Reading Borough Council
Working better with you

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

Direct: ☎ 0118 937 2332
e-mail: 0118 9372432

12 March 2024

Your contact is: Jemma Durkan - Committee Services

NOTICE OF MEETING – ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE 20 MARCH 2024

A meeting of the Adult Social Care, Children's Services and Education Committee will be held on Wednesday, 20 March 2024 at 6.30 pm in the Committee Room 4a/4b, Civic Offices, Reading. The Agenda for the meeting is set out below.

		WARDS AFFECTED	Page No
1.	**DECLARATIONS OF INTEREST**		
	Councillors to declare any disclosable pecuniary interests they may have in relation to the items for consideration.		
2.	**MINUTES**		5 - 16
3.	**MINUTES OF OTHER BODIES**		17 - 26
	Health and Wellbeing Board – 19 January 2024		
4.	**PETITIONS**		
	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.		
5.	**QUESTIONS FROM MEMBERS OF THE PUBLIC AND COUNCILLORS**		

CIVIC OFFICES EMERGENCY EVACUATION: If an alarm sounds, leave by the nearest fire exit quickly and calmly and assemble on the corner of Bridge Street and Fobney Street. You will be advised when it is safe to re-enter the building.

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.

WEBCASTING NOTICE

Please note that this meeting may be filmed for live and/or subsequent broadcast via the Council's website. At the start of the meeting the Chair will confirm if all or part of the meeting is being filmed. You should be aware that the Council is a Data Controller under the Data Protection Act. Data collected during a webcast will be retained in accordance with the Council's published policy.

Members of the public seated in the public gallery will not ordinarily be filmed by the automated camera system. However, please be aware that by moving forward of the pillar, or in the unlikely event of a technical malfunction or other unforeseen circumstances, your image may be captured. **Therefore, by entering the meeting room, you are consenting to being filmed and to the possible use of those images and sound recordings for webcasting and/or training purposes**.

Members of the public who participate in the meeting will be able to speak at an on-camera or off-camera microphone, according to their preference.

Please speak to a member of staff if you have any queries or concerns.

This page is intentionally left blank

ADULT SOCIAL CARE, CHILDREN'S SERVICES AND EDUCATION COMMITTEE MEETING MINUTES - 17 JANUARY 2024

Present: Councillor Mpofu-Coles (Chair);

                  Councillors Gavin (Vice-Chair), Cresswell, Davies, Edwards, Gittings, Hoskin, Keane, McEwan, O'Connell, Robinson, Tarar and Woodward

Apologies: Councillors Ballsdon and McGoldrick

21.   DECLARATIONS OF INTEREST

Councillor Davies declared an interest in item 11 as a close family member received the Home to School Transport provision.

Councillor Cresswell declared an interest in item 11 relating to his work in the alternative provision education sector.

22.   MINUTES

The minutes of the meeting held on 18 October were confirmed as a correct record and signed by the Chair.

23.   MINUTES OF OTHER BODIES

The minutes of the following meeting were received:

- Health and Wellbeing Board – 6 October 2023

24.   MENTAL HEALTH UPDATE

The Committee received a report on the mental health and neurodiversity service provision, including waiting times and trends. These were provided across three specific areas of provision: working age adult services, children and young people's mental health, and neurodiversity. The presentation was provided by Kishan Waas, Service Director Mental Health Community Services, Louise Noble, Service Director to LD and CAMHS and Karen Cridland, Divisional Director Berkshire Healthcare NHS Foundation Trust.

The presentation included information on:

- Working Age Adult Services
  - ARRS - recruitment of specialist primary care mental health practitioners under the additional roles reimbursement scheme (ARRS) to work within GP surgeries and offer triage, assessment, and signposting to primary care patients who present with a mental health need.

- o Let's Connect - a social network to support the wellbeing of citizens over the age of 18 by connecting with each other, with organisations and services and with the many opportunities in the community.
- o IAPT - the NHS Talking Therapies, for anxiety and depression programme (formerly known as Improving Access to Psychological Therapies, IAPT) aimed to improve the delivery of, and access to, evidence-based, NICE recommended, psychological therapies for depression and anxiety disorders within the NHS. Reading referral and waiting times for Talking Therapies for 2023 was 92% of clients started treatment within seven weeks of referral.
- o Mental Health Integrated Community Service (MHICS) - offered a service to patients in primary care with significant mental health difficulties would previously would have fallen in the gap between primary and secondary care. The referral and waiting times for this service were an average of 2 weeks.
- o Community Mental Health Teams (CMHT) - a non-integrated service provided care and treatment for people with serious mental health difficulties, including but not limited to psychotic illnesses, mood and personality disorders, and other disorders. The referral and waiting time for Care Coordination was four weeks and psychiatry assessments 9.1 weeks.
- o Individual Placement & Support Employment Service (IPS) - an employment support service integrated within CMHTs, MHICS, and EIP for people who experienced severe mental health conditions. It was an evidence-based service that aimed to help people find and retain employment.
- o Early Intervention in Psychosis (EIP) – a team that provided specialist treatment and care for people aged between 14 and 65 who had signs of psychosis.
- o Crisis Resolution Home Treatment Teams (CRHTT) – a service that provided intensive support for patients experiencing an acute or 'crisis' episode during their mental illness. The service was available 24 hours a day, 365 days a year.
- o Intensive Management of Personality Disorders and Clinical Therapies (IMPACTT) – to help patients better understand personality disorders and support with developing coping strategies to help manage the difficulties with both emotions, and interpersonal issues.
- o Liaison and Diversion (L&D) - identified people who had mental health, learning disability, substance misuse or other vulnerabilities when they first came into contact with the criminal justice system as suspects, defendants or offenders.
- o Reconnect - a care after custody service for adults, to improve the continuity of care of people leaving prison or an immigration removal centre (IRC) with an identified health need.
- o SUN – a user network offering support through peer groups, with people helping others by using their own experiences as a guide for others.
- o Context and challenges of the services included demand and capacity, workforce challenges, staff burnout, complex presentations, differing thresholds and variations in financial offer.
- o Service Transformation – The development of Project One Team to transform Berkshire's Mental Health offer in line with the NHS Long Term Plan. This would build upon the work already done by the Community Mental Health Transformation Programmes to create a brand-new model for Berkshire.

