to respond to 'lost learning,' with a particular focus to ensure that disadvantaged and vulnerable children and young people receive additional support to enable them to fulfil their potential. Plans are in place across Reading primary and secondary schools to deliver an enhanced response for Year 5, 6 and Year 7 pupils this summer, centred on subsidised summer-based activities. Latest outcomes data as set out in the attached Annual School Standards report have informed this targeted approach and the impact of this programme will be evaluated in the autumn term.
  - 3.31. Priority 4: Building governor capacity, skills and oversight to enhance support and challenge**
  - 3.32. BFfC provides a governor service traded offer which provides governor hub support, training for clerks and new governors, bi-termly newsletters, training for chairs of governors through Director's briefings. Training provided through the SLA is complemented and extended through the local Reading Governors Association (RGA).

Members of the RGA Board sit on the Education Partnership Board and provide a complementary training offer.

- 3.33. Work is underway to expand dedicated and on-going communications and marketing support to drive recruitment, retention and capacity in governance particularly to improve diversity in governance and to enhance school to school support and challenge, including peer review and monitoring of governance.
- 3.34. Priority 5: Implementing a Borough-wide teaching staff recruitment and retention strategy**
- 3.35. Schools are responsible for their recruitment and retention of their staff, but in common with a number of other areas, schools working separately in Reading is not achieving the results that a more collective approach might take.
- 3.36. The Education Partnership Board is facilitating a more strategic focus on priorities for recruitment of school staff. Proposed areas of focus include removing barriers to employment to promote diversity and inclusion, review of pay scales, benefits packages, training pathways and partnerships and maximising employment pathways for local residents and young people. Different recruitment strategies across schools for are being considered hard to fill roles such as School Business Managers, school leaders, SENDCOs and SEND more specialist staff with knowledge and skills of SEND.

#### **4. Contribution to strategic aims**

- 4.1. The Council Corporate Plan sets out our ambition as “a town where everyone can access education, skills and training and good jobs and where child poverty is eradicated... by Enhancing education, skills and training opportunities, particularly for our more vulnerable residents”
- 4.2. The work undertaken on behalf of Reading Borough Council with Reading schools helps secure access to consistently high-quality education for all Reading children, to help them succeed and thrive as full participants in Reading’s inclusive economy.

#### **5. Environmental and climate implications**

- 5.1. The Council declared a Climate Emergency at its meeting on 26 February 2019 (Minute 48 refers).
- 5.2. Ensuring high quality education available to all residents would be expected to reduce carbon emissions from unnecessary travel. There are no direct environmental and climate implications as a result of the recommendations in this report.

#### **6. Community engagement**

- 6.1. As set out in the report above, extensive engagement with schools is critical to deliver improved outcomes for Reading children through a self-improving school to school support system. School leaders are expressing an interest in engaging and developing closer working links with community stakeholders. School leaders will be attending alongside BFfC officers to present this report and to engage further with committee on relevant aspects of the report, including the context of current standards and attainment, and priority improvement actions.

#### **7. Equality impact assessment**

- 7.1. Under the Equality Act 2010, Section 149, a public authority must, in the exercise of its functions, have due regard to the need to—
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
  - advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

7.2. The actions set out in this report are intended to have a differential positive impact on people with protected characteristics, who experience a risk of disproportionately poor educational outcomes: specifically, as identified in the outcomes data on this report: disability, race and sex (gender).

## **8. Other relevant considerations**

8.1. No other relevant considerations have been identified related to this report.

## **9. Legal implications**

9.1. The Education Act (1996) identifies that any child learning within the borough is a Reading pupil regardless of the form of governance of the school. Reading Borough Council (RBC) is therefore responsible for maintaining an overview of the effectiveness of all schools and local education provisions.

9.2. Statutory duties and power are delegated by RBC to BFfC, who undertake the local authority statutory duties (Children Act 2004, 2006) to:

- a) act as the champion for all children and young people in the borough but especially those who are: Looked after by the local authority, have additional educational needs, are from a minority group that experiences institutional and societal discrimination, or have a social worker
- b) be responsible for maintaining an overview of the effectiveness of all schools including academies, free schools, local colleges, registered early years settings and registered training providers.
- c) exercise its education functions to promote high standards
- d) Exercise its powers to intervene in schools causing concern (in line with the DfE Schools Causing Concern 2022 statutory guidance).

## **10. Financial implications**

10.1. With the removal from Local Authorities by HM Government of the School Improvement and Monitoring Brokerage Grant, the work of Brighter Futures for Children with Reading schools to support and challenge improved standards and attainment is funded solely through community and maintained school funding of the Dedicated Schools Grant. There are no direct financial implications regarding this report, which reports on the current funded activity.

## **11. Timetable for implementation**

11.1. Give an indication here of when councillors can expect to see changes and how the project will be managed to implementation. If this is not relevant state: Not applicable.

## **12. Background papers**

12.1. There are no background papers for this report.

## **Appendices**

1. **Annual School Standards Report 2021/2022**

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# Annual School Standards and Achievement Report 2021-2022

For decision     For discussion     For information

## SUMMARY

This is the draft annual report on school standard and achievement for academic year 2021-2022. The purpose of this report is to set out how BfC on behalf of RBC meet Reading Borough Council's duties regarding education and school standards and support RBC strategic priorities and policies. It uses verified examination data and so relates to the previous academic year. The intention is to present this report on an annual basis to ACE Committee. The report will be presented to RBC ACE Committee in July 2023.

## OWNER

Brian Grady, Director of Education

## VERSION

V2

## DATE

01 June 2023

## Summary

- This report outlines the standards achieved in Reading at the end of each Key Stage at the end of the academic year 2021-22. The report outlines the trends observed and the impact of school leaders on raising standards
- This is the first period for three years where attainment data has been published and it paints a picture of concern – with children clearly impacted from the loss of schooling during the period of the pandemic. Though this is a national issue, Reading seems to have performed more poorly in headline measures at KS1 and KS2.
- With the majority of schools judged good or outstanding and in findings from school effectiveness assurance activities, there is evidence that schools are implementing research informed approaches to improve standards, however, this is not closing gaps with national performance quickly enough.
- Data this year suggests a need to increase challenge to schools with outcomes just below or at national averages as well as developing longer term options to build school leadership capacity
- The report outlines groups where there is evidence of underperformance and how the school effectiveness strategy has been constructed to support schools to address areas of systematic weakness
- Trend data in this period reflects the national picture following the pandemic and should be read with that context in mind
- The report also outlines the Ofsted ratings of schools in the authority as of Summer term 2022. Within the Education Inspection Framework schools are judged with more focus on the quality of education provided than on attainment headlines. This allows inclusive schools with high SEND populations to be recognised for the effective work they do.
- This report supports the work of the recently established local school effectiveness board in helping them identify priorities for system led improvement
- The report shapes the school effectiveness strategy in supporting the identification of evidence-based approaches that will best support specific areas of concern identified in the data

### School effectiveness Roles and Responsibilities

- School governing boards and their executive leaders are ultimately accountable for the standards and achievement in their schools as outlined by The Department for Education. The roles and responsibilities of BFFC on behalf of the local authority are:
  - ✓ To act as the champion for all children and young people in the borough but especially those who are: Looked after by the local authority, have additional educational needs, are from a minority group that experiences institutional and societal discrimination, have a social worker, are a survivor of trauma and or have physical or mental health needs

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- ✓ Understand the performance of maintained schools in their area, using data as a starting point to identify any that are underperforming, while working with them to explore ways to support progress
  - ✓ be responsible for maintaining an overview of the effectiveness of all schools including academies, free schools, local colleges, registered early years settings and registered training providers.
  - ✓ To identify schools causing concern and to rapidly intervene where a school is at risk of decline or failing standards, working closely with the DfE Regional Director, diocese and other local partners to ensure schools receive the support they need to improve.
  - ✓ Encourage good and outstanding maintained schools to: take responsibility for their own improvement; support other schools; enable other schools to access the support they need to improve.
  - ✓ Exercise relevant powers to intervene in locally maintained schools causing concern (Schools Causing Concern 2022) and to work with the Regional Director where there are concerns about school effectiveness in academy schools and settings

### School effectiveness activity 2022-2023

- The Strategic Framework for School Effectiveness sets out how BFFC discharges its duties, primarily through the School Effectiveness Service. Work to influence the local system is based on long-term projects that support schools to effectively implement research-based approaches in their schools; to ensure that every school has in place strategies that will make the most difference according to research in improving equity, inclusion and outcomes for the bottom 20% of attainers.
- The framework recognises that school leaders have the expertise and experience to support school improvement, and that collaborative school-led partnerships are a key feature of local education provision with improvement being driven by local schools. Where the local authority needs to intervene in schools to bring about rapid improvement it commissions and brokers school-to-school support wherever this is possible, because of the pandemic local capacity has been significantly impacted. National systems to establish teaching school and subject networks have faltered due to changing government priorities and the Thames Valley is poorly served by the teaching school network. This is an area for consideration in our work with schools this year.
- Targeted support and school effectiveness projects are provided to support improvement in outcomes identified by data and through School Effectiveness activities across the academic year
- Collaboration with the local Maths (Mobius Maths Hub, National Centre for Excellence in the Teaching of Mathematics (NCETM)) and English Primary Hubs (Whiteknights Primary, Wokingham) supporting the BFFC Advisory team in supporting school improvement in Phonics, Reading, Maths and Writing
- BFFC have commissioned consultant support for SEND and have brokered school to school support where schools have children with EHCPs who require an individual curriculum. To date this has been provided for 10 primary schools. Recently this secured a “good” judgement in a school at risk of RI
- Secondments and school to school support was provided for a Primary School causing concern to secure improvements identified by School Effectiveness leads. This was successful

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in achieving progress and in one school was instrumental in avoiding an inadequate judgement at Ofsted.