- Children and Young People Mental Health Services
  - Berkshire Healthcare were commissioned to provide evidence-based mental health services for children and adolescents across the West of Berkshire. The THRIVE framework conceptualised five needs-based groupings for young people with mental health issues and their families. Under the Thrive framework, most services provided in Reading were within the Getting More Help and Getting Risk Support needs-based groupings.
  - Berkshire Health did not provide school based mental health services or primary mental health services in Reading but were commissioned to provide specialist expertise as part of the mental health in schools' service.
  - The total number of referrals to the service from the Reading locality had increased by approximately 7% since 2019 (pre-pandemic). This was similar to the national picture and to other areas of Berkshire.
  - Approximately 12% of the service caseload were Reading children and young people.
  - The were no national access and waiting time standards for general CAMH services. However, national guidance had been introduced to provide a standard definition of waiting.
  - In 2023 mean waiting times were 10 weeks and 21 weeks for routine referrals.
  - Berkshire Healthcare services were meeting targets in relation to eating disorders and early intervention in psychosis services.
  - New services included CAMHs Children in Care Service, Extended CAMHS Crisis Service, Berkshire Link Team, and the CAMHS Learning Disability Service.

- Neurodiversity Services
  - Berkshire Healthcare provided the diagnostic service and medication support for children/young people with ADHD. However, many of their needs were met by other providers across the system.
  - Referrals for autism and ADHD services outstripped the service capacity which resulted in large numbers waiting and long waits. This was a national picture with services across the country facing similar pressures.
  - Services experienced more complex presentations for both adults and children/young people and reducing waiting times remained a top priority.
  - Assessments completed during the financial year indicated the 48% waited up to two years and 52% waited 3-4+ years.
  - Actions and support included a holistic assessment, prioritisation of referrals, ongoing programme of quality improvement service transformation, increased capacity of qualified staff, early needs led support, collaboration and shared learning, reducing wait for annual ADHA medication review for adults, reducing autism assessment process, ADHA post diagnostic support options for adults and quality improvement projects.

The Committee discussed the report and raised concern at the two-year waiting list for referrals. In response it was reported that investment in resources had reduced the

waiting lists down to two years and support was provided to individuals ahead of diagnosis if necessary.

The Chair thanked officers for the report and presentation, and requested an update be provide at a future meeting

Resolved – That an update be provide at to a future meeting.

25.   ADULT SOCIAL CARE COMPLAINTS REPORT

The Committee received a report providing an overview of complaints and compliments activity and performance for Adult Social Care for the period from 1 April 2022 to 31 March 2023. A summary of Adult Social Care Complaints and Compliments 2022/23 was attached to the report at Appendix A.

The report stated that over the period from 1 April 2022 to 31 March 2023 the service had received 10 corporate complaints, which was a 50% significant decrease compared to the 20 received in 2021/22, and 89 statutory complaints, which was a 4.3% decrease compared to the 93 that had been received in 2021/22. There was also one request for a corporate Stage 2 investigation during the period.

The main themes for the period 2022/23 for both corporate and statutory complaints were:

- Quality of Service Provided
- Staff Conduct
- Communication

Between 1 April 2022 and 31 March 2023, the Local Government & Social Care Ombudsman received five representations from dissatisfied service users for issues relating to Adult Care & Health Services, which was two less than the previous year. Of the five cases, four were investigated and fault found, and one case was assessed and not further investigated. The LGSCO did not issue any formal reports finding maladministration by the Council.

In the year 2022/23, 42 compliments were received in comparison to the previous year when only ten were recorded. Teams complimented by service users included - AMHP and Forensic Team, Adult Safeguarding team, Occupational therapists (OT), D2A team, Review team and the Mental Health Team.

It was noted that information on how to make a complaint was publicised and made available to service users.

Resolved:

  (1) That the report be noted.

(2) That the action taken in response to learning from complaints, as described in the summary of Adult Social Care Complaints and Compliments 2022/23, attached at Appendix A to the report, be noted.

26. CHILDREN'S SOCIAL CARE COMPLAINTS REPORT

The Committee received a report providing an overview of complaints, compliments, Subject Access Requests (SARs) activity and performance for Children's Social Care for the period from 1 April 2022 to 31 March 2023. An addendum to the report provided a summary of learning and improvements made within the children's social care service as a result of complaints during 2022/23. Nayana George, Customer Relations and Information Governance Officer, provided an overview to the Committee.

The report stated that over the period from 1 April 2022 to 31 March 2023 the service has received 77 statutory complaints, which was an increase of 18.46% compared to the 65 received in 2021/22. Of the 77 complaints received 10 (13%) had been resolved through alternative dispute resolution (ADR) by the social care teams. The remaining 67 (87.0%) had progressed to a formal investigation, although one of these had been subsequently withdrawn by the complainant once the investigation had commenced. The top complaint themes were staff conduct, quality of service and procedures.

It was noted that the Customer Relations Team and Brighter Futures for Children's (BFfC) Communications & Compliance and Human Resources/Training teams continued to raise awareness of the complaints process with both staff and the public.

Between 1 April 2022 and 31 March 2023, the Local Government & Social Care Ombudsman (LG&SCO) received 23 representations from dissatisfied service users for issues relating to BFfC. This was an increase of seven from the previous year. The LGSCO assessed nine of the cases for investigation, five cases were upheld, and two cases were not upheld. One was awaiting an outcome and one was yet to be investigated.

In respect of the five upheld complaints, the LGSCO asked the Council/BFfC to apologise and provided financial redress. They also recommended some service improvements. Of the remaining 14 cases, 11 were assessed but not investigated as they were either out of time, not within the LGSCO's jurisdiction to investigate, or closed after initial enquiry/assessment. Three cases were deemed premature and passed back to BFfC to investigate as they had not progressed through the complaints' procedures.

The LGSCO would be issuing one formal report finding maladministration by BFfC, however this would not be published to safeguard the complainant. It was noted that the matter had been scrutinised by the BFfC Board, CMT and Lead Councillors. All comments and learning would be addressed, and reassurance had been sent to the LGSCO.

During the same period a total of 50 compliments had been received.

During 2022/23, the Customer Relations Team received 59 Subject Access Requests (SARs) for children's social care cases and Special Education Needs and/or Disabilities (SEND) cases. This was 21 more than the 38 requests received in 2021/22 relating to BFfC.   It was reported that at the time of the ACE Committee meeting of the 59 requests received 52 had been completed, four were closed as invalid requests and three remaining cases were waiting to be processed.

It was reported that the Council and BFfC had worked closely to drive improvements in the services offered to children and young people and to signpost to information on advocacy, early resolution and the complaints procedures. However, it was recognised that there was always room for improvement and work was continuing to better the services offered to children and families.

It was noted that the statutory process regarding recording of responding to complaints within timescales was very strict and did not consider delays relating to the complainant or staff sickness absence. However, service wide training sessions were being undertaken for new managers to explain the process and importance of responding to complaints on time. Also, weekly reports were provided to senior managers to chase any outstanding responses to complaints.

Subject Access Requests records were usually requested for historical reasons by individuals, solicitors for court processes and repetitive complainants. Reasons for the backlog in processing requests were usually due to the work involved to check records for third party information and redaction, checking for sensitive information that could cause distress, and information that was legally privileged. It was noted that new software for redaction work had been procured to support staff in processes the records.

Resolved -

(1)   **That the contents of the report and intended actions to further improve service delivery and the management of representations, particularly complaints, in children's services in Reading be noted.**

(2)   **That the continuing work to raise awareness of all conflict resolution processes, including the statutory complaints process and encourage appropriate use by children, young people and their families be noted.**

27.   LEAVING CARE SERVICE ACTION PLAN

The Committee received a report providing progress made on achieving the actions identified in the Brighter Futures for Children Leaving Care Action Plan 2023/2024. This was drawn up in April 2023 in response to a review of the service undertaken by the National Implementation Adviser for Care Leavers, Mark Riddell MBE in March 2023. It detailed actions already achieved, those that are being worked on and those that are proving more challenging to progress. The BFfC Leaving Care Service Action Plan 2023-24 was appended to the report at Appendix 1.

The review focussed on:

- Corporate Parenting Panel
- Education, employment, and training
- Housing
- Health
- Transition to adulthood
- Local offer to care leavers.

The visit identified strengths and areas for improvement and a partnership action plan was implemented. This ensured that, collectively, BFfC, the Council and the wider partnership were championing and meeting the needs of children in care and care leavers. On the 13 July 2023 the action plan was endorsed by Corporate Parenting Panel, chaired by Councillor Hoskin, and was supported by senior leaders across BFfC and the Council.

Three key areas of activity included:

- The Corporate Parenting Panel Terms of Reference (ToR) had been updated in partnership with panel members and children in care.
- Reading Borough Council's sliding scale of council tax exemptions for care leavers up to the age of 21 would be extended to 25 years (to reflect the corporate parenting duties of the local authority continuing to this age. The financial impact of the proposal had been included in the Council's Medium-Term Financial Strategy (MTFS) and 2024/2025 budget.
- A proposal for 'care experience' to be recognised as a protected characteristic by Reading Borough Council.

Other actions included consultation with young people who were looked after by BFfC or recent care leavers, increased housing offer for care leavers, developing the Council's apprenticeship 'offer' to care leavers, and a clearer 'pathway' for care leavers transitioning to adult social care services.

It was noted that work was ongoing in all areas of the action plan however, some actions were proving more challenging to progress. These included employing a participation apprentice /champions on a full-time basis in the participation unit or leaving care team. This was to help drive the local offer from each key partner agency and engage with care leavers aged up to 25 years and represent their views. Due to funding implications this was providing difficult to prioritise. Also, obtaining free prescriptions, dental and eye care for care leavers up to 25 years was not able to be funded by health partners. It was noted that this would be explored further at the Corporate Parenting Panel in January 2024.

Actions in the BFfC Leaving Care Service Action Plan 2023/24 were being systematically addressed and reasonable progress was being achieved in most areas. However current financial pressures placed restrictions on what could realistically be achieved in some

areas at this time. Support would be sought from community partners in the hope of broadening some aspects of the care leavers' 'offer'.

The Plan would be reviewed on a bi-monthly basis with relevant managers in BFfC and the Participation Officer.

It was agreed that an update on the action plan be provided on an annual basis to the Committee.

Resolved –

> **(1) The progress made on the leaving care action plan and current priorities be noted.**
>
> **(2) That an update be provided to the ACE Committee on an annual basis.**

28.   SCHOOL ADMISSIONS POLICY

The Committee received a report that invited the Committee to agree the determination of school admissions arrangements for September 2025 as follows:

- The admission arrangements for Community Primary Schools in Reading for the school year 2025/26.
- The coordinated scheme for primary schools for the 2025/26 school year.
- The coordinated scheme for secondary schools for the 2025/26 school year.
- The Primary catchment areas
- The Relevant Area 2025/26

Copies of the schemes, policies and relevant area were appended to the report at Annexes A, B, C, D and E.

Resolved –

> **(1) That the scheme attached at Annexes A, B and C to the report as the admission arrangements for 2025/26 for community schools in Reading and the local arrangements for complying with the national coordinated primary school admission procedures for the allocation of primary school places for residents of Reading Borough be agreed.**
>
> **(2) That the scheme attached at Annex D to the report, as the local arrangements for complying with the national coordinated secondary admissions procedure for the allocation of secondary school places for 2025/26 for residents of Reading Borough be agreed.**
>
> **(3) That the relevant area as attached in Annex E to the report, which sets out the organisations that must be consulted for any admission arrangements for schools in Reading be agreed.**

29.   HOME TO SCHOOL TRANSPORT POLICY

The Committee received a report to consider a proposed consultation on the School Transport Policy for 2024, with changes in the policy aiming to clarify language and promoting the most active travel for Reading pupils.

The policy clarification points included:

• That travel assistance entitlement meant an offer of a bus pass or school bus at a pickup point, with an expectation for active travel as part of a child's healthy development;
• Clarification of the exceptional circumstances and appropriate evidence required to access any exceptional additional support in addition to travel assistance;
• That parents were liable for costs incurred by Brighter Futures for Children on behalf of Reading Borough Council if children did not access travel assistance provided;
• That students were not entitled to travel assistance post-16 except in appropriately evidenced exceptional circumstances.

The report explained that parents were responsible for ensuring their child attended school. This meant that parents must take all the action necessary to enable their child to attend school. For most, this included making arrangements for their child to travel to and from school. The Statutory Guidance was clear that Local Authorities must make arrangements, free-of-charge, for eligible children to travel to school.

Brighter Futures for Children, on behalf of Reading Borough Council, were wanting to support more children to engage in active travel, as part of a fulfilling childhood helping young people develop and move towards independence. This would include reducing journeys to school by car, by working with families, schools, local communities and transport planners to encourage students to walk or cycle to school or, where this is not feasible, to encourage greater use of public transport.