- The Education team at BfC have been commissioned to support standards improvements in 4 academies since September. In one case this directly supported them in the achievement of a “good” Ofsted Judgement
- Targeted projects are based on analysis of long-term outcomes and are evidence-based. Take up data including the current academic year is summarised below:

Table 1: the engagement of Reading schools in targeted projects

Therapeutic thinking lead	AET good autism practice	Tom Sherrington instructional coaching	Oracy School 21	Anti Racist training	Nuffield early literacy (NELI)	Reading project	Writing project	Move More champions
Total number of schools involved	14	25	10	17	18	4	6	13
% of schools involved	23	42	17	28	30	7	10	22

- Take-up of projects in this academic year is identified as an issue, particularly in schools where standards risks have been identified. Weaker engagement has in part been impacted by the pandemic but is also effected by capacity issues in leadership teams, elevated staff absence and recruitment issues.

## The local System

Table 2: the numbers of schools by type in each education phase and sector 2021-22

School Type	Nursery	Primary	Alternative Provision Academy	Secondary	Special	Total
Academy Converter		2		3	1	6
Multi-Academy trust		11	1	6	2	20
Community School	5	22			1	28
Voluntary Aided School		5		1		6
<b>Total</b>	<b>5</b>	<b>40</b>	<b>1</b>	<b>10</b>	<b>4</b>	<b>60</b>

- Reading has a wide range of schools including selective Secondary grammar schools. School Effectiveness activities are focused on Locally maintained schools where BfC has statutory duties, powers, and direct influence
- School Effectiveness - commissioned projects aim to influence the whole system and are open to all Reading schools and settings.
- Academy settings can purchase school improvement support through the School

Effectiveness SLA

- Intelligence about all schools is collected as part of the School Effectiveness Framework. Monthly multi-agency, school effectiveness meetings, identify risks to schools and for pupils and identify mitigation and escalation actions. This has enabled officers to make well-evidenced enquiries and take timely action to support children, families, and schools

### Identifying priorities for improvement across the local system

- School Effectiveness activities and projects to influence the system and support school improvement are based on the identification of priorities for system improvement.
- Priorities for improvement are identified both at the individual school level and across the local education system through:
  - ✓ analysis of performance and financial data
  - ✓ intelligence from assurance visits to school across the academic year
  - ✓ Ofsted Education Inspection Framework, Ofsted Outcomes, and report findings
  - ✓ School self-evaluation
  - ✓ consultation with partners and stakeholders
  - ✓ Education research
  - ✓ National policy changes
- A Local Education Partnership Board has been established, with representation from all phases of school leadership and governance and chaired by the Director of Education, with an inaugural meeting being convened in March 2023, to ensure that schools from across the governance spectrum work in partnership to develop a school led system for school improvement.
- Within the new Ofsted framework, the following school profiles are increasingly vulnerable to underperformance in both outcomes and Ofsted judgement

**Table 3: The numbers of schools where school effectiveness is at risk due to external risk factors identified by the School Effectiveness Team**

*NB. schools can be in more than one category*

Risk Factors- School Effectiveness	Nursery	Primary	Secondary	Special/AP
<b>Small schools</b>	1	4	1	2
<b>Schools with falling rolls</b>	2	3	0	0
<b>Schools with high cohort complexity, particularly where this includes significant numbers of EHCPs and High Mobility</b>	2	10	3	5
<b>Stand-alone converter academies</b>	0	1	0	1
<b>Schools with deficit budgets (Maintained only)</b>	4	8	0	0

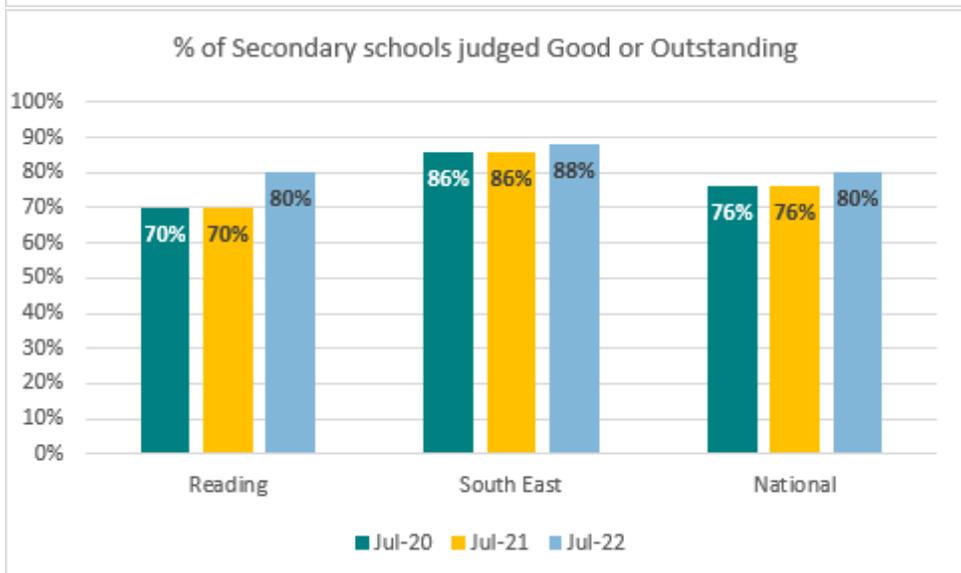
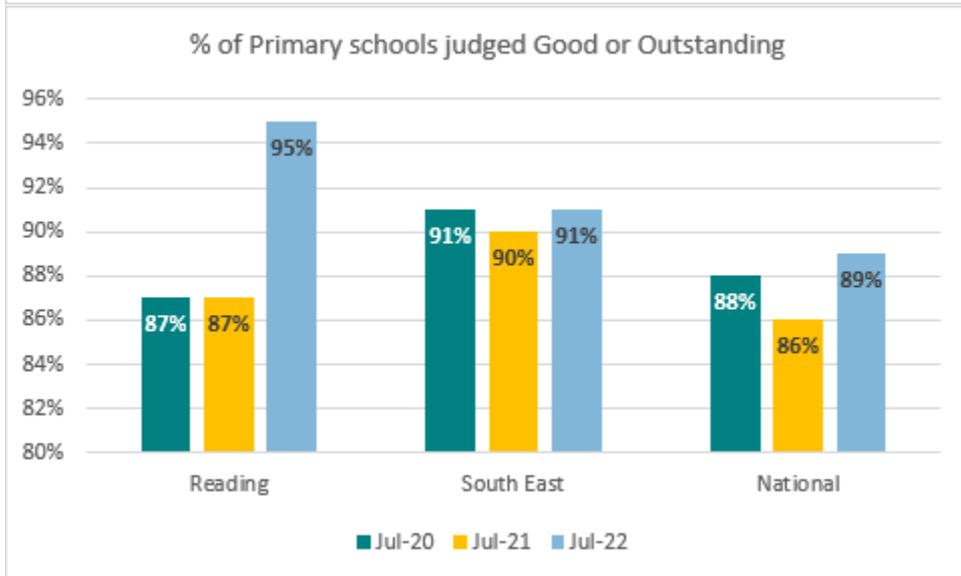
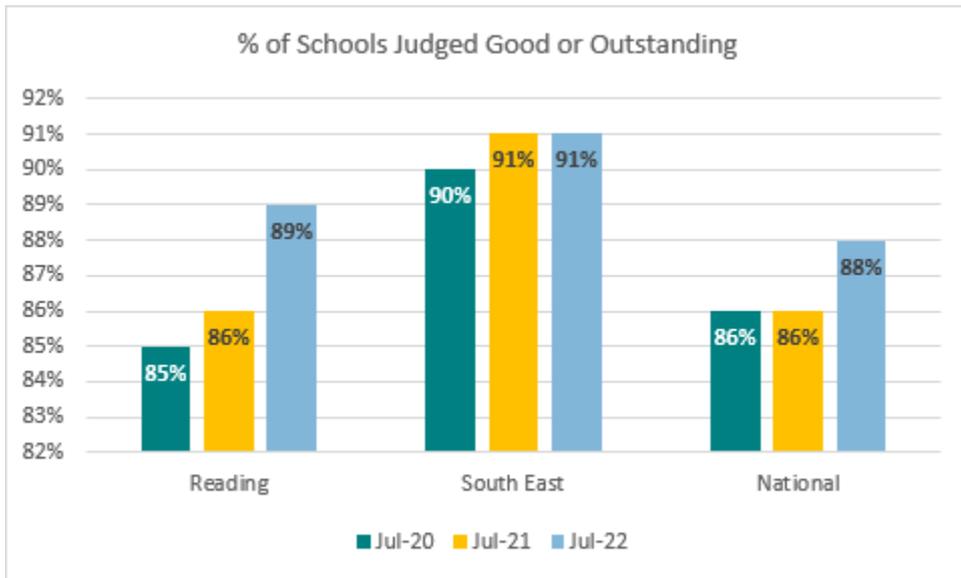
Pending inspection 2021- 22 first year return to full inspection post pandemic	3	24	6	2
Schools with recruitment and retention difficulties	Heads across all sectors have identified in assurance meetings, significant difficulties recruiting and retaining quality staff. RBC HR report that few positions are unfilled in schools with an SLA			
Total schools with a risk factor identified by phase/type	4	24	6	5