It was reported that School Transport had been a significant budget and growth pressure in Reading for the past two years. Local Authorities across England were experiencing continued demand and cost pressures regarding school transport and local pressures were in line with national increases in demand and cost increases. These included continued increases in numbers of children with SEND, leading to an increase in the number of children needing transport assistance to school. Including children needing to go further afield to be provided with an appropriate education placement. With these demand and growth pressures action needed to be taken to make savings across the School Transport budget.

It is proposed to consult on the School Transport Policy for 2024 to help deliver savings and to promote the most active and independent forms of travel, increasing and promoting independence for young people on their journey to adulthood and independent living, in line with the Council's policies and strategic aims to promote independence.

It was noted that following the consultation a report would be provided to ACE Committee with the results of the consultation and to then consider approval of a revised School Transport policy.

Resolved –

(1) That consultation on School Transport policy clarification be agreed, as follows:
- Travel assistance entitlement means an offer of a bus pass or school bus at a pickup point, with an expectation for active travel as part of a child's healthy development;
- Clarification of the exceptional circumstances and appropriate evidence required to access any exceptional additional support in addition to travel assistance;
- That parents were liable for costs incurred by Brighter Futures for Children on behalf of Reading Borough Council if children did not access travel assistance provided;
- That students were not entitled to travel assistance post-16 except in appropriately evidenced exceptional circumstances.

(2) That the format and process of consultation be delegated to the Executive Director, Children's Services, in consultation with the Lead Councillor for Children's Services and the Lead Councillor for Education and Public Health.

(Councillor Davies declared an interest in the item and left the meeting as a close family member received Home to School Transport provision.)

(Councillor Cresswell declared an interest in item 11 relating to working with children in the alternative provision education sector that use the service, but did not leave the meeting.)

30.   MAIDEN ERLEGH CHILTERN EDGE SCHOOL TRANSPORT

The Committee received a report to consult on revising the School Transport Policy to remove free transport entitlement for pupils attending Maiden Erlegh Chiltern Edge school.

The report explained that with the opening in September 2024 of the new River Academy secondary school in Reading this would secure sufficient local secondary places for all Reading children. It was therefore appropriate to review the free transport provision for Maiden Erlegh Chiltern school.

It was proposed that the policy change would remove eligibility for children not yet in receipt or eligible for transport. The options for consultation were as follows:

- Fully removing eligibility from September 2024. This would achieve a full saving of £264,000 per year. This was currently the recommended option, due to the current savings required on School Transport budgets.

- A planned reduction of between one and two buses a year, to cancel all four buses within a three-year period. A three-year reduction would lead to projected savings of £90,000 per year from September 2024. The planned reduction proposals could be based on year group eligibility or on reducing geographical area eligibility.

The proposed statutory 28-day consultation period would take place during term-time across January – March 2024 with implementation of policy changes from September 2024. The consultation would include dedicated engagement sessions with parents of children attending Chiltern Edge secondary school.

Resolved –

(1) That a consultation on School Transport policy changes to remove free transport entitlement for pupils attending Maiden Erlegh Chiltern Edge School and to change current transport arrangements be agreed.

(2) That the format and process of consultation be delegated to the Executive Director, Children's Services, in consultation with the Lead Councillor for Children's Services and the Lead Councillor for Education and Public Health.

(The meeting closed at 9.21 pm)

This page is intentionally left blank

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
Sarah Deason	Healthwatch Reading
Councillor Paul Gittings	Lead Councillor for Adult Social Care, RBC
Councillor Graeme Hoskin	Lead Councillor for Children, RBC
Lara Patel	Executive Director of Children's Services, Brighter Futures for Children (BFfC)
Tim Readings	Group Manager: Community Risk Management Planning and Projects, Royal Berkshire Fire and Rescue Service (RBFRS)
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	Executive Director – Community & Adult Social Care Services, RBC

Also in attendance:

Lyn Bushell	Communications & Engagement Lead, Building Berkshire Together, Royal Berkshire NHS Foundation Trust
Andy Ciecierski	Clinical Director for Caversham Primary Care Network
David Goosey	Independent Scrutineer and Chair, Berks West Safeguarding Children Partnership
Chris Greenway	Assistant Director for Commissioning and Transformation, RBC
Bev Nicholson	Integration Programme Manager, RBC
Amanda Nyeke	Public Health & Wellbeing Manager, RBC
Andy Statham	Director of Strategy Transformation and Partnerships, RBFT
Martin White	Consultant in Public Health, RBC
Alex Wylde	Policy & Performance Manager, RBC

Apologies:

Alice Kunjappy-Clifton	Lead Officer, Healthwatch Reading
Steve Leonard	West Hub Group Manager, Royal Berkshire Fire & Rescue Service
Nicky Lloyd	Chief Finance Officer, RBFT
Jill Marston	Senior Policy Officer, RBC
Gail Muirhead	Prevention Manager, RBFRS
Katie Prichard-Thomas	Chief Nursing Officer, RBFT

27.   MINUTES

The Minutes of the meeting held on 6 October 2023 were confirmed as a correct record and signed by the Chair.

28.   QUESTIONS IN ACCORDANCE WITH STANDING ORDER 36

The following question by David Maynerd was answered in writing:

a)   Regulation of Hairdressers:

Why is it that Hairdressers are unregulated?

When, if hairdressers don't sterilize their equipment carefully after each use, dangerous scalp conditions can be passed on to the next customer. I have noticed over several years that my scalp seems to be sensitive and after a visit to the hairdresser I will nearly always get an itchy scalp, this turns to scabs forming on my scalp and when scratched cause small open wounds. These generally clear up in 6 to 8 weeks with daily use of Head and shoulders shampoo. But the cycle is repeated after my next haircut. Recently I discussed this with my hairdresser and he very kindly started cleaning and disinfecting all his tools before starting to cut my hair. This has drastically reduced the incidence of my problem. But a few months ago we were chatting I noticed that he had not remembered to clean all the his tools and after that visit almost immediately I had an itchy scalp and 3 or 4 bad sores developed. A few days ago I went back and mentioned that last visit and he carefully cleaned all his tools before starting and a few days later my scalp seems fine. I think most mens hairdressers just leave their combs in some disinfectant over night but this is not good enough. If a customer suffers from Dandruff, Psoriasis, eczema and many other hair problems they can easily pass this condition to the next customers through combs, electric cutters, scissors etc. not being sterilised before the next customer. Of course it may not be practical to soak all tools each time but they could be rinsed and sprayed each time ... it only takes a minute and or they can have two sets of combs etc one sterilising and one in use. As I understand it, talking to a new hairdresser in Brecon recently, a town I often visit, anyone can start a hairdressing business and there are no checks or qualifications asked for or made. If this is true, this is a dangerous health loophole which could easily be addressed.