- This table identifies that 41 out of Reading’s 60 Schools have at least one risk factor identified in 2022-2023. The severity of risk varies from school to school and is identified through school effectiveness framework activities. Schools with significant risks are identified as causing concern.
- Data highlights the necessity of building stronger school to support networks but also the challenges of doing so, as many schools wrestle with increased demand in terms of their accountability alongside reduced capacity to improve.
- As a result of this data and work with Headteacher associations, conversations regarding school-to- school support arrangements have begun with a view to exploring cluster arrangements and options for more formal collaborations such as federations. A priority is to establish a stronger school-led system of support and challenge and there is evidence in outcomes data, Ofsted reports and effectiveness visits that federated schools benefit from economies of scale while retaining local connections

### The quality of education provided in Reading Schools- Children attending Ofsted good and better schools

- The proportion of schools judged good or outstanding by Ofsted at their most recent inspection is one measure of the overall effectiveness of Reading schools.
- The Education Inspection Framework (EIF) was significantly revised in September 2019. This more challenging framework gives most of its weighting in determining a school’s overall effectiveness to ‘The quality of education’ which is a new judgement focused on the substance of curriculum intent, implementation, and impact. Good schools and outstanding special and nursery schools are inspected within a five-year cycle, normally in the fourth year

Graphs showing the three-year trend in the % of Reading schools judged Good or Outstanding, overall and by phase, against local and national benchmarks until the end of academic year 21-22



- School Ofsted judgement outcomes as of December 2022, were above national and regional performance and that of our statistical neighbours. The work of the School Effectiveness Team over the last three years has had most impact in the primary phase. Most children in Reading go to school judged as providing a quality education by Ofsted.
- Ofsted judgement outcomes in Secondary Schools are in line with national averages. Most secondary schools are academies where the School Effectiveness Team have limited influence and no powers of intervention. Recent inspections in academy secondary schools have shown an improving picture.
- At the end of Summer term 2022 100% of Locally maintained schools were judged “good” or better by Ofsted. Locally maintained schools inspected under the new framework in the year 2021-22, achieved good judgements and two maintained Nursery schools achieved Outstanding judgements. The impact of School Effectiveness work was identified in verbal feedback. School Effectiveness projects such as therapeutic thinking and Instructional coaching were mentioned as strengths in both verbal and some written reports
- The School Effectiveness SLA was purchased by 4 Academy Primary Schools in the Academic Year 2021-22. The 3 schools due for inspection received positive inspections and graded judgements in their inspection as a direct result of the commissioned work undertaken by the BFC school effectiveness team
- As outlined in Ofsted’s Annual report and reflected locally, schools are currently facing significant challenges, and this may impact inspection outcomes going forward. As of February 2023, there were 35 Reading schools in an Ofsted window for inspection across all sectors and governance types

Table 4: the numbers of schools by type and sector in an Ofsted Inspection window in academic year 2022-2023

Number of Reading Schools in an inspection window in 2022-2023							
Nursery		Primary		Secondary		Special /AP	
Locally Maintained	Academy	Locally Maintained	Academy	Locally Maintained	Academy	Locally Maintained	Academy
3	0	18	6	1	5	0	2

- Risks at inspection have been identified in the following areas:
    - ✓ **Safeguarding compliance**- More complex guidance and changes to the rigour of inspection practice have led to some school’s systems needing more detailed and robust recording
- School Effectiveness Team Mitigation:** Significant support is ordinarily available for school leaders to ensure they are compliant and that a culture of safeguarding is in place. This has been further enhanced through additional assurance checks, direct advice and information sharing from HMI regional leads at Reading Headteachers meetings and additional signposting to training and system providers. Headteachers associations have identified some useful data management systems and are working with providers to explore group purchasing



- ✓ **Curriculum sequencing and implementation-** This is a significant new area of judgement in the more challenging framework and represents a change of leadership, from phase to subject in Primary schools. Subject knowledge can be weak in some areas depending on the staff cohort and the CPD needed to achieve excellence in all subject areas takes time to embed. Some smaller schools and those with recruitment and retention issues did not have the capacity to work with pace on this area through the pandemic and are still in the process of refining this work.

**School Effectiveness Team Mitigation:** School Effectiveness projects have been chosen based on the research and evidence that underpins the Inspection framework. The focus on School Effectiveness work in school and through system wide training over the last three years has been focused on this area. There is evidence in inspection of the impact of this work with schools either retaining good or outstanding in quality of education judgement.

- ✓ **Curriculum Quality for SEND.** This framework prioritises the quality of curriculum, ambition, and impact for SEND learners. Schools face a challenge in providing effective curriculum where, there is a significant volume and complexity of children with needs and or where there are children with complex needs who require specialist curriculum approaches. School leaders have identified increasing prevalence of SEND and complexity as significant risks to overall standards and staff recruitment and retention.

**School Effectiveness Team Mitigation:** According to research, curriculum quality is the lever for school improvement and impact for all vulnerable children. School Effectiveness projects to develop pedagogy prioritise teaching approaches that benefit this group. Specialist consultants have been commissioned to provide school to school support and the School Effectiveness Team have established an enhanced network of support through the Autism Education Trust hub. Work within the SEND strategy to develop additional specialist places is progressing well though more investment is needed to ensure there is enough advisory and school to school support to secure curriculum effectiveness for all children with an EHCP placed in mainstream school. Schools at risk are identified and supported through processes outlined in the School Effectiveness Framework.

## Primary School Standards and Achievement 2021-2022

### Early Years – Good level of Development

Table 5: EYFS outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

EYFSP Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
At least the expected standard in all ELGs		69.0%	67.5%	62.5%		70%	71%	63%	
A Good Level of Development		71.1%	69.2%	63.9%		72%	72%	65%	
Average Point Score		34.1	34.1	30.8		34.6	34.6	31.0	
Good Level of Development		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	63.1%	62.9%	61.3%		65%	66%	59%	
	Female	79.0%	75.3%	67.6%		78%	78%	72%	
	Gap	<b>15.8%</b>	<b>12.4%</b>	<b>6.3%</b>		<b>14%</b>	<b>13%</b>	<b>13%</b>	
Pupil Premium	FSM	58.7%	57.8%	53.6%		57%	57%	49%	
	Not FSM	73.3%	71.4%	69.0%		74%	74%	70%	
	Gap	<b>14.7%</b>	<b>13.6%</b>	<b>15.4%</b>		<b>17%</b>	<b>18%</b>	<b>20%</b>	
SEN	SEN	16.4%	21.8%	24.7%		24%	24%	19%	
	No SEN	78.2%	75.5%	69.4%		77%	77%	70%	
	Gap	<b>61.9%</b>	<b>53.7%</b>	<b>44.7%</b>		<b>53%</b>	<b>53%</b>	<b>51%</b>	
Children looked after	12 Months Continuous	80.0%	80.0%	67.0%		45%	47%	40%	
	Gap	<b>-8.9%</b>	<b>-10.8%</b>	<b>-3.1%</b>		<b>25%</b>	<b>24%</b>	<b>23%</b>	

- Following the pandemic, fewer children nationally achieved a good level of development at the end of reception, a downward trend in outcomes, though results are not directly comparable given the change in early years framework in 2021-22.
- Of the 45 settings and schools where children completed the EYFS, 40% achieved above the national average and 60% below. In Locally maintained schools this was slightly improved but only by 4%
- Though Reading schools still performed under the national average the gap between Reading and National attainment of the GLD reduced in this period. This suggests that the curriculum design and implementation work schools have undertaken with the support of School Effectiveness and the Early Years team, has begun to improve standards. Gaps to national are partly impacted by Readings large EAL population, which is well above the national average, however, English Speaking children also underperform even where data for children with SEND is removed from figures. BFFC teams will continue with early curriculum, language, and literacy approaches as there is evidence that these interventions are improving outcomes.
- 19 schools with historically below average GLD outcomes in communication and language were involved in the national Nuffield Early Language Initiative (NELI) in 2021-22. This research informed approach to intervention impacted best in schools where it was well implemented. Of the 19 schools taking part 47% (9/19) achieved GLD above national averages. Where standards team noted strong implementation schools achieved strong outcomes. This is a national initiative that will continue to be supported in Reading
- Concerns were identified with the quality of education in reception through assurance visits

in three schools. Specialist consultants from Early Excellence were commissioned to support, 2 of these schools did not achieve in line with national standards and are receiving support from the School Effectiveness Team

- Analysis shows that language and communication and literacy gaps remain a barrier for girls. Boys in Reading performed above national averages in all areas of the GLD with Locally maintained schools achieving 4% above national for the group across most measures. Outcomes for girls are significantly weaker with no clear pattern among groups to explain the gender difference. Trend data and longitudinal educational research would suggest that formal schooling adds more value for girls than boys in typical years and that the disruption of the pandemic has caused the significant downward trend for this group
- Children with FSM in Reading performed significantly better than their peers nationally. Though this still represents underperformance when compared to children not entitled to grant funding support. Research suggests that curriculum-based approaches are the most powerful intervention to raise the performance of this group which is why School Effectiveness Team support and challenge remains focused in this area
- Looked after children and children with SEND in Reading bucked the national trend and performed above national averages. This reflects the determined advocacy of the Virtual school, the high proportion of schools that remained open for children with vulnerabilities during the pandemic and the significant support provided to develop the quality of provision in SEND in the Early years. Primary schools in Reading have been supported to include children more successfully through; standards visits on curriculum design, projects such as Therapeutic Thinking and Autistic Education Trust training, school to school outreach and specialist consultant support in this academic year. Support has also been shared through the EYFS network facilitated by the EYFS team