REPLY by the Chair of the Health and Wellbeing Board (Councillor McEwan):

It is a requirement for hairdressers and barbers to register with Reading Borough Council's Environmental Health team who will monitor businesses to ensure that they achieve a standard of health and safety practice that minimises risk to their customers.

Hairdressers and Barbers must demonstrate compliance in the following two areas:

1.   Maintain a clean and hygienic environment.
2.   Decontaminate equipment appropriately.

The Hair and Beauty Industry Authority (HABIA) also sets standards for training and qualifications in the hair and beauty sector via the National Occupational Standards, these include hygiene but their adoption and implementation into local practice will vary. Hairdressers and barbers must also adhere to consumer protection legislation. They are subject to the Consumer Rights Act 2015 and the Consumer Protection from Unfair Trading Regulations 2008.

To attain compliance with these regulations, hairdressers and barbers are expected to carry out risk assessments, ensure staff are adequately trained and have an up-to-date Health and Safety policy in place. The salon owner has ultimate responsibility for ensuring the health and safety of staff and service users.

The council recognises these legal duties are important and will carry out reactive visits following a concern being raised or complaint being logged. Unfortunately, we are not able to conduct proactive visits due to a lack of resources. However, members of the public are invited to log their concerns with our consumer protection department by emailing consumer.protection@reading.gov.uk

It should also be noted that many hairdressers and barbers take the health aspect of their work seriously and there are several examples of excellent health promoting practice. For example, The Lions Barbers Collective which trains hairdressers and barbers to have connected conversations with their male clients to help prevent the risk of suicidal ideation and suicide amongst men.

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

b)   Marmot Town

Recent publicity regarding Coventry's advances in health equality have pointed to the possibility of becoming a "Marmot Town" through collaboration with the Institute of Health Inequality led by Sir Michael Marmot at University College London. Will the board consider this approach to tacking health inequality?

REPLY by the Chair of the Health and Wellbeing Board (Councillor McEwan):

The Institute of Health Equity at University College London facilitates the Marmot Places scheme. This builds upon earlier formats and strategic public health initiatives such as Healthy Cities. There are now over 40 local authorities In England and Wales who have become a network of The Marmot Places. These include Coventry, Greater Manchester and others where programmes of work have begun that seek to implement the 6 policy objectives recommended first by the Marmot Review in 2010 and in milestone reports since then. These have become 'marmot principles', evidence-based action that will reduce the social gradient in health:

1. Give every child the best start in life

2. Enable all children, young people and adults to maximise their capabilities and have control over their lives

3. Create fair employment and good work for all

4. Ensure a healthy standard of living for all

5. Create and develop healthy and sustainable places and communities

6. Strengthen the role and impact of ill-health prevention

They recognise that the social economic determinants of health are beyond the health service and these are the prevention measures which will lead to the best and healthiest outcomes for everyone. The overarching approach to delivery recommended across all these policy areas is proportionate universalism, the idea that services should be provided universally but with a scale and intensity that is proportionate to the level of disadvantage.

The prospect of becoming a Marmot Borough has been discussed amongst Officers and at Lead Councillor Briefings. In Reading we recognise that health is created outside of the healthcare system. We support these principles and know that there is much good practice in Reading Borough Council and amongst our system partners in the integrated care system and the local voluntary community sector that already aligns with these principles.

The way forward for us here in Reading is to receive the completion of the current Director of Public Health Annual Report which is expected in March 2024. This statutory document will be the first since 2021. It will be supported by evidence drawn from our Joint Strategic Needs Assessment and will provide strategic guidance about our local priorities for protecting and improving health in Reading.

This strategic guidance will enable us to take an informed view as to whether we will be recommending to the Board the aspiration to become a Marmot Borough and the benefits to Reading's residents.

c)   Commissioning Decisions

In the current structure of an Integrated Care Board with place level structures it is unclear where commissioning decisions are taken and how they are reported to the public.

Will the board review accountability and oversight in our integrated care system so as to clarify where change is needed to bring commissioning decisions clearly to the public view?

REPLY by the Chair of the Health and Wellbeing Board (Councillor McEwan):

The Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board remains the NHS commissioning body, and has a duty to consult with the local authority and the public on any commissioning decisions that would have a substantial impact on services.

The Health and Wellbeing Board, along with the ACE Committee, continues to play an important role in co-development and scrutiny of commissioning decisions. Our jointly developed Health and Wellbeing Strategy sets out our local guiding priorities. We will continue to review progress of delivery against this Strategy regardless of whether the development work happens at a 'Place' level or as part of the wider Buckinghamshire, Oxfordshire and Berkshire West Integrated Care System.

29.   BERKSHIRE WEST SAFEGUARDING CHILDREN PARTNERSHIP (BWSCP) ANNUAL REPORT 2022/2023

David Goosey submitted a report presenting the Berkshire West Safeguarding Children Partnership (BWSCP) Annual Report for 2022/23, a copy of which was appended to the report. The BWSCP was a multi-agency partnership to promote the safeguarding and wellbeing of children in Reading, West Berkshire and Wokingham, whose role was to co-ordinate the partners' safeguarding services; act as a strategic leadership group in supporting and engaging others; and implement local and national learning including from serious child safeguarding incidents.

The report provided information on: the work and progress made on the BWSCP priorities; case review activity; the wider effectiveness and work of the partnership; and learning, development and communications. The annual report focussed on the work

undertaken by the BWSCP as a partnership organisation and the covering report highlighted some of the key themes in the work, covering:

- Extra-familial harm – safeguarding children and young people from the risk of significant harm from outside the home, including a Thematic Review of services to young people in relation to serious youth violence, initiated following several serious incidents in early 2021.

- Threshold guidance arrangements – aligning the threshold guidance for child protection across the three local authorities in Berkshire West.

- Local Child Safeguarding Practice Reviews – six LCSPRs had been published by the BWSCP in 2022/23 and the report detailed key areas of learning from the cases.

Resolved – That the report be noted.

30. 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;
- Priority 5 - Promote good mental health and wellbeing for all adults.

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.

31. 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 2023 (Quarter 2) and outlining the spend against the BCF plan, including the Adult Social Care (ASC) Discharge Fund to support hospital discharges in 2023/24.

The BCF metrics had been agreed with system partners during the BCF Planning process. Outcomes, recorded at the end of September 2023, (Quarter 2) were:

- The number of avoidable admissions (unplanned hospitalisation for chronic ambulatory care) (Met)
- The number of emergency hospital admissions due to falls in people aged 65 and over, per 100,000 population. (Met)
- An increase in the proportion of people discharged home using data on discharge to their usual place of residence (Not Met)
- The number of older adults whose long-term care needs are met by admission to residential or nursing care per 100,000 population (Not Met)
- The effectiveness of reablement (proportion of older people still at home 91 days after discharge from hospital into reablement or rehabilitation) (Met)

Further details against each of the targets were set out in the report which demonstrated the effectiveness of the collaborative work with system partners.

The report also covered the Better Care Fund Quarterly return, covering performance against the BCF Metrics for Quarter 1, which had been reported at the October 2023 Health and Wellbeing Board. The Quarterly Return had been signed off through the delegated authority process on 26 October 2023 and submitted on 31 October 2023. The National Conditions continued to be met and the full return was attached at Appendix 1.

Resolved -

(1)   That the Quarter 2 (2023/24) performance against the BCF metrics be noted;

(2)   That it be noted that the Quarter 1 BCF Return had been formally signed off and submitted by the deadline of 31 October 2023.

32.   BERKSHIRE SUICIDE PREVENTION STRATEGY 2021-2026 PROGRESS REPORT

Further to Minute 27 of the meeting held on 20 January 2023, Martin White submitted a report giving an update on the Berkshire Suicide Prevention Strategy 2021 - 2026. The report had appended:

- Appendix 1   Berkshire Suicide Prevention Strategy 2021-26
- Appendix 2   Pan Berkshire Action Plan 2023/24
- Appendix 3   Reading Local Suicide Prevention Action Plan 2023/24

The report explained that the Berkshire Suicide Prevention Strategy (2021 – 2026) had been developed in 2020 and endorsed by the Health and Wellbeing Board in October 2021 (Minute 25 refers). On 15 July 2022 (Minute 5 refers) the Board had endorsed a recommendation to refresh the strategy due to changes in the policy landscape. This period had coincided with significant changes to local public health and healthcare system. Due to these challenging circumstances, the Berkshire Suicide Prevention Strategy (2021 – 2026) had not been universally adopted by all six local authorities, so the coordination, production, and oversight of the strategy refresh had been delayed.

On 11 September 2023, the Government had published a new national 5 year cross-sector suicide prevention strategy for England with a national action plan. Its aim was to bring everybody together around common priorities and set out actions that could be taken to:

- reduce the suicide rate over the next 5 years – with initial reductions observed within half this time or sooner
- improve support for people who had self-harmed
- improve support for people bereaved by suicide

After reviewing the Berkshire Strategy for 2021-2026 to ensure that approaches were aligned to the new national strategy, the Berkshire local authority suicide prevention leads had agreed to focus on refreshing the suicide prevention action plan at a local operational level. This would facilitate local implementation across the six Berkshire Local Authorities and result in local preventative activity.

The report gave details of the actions which had taken place to support the implementation of the Berkshire Strategy, including the collaborative development of a revised operational pan-Berkshire 2023/24 action plan by the six Berkshire suicide prevention leads and co-leads, outlining specific, targeted actions aligned with the original goals of the Berkshire Suicide Prevention Strategy 2021–2026 and the latest National Strategy of 2023. The priority actions outlined in the action plan would support the refresh of existing suicide prevention action plans in the six Berkshire local authorities.

The Reading Suicide Prevention Action Planning Group had met regularly on a quarterly basis since March 2023 and the report gave details of its role and activities, including reviewing the local action plan. It noted that the Reading action plan had been shared as a model with neighbouring authorities and the review's aim was to pinpoint three priority actions for Reading that aligned with the priorities outlined in the suicide prevention local profile and the national strategy. These actions were targeted to be achievable within the next year, considering the existing capacity.

The Board noted the increased rate of female suicides, the links between domestic violence and suicide and the planned actions around this issue within the action plans. It was suggested that a more detailed report on progress on the work on this matter should be brought to a future meeting.

Resolved -

(1)   That the progress on the Berkshire Suicide Prevention Strategy (2021-2026) and on the pan-Berkshire action plan 2023/24 be noted;

(2)   That the Reading Local Suicide Prevention Action Plan 2023/24 be noted and endorsed;

(3)   That a more detailed report on progress on the work on the issues around the links between domestic violence and suicide be brought to a future meeting.

33.   READING ARMED FORCES COVENANT AND ACTION PLAN

Alex Wylde 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 and the report highlighted the progress made against the actions. The report also provided updates on:

- The work of the pan-Berkshire Civil Military Partnership;
- The work of the Royal Berkshire NHS Foundation Trust relating to the armed forces and veterans;

- The work nationally of the Armed Forces Covenant Fund Trust.

Resolved:

(1)　　That the further 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.

34.　BOB ICB UPDATE BRIEFING

Sarah Webster submitted a report presenting a briefing from the BOB Integrated Care Board, as at November 2023.

The report covered the following key areas:

- ICB Board meeting – 21 November 2023
- BOB Joint Forward Plan and Integrated Care Strategy – shared system goals
- BOB ICB Primary Care Strategy
- Primary Care Access and Recovery Plan
- BOB ICB Digital and Data Strategy
- Covid-19 and Flu Vaccination Programme Autumn 2023
- Berkshire West-specific updates

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

35.　BERKSHIRE WEST PRIMARY CARE ALLIANCE - MEMBERSHIP OF THE HEALTH AND WELLBEING BOARD

Nicky Simpson submitted a report recommending that the following change be made to the membership and therefore terms of reference and powers and duties of the Reading Health and Wellbeing Board:

- To co-opt a representative from Berkshire West Primary Care Alliance (which was set up to represent General Practice across Reading and Berkshire West in the BOB Integrated Care System) as a clinical representative and non-voting additional member of the Health and Wellbeing Board (to be Dr Andy Ciecierski).

The proposed amended terms of reference and powers and duties and operational arrangements of the Board were set out at Appendix A to the report.

The report also recommended that Sarah Webster, now the sole Integrated Care Board representative on the Health and Wellbeing Board, be the Vice-Chair of the Board, as required by the Board's terms of reference.

At the meeting, Andy Ciecierski tabled a document with an amended proposal to suggest that the Berkshire West GP Leadership Group would be a more appropriate body for him to represent as a clinical representative, rather than the Primary Care Alliance, and it was suggested that the information should be circulated to the Board members and the decision on the co-option deferred to the next meeting.