## Phonics

Table 6: Phonics outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Phonics Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
% Achieving expected standard	Yr 1	82.8%	83.0%	75.0%		82%	82%	75%	
	Yr 2 retest	63.0%	58.1%	56.4%		61%	56%	48%	
	End of Yr 2	91.9%	88.8%	87.0%		92%	91%	87%	
Year 1 - % Working at or Above		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	78.3%	78.8%	72.0%		79%	78%	72%	
	Female	87.8%	87.1%	79.0%		86%	85%	79%	
	Gap	<b>9.5%</b>	<b>8.3%</b>	<b>7.0%</b>		<b>7%</b>	<b>7%</b>	<b>7%</b>	
Free School Meals	FSM	69.0%	70.6%	60.0%		70%	70%	62%	
	Not FSM	85.6%	85.0%	79.0%		84%	84%	79%	
	Gap	<b>16.6%</b>	<b>14.4%</b>	<b>19.0%</b>		<b>14%</b>	<b>14%</b>	<b>17%</b>	
English as an Additional Language	EAL	86.0%	83.7%	77.0%		82%	82%	75%	
	Not EAL	82.0%	83.0%	76.0%		83%	82%	76%	
	Gap	<b>-4.0%</b>	<b>-0.7%</b>	<b>-1.0%</b>		<b>1%</b>	<b>0%</b>	<b>1%</b>	
SEN	SEN	44.0%	43.0%	38.0%		44%	43%	38%	
	No SEN	88.0%	88.0%	82.0%		88%	88%	82%	
	Gap	<b>44.0%</b>	<b>45.0%</b>	<b>44.0%</b>		<b>44%</b>	<b>45%</b>	<b>44%</b>	
Children Looked After <small>attending in and out of borough schools</small>	12 Months Continuous	40.0%	50.0%			63%	64%		
	Gap	<b>42.8%</b>	<b>33.0%</b>			<b>19%</b>	<b>18%</b>		



- Research has identified that fluency in early reading is essential if children are to access the curriculum as they move through schools. As a result, this has been an area of focus within the School Effectiveness Team’s work with schools over the last three years. In 2019 Reading phonics outcomes at the end of Year 1 were above national figures reflecting the secure teaching of phonics in most schools. In 2022 Reading phonics outcomes were in line with national averages indicating that Reading outcomes dropped more than national outcomes because of the pandemic. When children with SEND are removed from the figures Reading outcomes are above the national average.
- Year 2 retest figures are better than average further supporting the effectiveness of focused work in schools to support SEND
- In Locally maintained schools’ overall outcomes were better than national averages (77.8% WA) representing a rate of decline in line with the national average. Work to support early reading and Phonics has been a driver for curriculum work in locally maintained schools and there is good evidence this has been successful.
- Gender differences in attainment track national averages as do those for SEND. In Locally maintained schools both groups perform well above the national average with 46.2% of SEND children attaining the standard and 76% of boys
- For children entitled to free school meals Reading has a gap to national, however attainment in Locally maintained schools is above the national average at 63.1%. School Effectiveness focus with schools has been to ensure that interventions to support the bottom attainers are rigorous, evidence informed, well implemented, and tracked weekly. Schools where this was not the case have received additional direct support and brokered support from local teaching school networks.
- 48% of Reading schools achieved above the National average for phonics (20/49). Of the 19 schools who performed below the national average only six were locally maintained schools and all were impacted by higher-than-average SEND or Mobility. In some of these schools outcomes were concerning in 2020-21 and interventions put in place by the School Effectiveness Team, and these schools reported improved outcomes in 2021-22.

## Key Stage 1

Table 7: KS1 outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Key Stage 1 Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Reading, Writing and Maths	Expected Level	64.2%	60.8%	49.2%		65%	65%	54%	
	Higher Standard	12%	10%	4%		12%	11%	6%	
Reading	Expected Level	75.6%	72.3%	64.0%		75%	75%	67%	
	Higher Standard	28.5%	24.0%	16.0%		26%	25%	18%	
Writing	Expected Level	67.7%	64.6%	52.0%		70%	69%	58%	
	Higher Standard	14.5%	12.5%	5.9%		16%	15%	8%	
Maths	Expected Level	75.9%	72.8%	65.4%		76%	76%	68%	
	Higher Standard	25.4%	22.9%	15.0%		22%	22%	15%	

Key Stage 1 Expected Level (Re,Wr,Ma)		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022*	Trend
Gender	Male	62.1%	54.1%	46.3%		60%	60%	49%	
	Female	66.3%	68.1%	52.4%		70%	70%	58%	
	Gap	<b>4.2%</b>	<b>13.9%</b>	<b>6.1%</b>		<b>10%</b>	<b>10%</b>	<b>9%</b>	
Disadvantaged	Disadvantaged	46.6%	45.3%	27.5%		50%	50%	37%	
	Not disadvantaged	68.7%	65.0%	54.5%		69%	69%	58%	
	Gap	<b>22.1%</b>	<b>19.7%</b>	<b>27.0%</b>		<b>19%</b>	<b>19%</b>	<b>21%</b>	
English as an Additional Language	EAL	67.5%	64.8%	51.7%		62%	64%	53%	
	Not EAL	62.4%	59.4%	49.0%		64%	65%	54%	
	Gap	<b>-5.1%</b>	<b>-5.4%</b>	<b>-2.7%</b>		<b>2%</b>	<b>2%</b>	<b>1%</b>	
SEN	SEN	18.5%	15.6%	13.3%		18%	19%	15%	
	No SEN	72.2%	70.3%	57.0%		73%	73%	61%	
	Gap	<b>53.6%</b>	<b>54.6%</b>	<b>43.7%</b>		<b>55%</b>	<b>55%</b>	<b>46%</b>	
Children Looked After <small>attending in and out of borough schools</small>	12 Months Continuous	66.7%	16.7%	18.0%		37%	38%		
	Gap	<b>-2.5%</b>	<b>44.1%</b>	<b>31.2%</b>		<b>28.0%</b>	<b>26.9%</b>		

- The Year 2 cohort had missed significant amounts of schooling because of the pandemic and the national trend has been one of significant decline in standards. Attainment gaps between Reading outcomes and National outcomes have increased following the pandemic. Attainment gaps in writing at the expected standard are particularly high, and this has impacted RWM (Reading, Writing and Maths Combined).
- Further analysis of gaps shows that high proportions of children with SEND and EAL beyond national averages accounts for some underperformance, however even with SEND figures removed Reading children still underperform in all areas and significantly so in writing.
- 44% of Reading schools (11/25) achieved above national averages for RWM. 66% (14/25) performed below national averages.
- School Effectiveness Officers have worked with Headteachers, and English curriculum leads to look at the reasons behind the results in writing. Curriculum sequencing for writing has been identified as an issue with children not being given sufficient time to master the components of early writing before moving on. Heads also reflected that their on-line offer did not develop writing as effectively for FSM entitled children with less help at home during periods of lockdown
- In Autumn 2022 Ofsted published its research and training for inspectors on improving curriculum effectiveness in English. This represents a significant shift away from composition-heavy schemes of work. Many Primary schools in Reading have focussed too early on

compositional writing. A pilot project has begun working alongside Whiteknights English Hub to address sequencing issues in curriculum design. Ofsted English training has been shared with Headteachers and schools with poor outcomes have been identified for English curriculum reviews. New approaches to curriculum are expected to improve outcomes in writing at KS1 in 2023-2024 data, though this will not be nationally reported from 2022-2023

- At the end of KS1, outcomes in reading and maths have declined by a similar proportion to the national decline. Schools are continuing to focus on ensuring that the curriculum for reading and maths is well-sequenced and breaks down learning into small enough components to enable pupils to build up their knowledge and understanding over time. Officers are confident that this is becoming better established in locally maintained schools and that curriculum adaptations have been made to accelerate the progress of this group in KS2

## Key Stage 2

Table 8: KS2 outcomes trends in RWM at the expected standard in Reading between 2018 and 2022, compared to national benchmarks, for all children

Key Stage 2 Attainment		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022	Trend
Reading, Writing and Maths	Expected Level	60.0%	63.0%	53.7%		64%	65%	59%	
	Higher Standard	10.0%	9.7%	6.0%		10%	11%	7%	
Grammar, Punctuation and Spelling	Expected Level	77.0%	78.0%	69.7%		78%	78%	72%	
	Higher Standard	38.0%	36.0%	32.5%		34%	36%	28%	
Reading	Expected Level	73.0%	72.0%	72.5%		75%	73%	74%	
	Higher Standard	29.0%	27.0%	30.1%		28%	27%	28%	
Writing	Expected Level	74.0%	77.0%	62.6%		78%	78%	70%	
	Higher Standard	18.0%	17.1%	9.2%		20%	20%	13%	
Maths	Expected Level	71.0%	78.0%	67.8%		75%	79%	71%	
	Higher Standard	25.0%	27.0%	25.4%		24%	27%	22%	
Progress Score	Reading	-0.20	-0.40	0.27		0.00	0.00	0.00	
	Writing	-0.80	-0.60	-1.04		0.00	0.00	0.00	
	Maths	-0.50	-0.40	-0.05		0.00	0.00	0.00	

- National trends in attainment of RWM show a decline in standards following the pandemic. In Reading, standards at the expected level for RWM have declined at a greater rate than National Attainment because of significantly poor writing and maths outcomes.
- In reading, outcomes have increased at the expected standard and the higher standard. However, it remains below national attainment. Attainment at the higher standard is slightly above national (+0.3%). Though significant improvement has been achieved in terms of curriculum design, schools are being supported by the School Effectiveness Team to continue to develop their reading curriculum across all year groups so that it provides pupils with the knowledge they need to become strategic and fluent readers by the end of Year 6. Reading has been a strength in all Ofsted inspections to date even where outcomes were weak at KS2.
- Many pupils will enter Year 3 with significant gaps and schools need to ensure that pupils catch up as quickly as possible through continuing to teach high quality phonics to those



pupils who need it in KS2 and to give pupils enough practise to develop their fluency in reading. This has been monitored by the School Effectiveness Team.

- In Maths, schools have been supported through School Effectiveness activities and via the local teaching school hub to ensure that their maths curriculum is well-sequenced and is implemented effectively to address gaps in knowledge and understanding. To date this has not been a weak area in any Ofsted Inspection.
- Writing outcomes at the end of KS2 dropped considerably at the expected standards and the gap between Reading and national outcomes has widened further. This is likely impacted by a number of factors including the historic approach to writing locally, the high level of integrity demonstrated in local moderation procedures and the disproportionate impact of the pandemic on vulnerable groups. This is being addressed urgently by Headteachers and is a focus in most School Development Plans. The School Effectiveness Team has provided targeted support and training for all schools to ensure that the school's writing curriculum is well sequenced and builds up the pupils' knowledge and understanding particularly of compositional and grammatical aspects of writing. The team have signposted schools to the local teaching school hub, however, staffing issues in some schools have limited uptake of this offer and we are currently reviewing the impact schools with concerning outcomes in writing have achieved to date in improving this area.
- There was significant variance in performance across schools in Reading as outlined in the table below. Schools with cohorts with high numbers of SEND, significantly above the national average performed poorly with schools in relatively affluent areas with low proportions of children with SEN performing well. The lowest performing schools are receiving more targeted support; however, this has been the case historically and has in some areas failed to shift outcomes, though Ofsted grades have improved. Schools with historical attainment in line with or just below national standards are also not making significant improvements over time in outcomes. More effective school-to-school support and resourcing needs to be secured through the development of local and national partnerships and this is a priority area for development.

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Table 9: the proportion of children achieving the expected standard in reading, writing and mathematics (RWM) at the end of KS2, academic year 2021- 2022

Schools above national average	Schools below national average				Schools significantly below national averages	
% Achieving EXP+ in RWM	Prior Attainment Band				All Pupils	
Name	No	Low	Mid	High	Cohort	%
Alfred Sutton	7	12	37	34	90	68%
All Saints Junior	5	5	11	3	24	83%
Battle	8	14	23	9	54	48%
Caversham Park	5	3	14	8	30	80%
Caversham	3	10	14	33	60	75%
Christ The King	6	12	14	9	41	41%
Churchend	1	9	23	25	58	72%
Civitas	9	7	12	10	38	74%
Coley	10	2	8	7	27	63%
Cranbury College		2	1		3	0%
E P Collier	8	8	8	7	31	55%
Emmer Green	2	14	18	26	60	65%
English Martyrs'	4	10	21	20	55	60%
Geoffrey Field Junior	2	16	35	37	90	54%
Katesgrove	30	13	26	18	87	44%
Manor	3	7	17	14	41	51%
Meadow Park	6	10	16	14	46	54%
Micklands	6	9	25	17	57	54%
Moorlands	5	15	23	17	60	48%
New Christ Church	9	5	13	4	31	45%
New Town	31	7	12	4	54	43%
Oxford Road	7	6	8	9	30	60%
Park Lane	1	8	29	15	53	42%
Ranikhet	2	2	12	5	21	43%
Redlands	3	2	16	9	30	67%
Southcote	2	16	38	33	89	45%
St Anne's Catholic	6	3	7	10	26	54%
St John's	9	8	24	10	51	63%
St Martin's	4	4	13	9	30	60%
St Mary and All Saints	5	14	23	5	47	38%
St Michael's	6	15	22	13	56	52%
Thames Valley Special	3	1	1	1	6	0%
Thameside	8	10	17	22	57	49%
The Avenue Special	1	19			20	0%
The Heights	3	4	11	32	50	72%
The Hill	5	5	28	22	60	73%
The Holy Brook	2	12	3	1	18	0%
The Palmer	12	9	24	15	60	43%
The Ridgeway	17	21	25	10	73	42%
Whitley Park	8	25	31	18	82	23%
Wilson	6	4	26	23	59	68%
<b>Grand Total</b>	<b>270</b>	<b>378</b>	<b>729</b>	<b>578</b>	<b>1955</b>	<b>54%</b>

Table 10: the top and bottom performing primary schools in Reading alongside vulnerable population % compared to national averages in the academic year 2021-2022

Significantly less contextual challenge than national		Significantly more contextual challenge than national		Contextual factors in line with national averages	
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Weakest performing Schools	EAL variation to national %	Average IDACI/ pupil variation to national	SEND variation to national %	Mobility variation to national %	Deprivation variation to national %
1	+7.6%	+0.08	+13.3%	+2.5%	+16.4%
2	+11.7%	+0.07	+17%	+1.7%	+10.3%
3*	+49.3%	-0.04	-10.3%	+4.7%	-7.2%*
4	+3.2%	+0.04	+10.7%	+4.7%	+10.8%
5	+6%	+0.02	+16.4%	+5.4%	+17.9%
6	+26%	+0.04	+1.8%	+4.5%	+6.7%
7*	+30.3%	-0.05	+7.4%	+17.5%	-4.0%*
8	+7.0%	+0.03	+13.2%	+3.3%	+22.0%
9*	+48.6%	-0.05	-2.8%	+15.5%	-25%*

Strongest performing Schools	EAL variation to national %	Average IDACI/ pupil variation to national	SEND variation to national %	Mobility variation to national %	Deprivation variation to national %
1	-3.4%	-0.12	-3.9%	+1.1%	-22.5%
2	-12.8%	-0.13	-6.7%	-2.0%	-17.6%
3	-3.4%	-0.05	-9.4%	+5.8%	-9.5%
4	-15.6%	-0.15	-4.6%	-1.9%	-17.6%
5	-14.4%	-0.05	-2.0%	-1.0%	+0.2%
6	+3.9%	-0.04	-3.9%	-1.8%	-0.6%
7	-2.5%	-0.11	-3.7%	+2.1%	-15.5%
8*	+21.8%	-0.08	-2.5%	+0.1%	-1.8%
9	-9.2%	-0.09	-0.2%	+1.9%	-10.3%

\*These schools have high numbers of families who are new to the UK and not yet entitled or claiming benefits- this masks true deprivation levels

- There is a variation in Reading schools in expertise and capacity to support children with SEND. System-wide work has begun to ensure that consistently strong practice for SEND is developed across all schools so that SEND children are supported to succeed in their local school rather than one with an existing large SEND population, and that families feel confident in their local school. This will reduce the pressure on certain schools and geographic areas
- Work through the SEND strategy and Schools Forum has identified how schools can be supported financially where they have higher complexity in cohorts.
- More work is needed to develop best practice through school-to-school support as outlined elsewhere in this report.

### Outcomes for vulnerable groups at the end of KS2

- 5,086 of our LA's 21,152 pupils, eligible for Pupil Premium, are classified as disadvantaged, this is 24.0% of our cohort and slightly lower than the national average of 26.5%, however, the Reading cohort is more complex than the national picture with significantly more disadvantaged children having multiple vulnerabilities. 31.0% (1,576) of our disadvantaged pupils have SEND, 4.4% higher than the national figure. 47.3% are from global majority ethnic groups, 17.3% higher than the national average and 22.1% (1,125) of our disadvantaged pupils have a first language other than English, +3.5% higher than the national average. These groups make up most of our bottom 20% attainers across all Key Stage Headlines
- Nationally, gaps between disadvantaged and vulnerable children have widened post-pandemic. Performance across our schools reflects this with the bottom performing schools in all key stages having the highest cohorts of SEND, Disadvantaged and mobility and those with the highest performance having relatively low proportions of SEND, disadvantage and mobility
- The work of the School Effectiveness Team has been informed by the data picture for Reading schools and is based on longitudinal research drawn from Ofsted and The Education Endowment Foundation about what makes the most difference in raising standards for children vulnerable to academic underperformance. Support and challenge to schools therefore prioritises the development of:

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- ✓ high quality, broad and balanced curriculum planning that outlines what children should, know, remember and be able to do at each key stage
- ✓ high-quality teaching as outlined in Rosenshine’s principles of instruction
- ✓ Inclusive environments where all children thrive
- ✓ coproduction with parents to help secure ambitious outcomes for children with additional needs and vulnerabilities
- ✓ research-informed interventions to help children keep up and catch up where they fall behind that are expertly implemented and regularly evaluated for impact
- ✓ Effective and impactful approaches to improve attendance as children with poor attendance are unlikely to achieve well

Table 11: KS2 outcomes trends in Reading between 2018 and 2022, compared to national benchmarks, for all children and by groups vulnerable to educational underperformance

Key Stage 2 Expected level (Re, Wr, Ma)		Reading				National			
		2018	2019	2022*	Trend	2018	2019	2022	Trend
Gender	Male	54%	59%	53%		61%	60%	55%	
	Female	63%	65%	55%		69%	70%	63%	
	Gap	<b>9%</b>	<b>6%</b>	<b>3%</b>		<b>8%</b>	<b>10%</b>	<b>9%</b>	
Prior Attainment	High	97%	95%	75%		95%	95%	84%	
	Middle	50%	52%	63%		59%	58%	69%	
	Low	3%	6%	16%		7%	7%	20%	
Disadvantaged	Disadvantaged	40%	49%	33%		51%	51%	43%	
	Not disadvantaged	69%	69%	61%		71%	71%	63%	
	Gap	<b>29%</b>	<b>20%</b>	<b>28%</b>		<b>20%</b>	<b>20%</b>	<b>20%</b>	
SEN	SEN	22%	30%	17%		24%	25%	18%	
	No SEN	68%	71%	63%		74%	74%	68%	
	Gap	<b>46%</b>	<b>41%</b>	<b>47%</b>		<b>50%</b>	<b>49%</b>	<b>50%</b>	
Children Looked After <small>attending in and out of borough schools</small>	12 Months Continuous	46%	18%	31%		35%	37%		
	Gap	<b>15%</b>	<b>45%</b>	<b>23%</b>		<b>29%</b>	<b>28%</b>		

- Children vulnerable to poor academic performance in Reading schools, attained below their peers nationally in all measures bar Children Looked After and children with SEND whose performance mirrored national averages
- Further analysis shows that average outcomes for Children entitled to free school meals in locally maintained schools, are impacted by SEND. Figures for this group with SEND removed show performance above national averages for the group in reading (2% above National) and Maths (7.5% above national) Writing as with other groups is below averages reflecting curriculum weaknesses. Research suggests that the best approaches to raising attainment in this group focus on curriculum quality.