Resolved -

(1)   That consideration of the appointment of a clinical representative to the Health and Wellbeing Board be deferred until the next meeting to allow consideration of the tabled information;

(2)   That Sarah Webster be appointed as the Vice-Chair of the Health and Wellbeing Board.

36.   DATE OF NEXT MEETING

Resolved –   That it be noted that the next meeting would be held at 2.00 pm on Friday, 15 March 2024.

(The meeting started at 2.00 pm and closed at 3.51 pm)

This page is intentionally left blank

Adult Social Care, Children's Services and Education Committee

20 March 2024

Reading Borough Council
Working better with you

Title	Reading Safeguarding Adults Annual Report 22/23
Purpose of the report	To make a decision
Report status	Public report
Report author	Sue Ross
Lead Councillor	Cllr Paul Gittings
Corporate priority	Thriving Communities
Recommendations	1. That the Reading Safeguarding Adults Annual Report 22/23 is endorsed. 2. That the Reading Safeguarding Adults Annual Report 22/23 can be published and appended to the West of Berkshire Safeguarding Adults Board Annual Report 22/23

5t6

1. Executive Summary

1.1. Reading Borough Council are required to prepare and submit an annual Safeguarding Adults Report to append to the West of Berkshire Safeguarding Adults Partnership Board's (SAB) Annual Report.

1.2. Reading Borough Council Safeguarding Adults Annual Report 22/23 is presented in full in section 3 of this report. The report summaries Safeguarding Adults activity in Reading Borough Council in 22/23.

2. Policy Context

2.1. The SAB have a statutory duty to produce an annual report and it has been agreed by the partnership that partners including Reading Borough Council will produce its own annual report that will be appended to the SAB.

3. The Proposal - Reading Borough Council Safeguarding Adults Annual Report 22/23

3.1 **Context**
Reading Borough Council (RBC) hosts the strategic partnership arrangement between Reading, West Berkshire and Wokingham which forms the basis of the West of Berkshire Safeguarding Adults board which operates across the 3 local authorities along with the other statutory partners in Health and the Police. The Board manager is supported by services in Reading including some administration, IT, payroll etc and is line managed by the Assistant director (Safeguarding, Quality and Practice). The Board is led by an Independent Chair who works closely with the Board manager as an independent safeguarding expert.

RBC also has a Safeguarding Adults Team (SAT) who undertake the role of initial triage of concerns and referrals, decision making as to whether Care Act duties are required to

be assessed, signposting to other services where required, and determining whether to initiate a section 42 (s42) enquiry to determine how to safeguard an individual at risk. Where an individual is already known the s42 will be referred on to the relevant team to carry out the section 42 but if the referral is not previously known, the team will carry out s42 enquiries.

3.2   **Safeguarding Activity**

3.2.1   Concerns and Enquiries:

Table 1 shows the safeguarding activity within Reading over the previous 3 years in terms of concerns raised, s42 enquiries opened and the conversion rates over the same period.
There were 2374 Safeguarding Concerns received in 2022/23 which is a decrease since the previous year.

Table 1 – Safeguarding Activity for the past 3 Years since 2020/21

Year	Safeguarding Concerns received	Safeguarding s42 Enquiries Started	Individuals who had Safeguarding s42 Enquiry Started	Conversion rate of Concern to s42 Enquiry
2020/21	1589	493	435	31%
2021/22	2969	400	335	13%
2022/23	2374	434	358	18%

434 s42 Enquiries were opened last year, with a conversion rate from concern to s42 enquiry of 18% which is still lower than both the national average (Approx. 33.9%) and the South-East average (Approx. 30.6%) for 2021/22. This makes Reading lower than the other West Berkshire authorities and with other current comparator averages such as the South-East ADASS Q4 benchmarking (Approx. 29.5%).

The conversion ratio has increased this year to date in part due to the number of concerns falling this year and due to the audit work within the Safeguarding Team and the change in process of setting up a referral step in the Call Centre to triage referrals before they are passed on to operational teams. This is especially noted in the reduction of Thames Valley Police referrals (down 17.4% of overall total) which has reduced the 'out of scope' numbers for safeguarding purposes. This is audited regularly locally, and issues are addressed with the external agencies in question.

There were 358 individuals who had an s42 Enquiry opened during 2022/23 which is an increase of 23 over the year. Enquiries have risen by 6.9% mainly because of the decrease in inappropriate concerns raised so only relevant concerns are being put through for further investigation.

3.2.2   **Source of Safeguarding Concerns:**

As **Figure 1** shows the largest percentage of safeguarding concerns for 2022/23 were once again referred from 'Health' staff (41%) which is a rise of 2.4% over the year.

Social Care Staff' were the next biggest source and make up 22.9% of the total which was a rise of 8.3% over the year.

The 'Police' (17.4%) whilst still the next largest source of Concerns received, has fallen by 14.2% over the period which was mentioned in the previous section.

The 'Social Care' category encompasses both local authority staff such as Social Workers and Care Managers as well as independent sector workers such as Residential / Nursing Care and Day Care staff.

The 'Health' category relates to both Primary and Secondary Health staff as well as Mental Health workers.
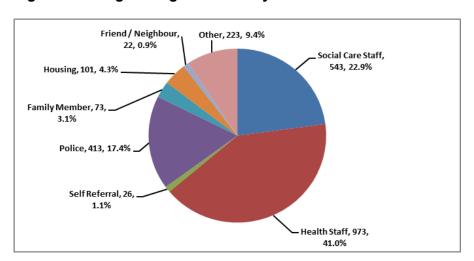
Figure 1 - Safeguarding Concerns by Referral Source - 2022/23

Pie chart data:
- Social Care Staff, 543, 22.9%
- Health Staff, 973, 41.0%
- Self Referral, 26, 1.1%
- Police, 413, 17.4%
- Family Member, 73, 3.1%
- Housing, 101, 4.3%
- Friend / Neighbour, 22, 0.9%
- Other, 223, 9.4%

Table 2 below shows a more detailed breakdown of the number of safeguarding concerns by referral source over the past 2 years since 2021/22.

In 'Social Care' the actual numbers coming in have increased over the year by 111, so as mentioned above; this proportionately now makes this group 22.9% of the overall total (up from 14.6% in 2021/22). Most of this proportionate increase has been due to more referrals being made from 'Residential / Nursing Care Staff' (up 30%) and 'Social Worker / Care Manager'(up 62%).