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Table 12: The proportion of children attaining the expected standard in RWM at KS2 in each vulnerable group by Reading school academic year 2021-2022

Schools above national average					Schools below national average					Schools significantly below national averages										
% Achieving EXP+ in RWM	Prior Attainment Band				All Pupils		Ever6 FSM		Sen Support		EHCP		Ever CSC		BAME		Blk Car Heritage		EAL	
	No	Low	Mid	High	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort	%
Alfred Sutton	7	12	37	34	90	68%	22	64%	15	27%	2	0%	20	55%	65	65%	2	50%	44	70%
All Saints Junior	5	5	11	3	24	83%	3	67%	1	0%			2	50%	9	78%			2	100%
Battle	8	14	23	9	54	48%	14	14%	7	14%	1	0%	16	31%	19	53%	4	0%	33	58%
Caversham Park	5	3	14	8	30	80%	4	100%	2	0%	1	100%	6	83%	4	50%	1	0%	2	0%
Caversham	3	10	14	33	60	75%	3	0%	13	38%			9	56%	13	77%	1	0%	8	88%
Christ The King	6	12	14	9	41	41%	13	15%	11	27%	7	14%	13	23%	19	47%	3	0%	12	58%
Churchend	1	9	23	25	58	72%	16	38%	6	0%	2	0%	11	36%	32	84%	3	33%	21	90%
Civitas	9	7	12	10	38	74%	5	40%	5	20%			7	57%	26	77%	1	100%	30	77%
Coley	10	2	8	7	27	63%	7	29%	6	33%			8	38%	14	71%			15	80%
Cranbury College		2	1		3	0%	2	0%			3	0%	3	0%	1	0%	1	0%		
E P Collier	8	8	8	7	31	55%	5	0%	4	0%	5	0%	6	17%	22	73%	2	0%	18	67%
Emmer Green	2	14	18	26	60	65%	7	14%	6	0%	2	50%	9	56%	13	69%	1	0%	18	72%
English Martyrs	4	10	21	20	55	60%	13	31%	10	10%	3	0%	19	37%	21	57%	2	50%	23	83%
Geoffrey Field Junior	2	16	35	37	90	54%	31	42%	14	14%	2	0%	31	45%	54	63%	4	50%	29	69%
Katesgrove	30	13	26	18	87	44%	17	18%	7	0%			21	33%	58	47%	7	14%	61	46%
Manor	3	7	17	14	41	51%	15	27%	6	33%	1	0%	15	33%	22	59%	3	67%	13	69%
Meadow Park	6	10	16	14	46	54%	21	48%	16	44%			18	39%	18	56%	3	67%	11	45%
Micklends	6	9	25	17	57	54%	17	29%	9	11%	1	0%	14	29%	15	53%	3	33%	9	67%
Moorlands	5	15	23	17	60	48%	25	40%	16	38%	2	0%	19	37%	14	64%	4	50%	6	83%
New Christ Church	9	5	13	4	31	45%	5	20%	6	0%			6	17%	21	43%	2	0%	14	50%
New Town	31	7	12	4	54	43%	8	0%	8	25%			12	25%	36	58%			33	48%
Oxford Road	7	6	8	9	30	60%	8	63%	4	0%	1	0%	8	50%	17	59%	4	75%	9	67%
Park Lane	1	8	29	15	53	42%	14	21%	9	22%	2	50%	23	22%	12	42%	6	17%	4	75%
Ranikhet	2	2	12	5	21	43%	17	41%	4	50%			11	45%	10	40%	4	0%	9	44%
Redlands	3	2	16	9	30	67%	8	88%	5	60%			9	89%	21	67%			17	71%
Southcote	2	16	38	33	89	45%	16	25%	4	0%	3	0%	17	12%	38	47%	4	50%	25	48%
St Anne's Catholic	6	3	7	10	26	54%	9	33%	3	0%			10	30%	11	64%	1	0%	7	71%
St John's	9	8	24	10	51	63%	9	22%	11	18%	2	50%	13	38%	45	60%	2	100%	35	60%
St Martin's	4	4	13	9	30	60%	2	50%	3	0%	2	0%	3	33%	14	50%			8	13%
St Mary and All Saints	5	14	23	5	47	38%	20	25%	9	0%	1	100%	19	26%	22	36%	6	33%	20	45%
St Michael's	6	15	22	13	56	52%	20	45%	11	18%	3	0%	23	52%	24	58%	6	50%	20	70%
Thames Valley Special	3	1	1	1	6	0%	2	0%	1	0%	5	0%							1	0%
Thameside	8	10	17	22	57	49%	9	33%	9	22%	4	0%	11	18%	18	50%	1	0%	13	54%
The Avenue Special	1	19			20	0%	13	0%			18	0%	15	0%	6	0%	1	0%	8	0%
The Heights	3	4	11	32	50	72%	3	33%	5	40%	1	0%	4	50%	8	88%			4	75%
The Hill	5	5	28	22	60	73%	6	33%	9	33%			5	60%	12	67%	2	0%	9	67%
The Holy Brook	2	12	3	1	18	0%	12	0%			18	0%	11	0%	5	0%	1	0%		
The Palmer	12	9	24	15	60	43%	22	41%	8	13%	1	0%	22	41%	41	46%	2	50%	31	55%
The Ridgeway	17	21	25	10	73	42%	22	32%	14	7%	3	0%	23	35%	32	50%	3	33%	21	52%
Whitley Park	8	25	31	18	82	23%	39	21%	15	0%	3	0%	38	16%	37	27%	14	29%	23	22%
Wilson	6	4	26	23	59	68%	18	61%	7	29%	1	0%	15	40%	28	79%	3	67%	21	71%
<b>Grand Total</b>	<b>770</b>	<b>378</b>	<b>729</b>	<b>578</b>	<b>1955</b>	<b>54%</b>	<b>522</b>	<b>31%</b>	<b>299</b>	<b>20%</b>	<b>100</b>	<b>6%</b>	<b>545</b>	<b>34%</b>	<b>897</b>	<b>57%</b>	<b>107</b>	<b>31%</b>	<b>687</b>	<b>60%</b>

- The performance of schools for bilingual children categorised as EAL is strong and reflects the success of long-term projects to support language and communication in schools. This group perform above national averages in the majority of schools
- Analysis of outcomes by pupil ethnicity has revealed that children with Black Caribbean Heritage are underperforming in Reading Primary schools; this data is captured in the table above. This issue persists in the data where children with SEND are removed. At a school level there is a pattern where a small number of children in this cohort, miss the expected



standards by between 1 and 5 marks. This raises questions about the identification and support of underperforming children in this group and the potential impact of institutional discrimination.

- This group’s outcomes have been poor historically and are one of the drivers for the Anti-Racist project undertaken by the School Effectiveness Team. Since 2021 this has focused on training for schools to improve racial literacy and consider representation in both curriculum and staffing. 30% of schools have accessed training to date including 50% of the schools with poor outcomes for this group. The impact of this work is currently under review, to identify how more schools can be encouraged to take up training
- Children with or who have ever had a social worker (Ever CSC) underperform compared to their peers in most schools though there is significant variation by school. This data has recently been added to the data set and will support discussions with the Virtual school going forward to identify further support and challenge to schools to improve outcomes.
- Data on the performance of groups by major ethnicity group is set out below. The under performance by the major ethnicity groups is driven by the data regarding pupils of BCH set out above.

Table 13: Outcomes in attainment at the end of KS2, RWM expected standard by major ethnicity groups in Reading Schools compared to National benchmarks academic year 2021-2022

Major Ethnicity Group	% Attaining expected standard at KS2 (RWM) England 2021-22	% Attaining expected standard at KS2 (RWM) Reading 2021-22	Gap to National %
All	59	55	-4
Asian	66	69	+3
Black	59	46	-13
Mixed All	61	51	-10
White	58	53	-5

Table 14: The proportion of children attaining the expected standard in RWM at KS2 where they have multiple vulnerabilities by Reading school academic year 2021-2022

- The table below shows outcomes in RWM at the expected standard for children with multiple vulnerabilities. The column labelled Venn 1 shows the proportion of children included in every vulnerability group including EHCP who achieved the expected standard by school. Overall, no child in this group achieved the expected standard in RWM.

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Schools above national average	Schools below national average	Schools significantly below national averages
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% Achieving EXP+ in RWM	Prior Attainment Band				All Pupils		Venn <sup>1</sup>		Venn <sup>2</sup>		Venn <sup>3</sup>		Venn <sup>4</sup>	
	Name	No	Low	Mid	High	Cohort	%	Cohort	%	Cohort	%	Cohort	%	Cohort
Alfred Sutton	7	12	37	34	90	68%			6	0%	5	80%	14	86%
All Saints Junior	5	5	11	3	24	83%			0		0		3	67%
Battle	8	14	23	9	54	48%	1	0%	3	0%	4	25%	10	20%
Caversham Park	5	3	14	8	30	80%			0		3	100%	4	100%
Caversham	3	10	14	33	60	75%			2	0%	0		0	
Christ The King	6	12	14	9	41	41%	1	0%	4	0%	2	0%	5	20%
Churchend	1	9	23	25	58	72%			4	0%	5	40%	11	55%
Civitas	9	7	12	10	38	74%			2	0%	1	100%	2	100%
Coley	10	2	8	7	27	63%			5	20%	1	100%	2	50%
Cranbury College		2	1		3	0%	2	0%	0		0		0	
E P Collier	8	8	8	7	31	55%	2	0%	2	0%	0		0	
Emmer Green	2	14	18	26	60	65%			2	0%	1	100%	4	25%
English Martyrs'	4	10	21	20	55	60%	3	0%	2	0%	4	75%	6	67%
Geoffrey Field Junior	2	16	35	37	90	54%			6	0%	15	53%	21	57%
Katesgrove	30	13	26	18	87	44%			1	0%	11	27%	16	19%
Manor	3	7	17	14	41	51%	1	0%	2	0%	10	30%	11	27%
Meadow Park	6	10	16	14	46	54%			6	0%	7	43%	12	58%
Micklands	6	9	25	17	57	54%	1	0%	4	0%	7	29%	12	42%
Moorlands	5	15	23	17	60	48%			6	17%	6	50%	15	53%
New Christ Church	9	5	13	4	31	45%			4	0%	1	100%	1	100%
New Town	31	7	12	4	54	43%			3	0%	3	0%	4	0%
Oxford Road	7	6	8	9	30	60%	1	0%	1	0%	2	50%	6	83%
Park Lane	1	8	29	15	53	42%	1	0%	3	0%	6	17%	9	22%
Ranikhet	2	2	12	5	21	43%			3	33%	6	50%	14	43%
Redlands	3	2	16	9	30	67%			0		5	100%	8	88%
Southcote	2	16	38	33	89	45%	1	0%	1	0%	6	33%	14	29%
St Anne's Catholic	6	3	7	10	26	54%			0		6	17%	9	33%
St John's	9	8	24	10	51	63%			4	25%	2	50%	3	33%
St Martin's	4	4	13	9	30	60%			0		2	50%	2	50%
St Mary and All Saints	5	14	23	5	47	38%			3	0%	7	0%	17	29%
St Michael's	6	15	22	13	56	52%	1	0%	4	25%	7	71%	13	62%
Thames Valley Special	3	1	1	1	6	0%			0		0		0	
Thameside	8	10	17	22	57	49%	1	0%	0		5	20%	6	33%
The Avenue Special	1	19			20	0%	10	0%			0		0	
The Heights	3	4	11	32	50	72%			0		2	50%	3	33%
The Hill	5	5	28	22	60	73%			0		2	0%	4	50%
The Holy Brook	2	12	3	1	18	0%	8	0%	0		0		0	
The Palmer	12	9	24	15	60	43%			2	0%	9	33%	17	47%
The Ridgeway	17	21	25	10	73	42%			3	0%	11	45%	16	44%
Whitley Park	8	25	31	18	82	23%	2	0%	8	0%	17	24%	28	29%
Wilson	6	4	26	23	59	68%	1	0%	3	33%	5	60%	13	77%
<b>Grand Total</b>	<b>270</b>	<b>378</b>	<b>729</b>	<b>578</b>	<b>1955</b>	<b>54%</b>	<b>37</b>	<b>0%</b>	<b>99</b>	<b>6%</b>	<b>186</b>	<b>41%</b>	<b>335</b>	<b>46%</b>

- Venn 2 shows the shows the proportion of children included in every vulnerability group except EHCP who achieved the expected standard by school. This includes children receiving SEND support. Only 6% of this group achieved the expected standard
- Venn 3 shows the shows the proportion of children included in every vulnerability group except SEND EHCP and SEND Support who achieved the expected standard by school. These children should achieve in line with their peers as there should not be any academic impairment to their achievement. 41% of this group achieved the expected standard, lower than the local average, however, there is significant variation in the performance of individual

schools within this group.

- Venn four shows the proportion of children entitled to Free School Meals also included in every vulnerability group except SEND who achieved the expected standard by school. These children should achieve in line with their peers as there should not be any academic impairment to their achievement. 46% of this group achieved the expected standard, lower than the local average, however, there is significant variation in the performance of individual schools within this group.
- Where schools have been identified with weaker performance in Venn groups 3 and 4, School Effectiveness Officers have discussed with school leaders in Autumn Standards meetings and will review the impact of grant funding spending with leaders in summer term visits
- Vulnerable children’s outcomes are a driver in all Education Service work and outcomes data informs the SEND strategy, School Effectiveness projects, Extended Virtual School role and the work of the Education Partnership Board

## Secondary School Standards and Achievement 2021-2022

### Key Stage 4

- The headline measures of secondary school performance are student progress (Progress 8) and attainment (Attainment 8) in eight GCSE subjects. Attainment 8 measures the performance of students across eight qualifications including mathematics (double weighted) and English (double weighted), three other subjects that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications approved by the DfE. The revised GCSEs are graded 9 to 1. Grade 9 is the highest grade; Grade 5 is a strong pass and Grade 4 is a standard pass.
- Only one secondary school is locally maintained, therefore, the School Effectiveness Team have less influence on schools. The process for raising concerns about academy school standards is outlined in the School Effectiveness framework

Table 15: KS4 Headline outcomes trends at the in Reading between 2018 and 2022, compared to national benchmarks, for all children

KS4 Attainment	Reading				National <small>State Funded</small>			
	2020	2021	2022	Trend	2020	2021	2022	Trend
Pupils Achieving 4+ in English and Maths	74.4%	73.2%	66.9%		71.2%	72.2%	68.8%	
Pupils Achieving 5+ in English and Maths	54.3%	57.2%	51.3%		49.9%	51.9%	49.8%	
English Baccalaureate	34.6%	32.4%	33.4%		29.8%	29.5%	26.8%	
% entered English Baccalaureate	39.3%	37.0%	41.3%		39.8%	38.7%	38.8%	
English Baccalaureate Avg Point Score	4.81	4.87	4.67		4.38	4.45	4.28	
Attainment 8 Score per pupil	54	55.4	51.9		50.2	50.9	48.7	
Progress 8 Score per pupil			-0.09				0.00	

- Headline KS4 outcomes for Reading remain in line with or above national averages in all measures bar Progress 8, which was slightly below average this year

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- Averages are impacted by the significantly strong performance of the two local selective grammar schools.
- Overall standards in Reading declined more than the national rate of decline following the pandemic reflecting the picture across all key stages
- Entry for the EBACC improved in 2021-22 bucking the national trend and reflecting the quality of curriculum offered by schools locally.

Table 16: KS4 attainment (A8) outcome trends in Reading schools between 2018 and 2022, compared to national benchmarks, for all children and groups vulnerable to educational underperformance

KS4 Attainment 8		Reading				National <small>State Funded</small>			
		2020	2021	2022	Trend	2020	2021	2022	Trend
Gender	Male	50.8	53.2	49.9		47.4	48.3	46.2	
	Female	57.8	58.0	54.1		50.2	53.9	51.3	
	Gap	<b>7.0</b>	<b>4.8</b>	<b>4.2</b>		<b>2.8</b>	<b>5.6</b>	<b>5.1</b>	
Disadvantaged	Disadvantaged	37.8	40.4	34.8		40.2	40.3	37.6	
	Not disadvantaged	58.9	60.0	56.1		53.7	54.7	52.8	
	Gap	<b>21.1</b>	<b>19.6</b>	<b>21.3</b>		<b>13.5</b>	<b>14.4</b>	<b>15.2</b>	
SEN	SEN	33.5	31.8	29.8		30.7	31.1	29.3	
	No SEN	57.8	60.3	56.2		53.7	54.5	52.4	
	Gap	<b>24.3</b>	<b>28.5</b>	<b>26.4</b>		<b>23.0</b>	<b>23.4</b>	<b>23.1</b>	
Children Looked After <small>attending in and out of borough schools</small>	12 Months Continuous	14.8	28.7	26.4		21.3	23.2		
	Gap	54.0	26.7	25.5		28.9	27.7		

- Trends in the performance of vulnerable groups follow national trends with disadvantaged children being most impacted by the pandemic. Reading’s gap continues to be larger than national because of higher attainment for non-disadvantaged children and weaker performance of disadvantaged children. The gap in Reading increased at a greater rate than nationally.
- Further analysis shows that disadvantaged children without SEND also achieve below national averages for the group and crucially underperform in attaining GCSE including English and Maths at grade 5+, National attainment for the group is 36.6% and only 27.9% in Reading.
- The Ofsted Education Inspection Framework (EIF) is driving school leader focus on curriculum quality as a driver for raising the attainment of this group. Scrutiny of pupil Premium statements shows the use of grant funding in line with research informed practice and national expectation across schools, however, year on year impact of spending is less easy to see in terms of pupil outcomes at school level

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Table 17: KS4 Attainment (A8) score achieved for each vulnerable group by Reading school academic year 2021-2022

																						Schools above national average				Schools below national average								Schools significantly below national averages									
Attainment 8		Prior Attainment Band				All Pupils		Ever6 FSM		Sen Support		EHCP		Ever CSC		BAME		Blk Car Heritage		EAL		Venn <sup>1</sup>																					
Name	No	Low	Mid	High	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score																					
Blessed Hugh Faringdon	13	41	75	25	154	49.0	23	41.5	25	29.4	6	44.8	56	44.7	118	48.1	13	38.7	63	47.1																							
Hamilton	6	3	2		11	4.3	9	4.7			11	4.3	8	3.8	2	6.0	1	0.0			7	4.3																					
Highdown	25	27	125	63	240	51.9	17	34.9	35	36.4	2	23.1	61	42.1	84	51.1	5	34.4	44	54.1	1	18.3																					
John Madejski Academy	9	26	30	4	69	40.8	28	31.7	7	25.1			35	33.9	28	37.4	6	27.5	13	45.3																							
Kendrick	11		1	87	99	86.6	2	88.0	2	77.0			2	87.5	75	86.4			32	85.8																							
King's Academy Prospect	16	55	53	15	139	36.8	54	31.6	27	35.7	5	5.4	67	31.9	82	36.5	12	28.2	46	39.8	2	9.0																					
Maiden Erlegh Reading	27	47	70	36	180	50.8	45	44.2	20	41.5	1	9.0	58	46.2	149	49.4	6	40.8	94	51.7																							
Reading Girls'	17	17	28	11	73	55.9	12	55.5	7	37.8			23	47.5	50	58.5	1	28.5	40	57.3																							
Reading	20		3	125	148	82.6	5	86.0	3	75.7			3	81.3	100	82.1			66	82.7																							
Thames Valley		3	1	1	5	15.6	3	7.0			5	15.6	1	6.0	1	16.0					1	6.0																					
The Avenue Special		15			15	0.0	8	0.0			15	0.0	12	0.0	4	0.0			2	0.0	7	0.0																					
The WREN	14	62	75	14	165	39.0	47	31.6	19	25.7	4	10.3	67	30.0	80	43.0	16	34.2	52	43.8	2	11.5																					
UTC Reading	12	14	78	20	124	42.7	27	32.3	36	33.1	2	38.5	24	28.1	60	47.1	5	30.0	16	51.3																							
<b>Grand Total</b>	<b>170</b>	<b>310</b>	<b>541</b>	<b>401</b>	<b>1422</b>	<b>51.9</b>	<b>280</b>	<b>35.1</b>	<b>181</b>	<b>34.8</b>	<b>51</b>	<b>11.7</b>	<b>417</b>	<b>36.7</b>	<b>833</b>	<b>54.4</b>	<b>65</b>	<b>33.1</b>	<b>468</b>	<b>56.0</b>	<b>20</b>	<b>4.8</b>																					

<sup>1</sup> Venn children = EHCP+ever CSC+ Ever6

- 60% of mainstream schools achieved attainment (A8) above the national average and 50% achieved positive average progress (P8). Blessed Hugh Faringdon achieved strong results given their size (a small school), relative cohort complexity and difficulty recruiting in core subjects. The school has worked with the School Effectiveness Team to improve curriculum and safeguarding this year and is part of projects to secure effective teaching pedagogy. Children with EHCPs, particularly those in the school’s specialist autism base achieve well

Table 18: KS4 Progress (P8) score achieved for each vulnerable group by Reading school academic year 2021-2022

																						Schools above national average				Schools below national average								Schools significantly below national averages									
Progress 8		Prior Attainment Band				All Pupils		Ever6 FSM		Sen Support		EHCP		Ever CSC		BAME		Blk Car Heritage		EAL		Venn <sup>1</sup>																					
Name	No	Low	Mid	High	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score	Cohort	Score																					
Blessed Hugh Faringdon	13	41	75	25	154	0.2	23	-0.1	25	-0.4	6	-0.1	56	-0.1	118	0.3	13	-0.4	63	0.6																							
Hamilton	6	3	2		11	-3.0	9	-3.1			11	-3.0	8	-3.4	2		1				7	-3.4																					
Highdown	25	27	125	63	240	-0.2	17	-1.5	35	-1.1	2	-2.8	61	-0.9	84	-0.2	5	-1.4	44	0.4	1	-2.9																					
John Madejski Academy	9	26	30	4	69	-0.2	28	-0.7	7	-0.9			35	-0.6	28	0.0	6	-0.7	13	0.7																							
Kendrick	11		1	87	99	0.9	2	0.9	2	0.4			2	1.1	75	0.9			32	0.9																							
King's Academy Prospect	16	55	53	15	139	-0.7	54	-1.0	27	-1.0	5	-1.3	67	-0.9	82	-0.5	12	-1.3	46	0.0	2	-1.0																					
Maiden Erlegh Reading	27	47	70	36	180	0.2	45	0.0	20	-0.2	1	-1.0	58	0.0	149	0.3	6	-0.6	94	0.5																							
Reading Girls'	17	17	28	11	73	0.8	12	0.3	7	-0.2			23	0.4	50	1.0	1	-1.7	40	1.1																							
Reading	20		3	125	148	0.7	5	0.7	3	0.3			3	1.4	100	0.7			66	0.6																							
Thames Valley		3	1	1	5	-2.2	3	-1.6			5	-2.2	1	-1.8	1	-5.3					1	-1.8																					
The Avenue Special		15			15	-1.9	8	-1.9			15	-1.9	12	-1.9	4	-1.9			2	-1.9	7	-1.9																					
The WREN	14	62	75	14	165	-0.8	47	-0.9	19	-1.3	4	-1.9	67	-1.2	80	-0.5	16	-1.0	52	-0.3	2	-1.9																					
UTC Reading	12	14	78	20	124	-0.8	27	-1.4	36	-1.2	2	-0.6	24	-1.9	60	-0.6	5	-2.5	16	-0.2																							
<b>Grand Total</b>	<b>170</b>	<b>310</b>	<b>541</b>	<b>401</b>	<b>1422</b>	<b>-0.1</b>	<b>280</b>	<b>-0.7</b>	<b>181</b>	<b>-0.9</b>	<b>51</b>	<b>-1.7</b>	<b>417</b>	<b>-0.7</b>	<b>833</b>	<b>0.2</b>	<b>65</b>	<b>-1.0</b>	<b>468</b>	<b>0.4</b>	<b>20</b>	<b>-2.0</b>																					

<sup>1</sup> Venn children = EHCP+ever CSC+ Ever6

- Bilingual children achieve well and make strong progress in the majority of schools
- There is significant variation in the attainment and progress of children with EHCPs and SEND support across schools and numbers appear very low in JMA and Reading Girls
- Children with a social worker are more vulnerable to underperformance in schools where overall outcomes are weaker and where they are placed in a special school
- As seen in Primary outcomes there is a gap in attainment and progress for children of Black Caribbean heritage. Three schools to date from the secondary sector have taken up Anti-Racist training: Blessed Hugh Farringdon, Kendrick, and Reading School.
- In the tables above Venn1 represents the performance of children with vulnerabilities in all groups. Children in this group include children with EHCPs

## School Effectiveness Planning 2022-2025

The following reflections have informed our School Effectiveness planning and priorities:

- Though the quality of Reading schools continues to improve, as identified by improvements in Ofsted outcomes over time, and the School Effectiveness and wider Education teams have been successful in supporting school leaders to improve overall effectiveness, the pandemic has significantly impacted children in Reading. Children's outcomes in 2022/23 were weaker in Reading than in other areas nationally. Gaps persist and have worsened for children vulnerable to educational underperformance and children with multiple vulnerabilities are particularly at risk.
- Variation in outcomes for vulnerable pupils indicates that school effectiveness particularly impacts vulnerable groups. Effectiveness action needs to continue to prioritise work in schools causing concern.
- A range of factors have been identified as impacting on the ability of schools to improve attainment. Recruitment and retention of teaching staff is leading to pressure in a number of schools. A Borough wide approach to recruitment and retention is to be considered through the Education Partnership Board in 2023.
- Schools in Reading are under increasing pressure given the challenges relating to increasing number of pupils with SEND, insufficient specialist SEND school places. Therapeutic thinking in schools has supported many schools to develop their inclusive practice, however more specialist skills and capacity is needed to support the number of children with SEND in mainstream schools. Focused work to improve sufficiency of specialist SEND capacity and provision is a key priority, as is the work with schools to explore recruitment and retention of teaching staff across the Borough.
- There is not a high enough take up as of yet of our evidenced intervention programmes. Leadership capacity particularly at primary needs to be secured to support priority programmes.



- School led improvement and school to school support require rapid development to support school leaders to meet the challenges they face and significantly improve outcomes at KS2, particularly for vulnerable children. The Education Partnership Board, commencing it's work in March 2023, will be key in developing local school to school support.

The following priorities have been previously identified for 2022-2025

- Targeting of intervention and support to raise standards and progress of pupils at schools with the poorest results, informed by an increasingly sophisticated understanding of inequalities outcomes for disadvantaged groups.
- Improving governor capacity, skills and oversight to enhance support and challenge

This first annual report has identified additional priorities to be implemented from 2023:

- Developing school leadership capacity through school organisation and school-to school support and challenge through the Education Partnership Board.
- Promotion of positive wellbeing for school leaders and school staff
- Developing a Borough-wide school leader and teaching staff recruitment and retention strategy

These improvement priorities are reflected within the Brighter Futures for Children Business Plan Priority 4: *influencing and supporting education settings to offer high quality inclusive teaching and learning, to support achievement for all.*