Numbers of referrals coming in from 'Health Staff' have decreased from 1146 to 973 since 2021/22. Proportionately it now makes up 41% of the overall total (up from 38.6% in 2021/22).

'Other Sources of Referral' over the year now make up 26.7% of the overall total.

As a proportion of those in this category by far the biggest fall has been in the 'Police' where it dropped by 9% of the proportion of 'Other Sources of Referral'. The overall total (down 14.2%) is due to a lot less 'Out of Scope' referrals being received during and post Covid over the last year from this source.

Table 2 - Safeguarding Concerns by Referral Source over past 2 Years since 2021/22

	Referrals	2021/22	2022/23
Social Care Staff	**Social Care Staff total (CASSR & Independent)**	**432**	**543**
	Domiciliary Staff	86	75
	Residential/ Nursing Care Staff	169	219
	Day Care Staff	0	0
	Social Worker/ Care Manager	75	122
	Self-Directed Care Staff	4	1
	Other	98	126
Health Staff	**Health Staff – Total**	**1146**	**973**
	Primary/ Community Health Staff	506	331
	Secondary Health Staff	489	518
	Mental Health Staff	151	124
Other sources of referral	**Other Sources of Referral – Total**	**1136**	**635**
	Self-Referral	26	26
	Family member	86	73
	Friend/ Neighbour	24	22
	Other service user	5	14
	Care Quality Commission	11	11
	Housing	62	101
	Education/ Training/ Workplace Establishment	4	4
	Police	938	413
	Other	235	194
	Total	**2969**	**2374**

3.3 Individuals with Safeguarding Enquiries

3.3.1 Age Group and Gender

Table 3 displays the breakdown by age group for individuals who had a safeguarding enquiry started in the last 3 years. Most enquiries continue to relate to the 65+ age group which accounted for 57% of enquiries in 2022/23 which is lower than last year (was at 61% for 2021/22). The only age group that has risen this year is the 18-64 cohort which has increased proportionately by 4% (up to 43% of total). Between the ages of 85-94 less enquiries have been raised as compared to last year where there has been a 4% overall drop in the proportion in these groups (makes up 18% of total).

Table 3 – Age Group of Individuals with Safeguarding s42 Enquiries over past 3 Years since 2020/21

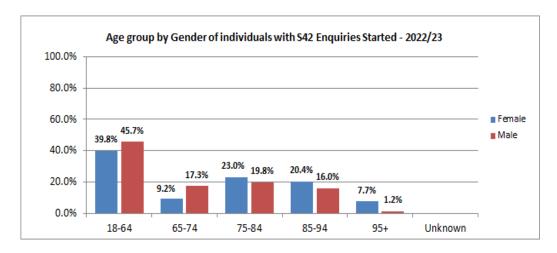| Age band	2020/21	% of total	2021/22	% of total	2022/23	% of total
18-64	191	44%	132	39%	152	43%
65-74	68	16%	43	13%	46	13%
75-84	82	19%	72	22%	77	22%
85-94	76	17%	75	22%	66	18%
95+	18	4%	13	4%	17	4%
Age unknown	0	0%	0	0%	0	0%
Grand total	435		335		358	

In terms of the gender breakdown there are now more Females once again with enquiries than Males (Females up 6% to 55% of the total for 2022/23). This is shown in **Figure 2** below.

Figure 2 – Gender of Individuals with Safeguarding s42 Enquiries over past 3 Years since 2020/21

When looking at Age and Gender together for 2022/23 the number of Males with enquiries is larger in comparison to Females in those age groups from 18 until 74. After 75 years of age the number of Males in each age group drops away. The largest proportion of enquiries is still in the 18-64 age group for both genders although Males make up 45.7% compared to Females 39.8% in that group. For Females it is noticeable that there is a small number of enquiries in the 65-74 age group with the 95+ group nearly being as large. This breakdown is all shown below in **Figure 3**.

Figure 3 – Age Group and Gender of Individuals with Safeguarding s42 Enquiries – 2022/23

Age group by Gender of individuals with S42 Enquiries Started - 2022/23

3.3.2 **Ethnicity**

85.5% of individuals involved in s42 enquiries for 2022/23 were of a 'White' ethnicity with the next biggest groups being 'Black or Black British' (6.7%) and 'Asian or Asian British' (6.1%). The 'White' group has increased this year (up 5.5%) along with the 'Asian or Asian British' group which has also increased by 1%. The 'Black or Black British' group has stayed more or less the same in the year whereas the 'Mixed / Multiple' group has fallen by 1.6%. Those 'Not Stated' have fallen by 4.5% over the year (down to 0.3% of the total). This Ethnicity breakdown is shown in Figure 4 below.

Figure 4 – Ethnicity of Individuals involved in Started Safeguarding s42 Enquiries - 2022/23
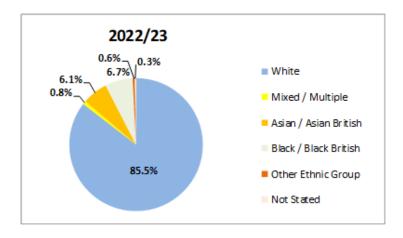

2022/23

Table 4 shows the ethnicity split for the entire population of Reading compared to England based on the ONS Census 2021 data along with the % of s42 Enquiries for 2021/22 compared to 2022/23. Any Enquiries where the ethnicity was not stated have been excluded from this data in order to be able to compare all the breakdowns accurately.

Table 4 – Ethnicity of Reading Population / Safeguarding s42 Enquiries over 2 Years since 2021/22

Ethnic group	% of whole Reading population (ONS Census 2021 data) *	% of whole England population (ONS Census 2021 data) *	% of Safeguarding s42 Enquiries 2021/22	% of Safeguarding s42 Enquiries 2022/23
White	67.2%	81.0%	84.1%	85.7%
Mixed	5.1%	3.0%	2.5%	0.8%
Asian or Asian British	17.7%	9.6%	5.3%	6.2%
Black or Black British	7.2%	4.2%	7.2%	6.7%
Other Ethnic group	2.8%	2.2%	0.9%	0.6%

The numbers above suggest individuals with a 'White' ethnicity are more likely to be referred to safeguarding. Their proportions are much higher than for both the whole Reading population and the England Population based on the 2021 Census data.

It also shows that those individuals of an 'Asian or Asian British' ethnicity are less likely to be engaged in the process especially at a local level although that figure has marginally improved this past year. Once again, the 'Black or Black British' ethnic group is more comparable to the local picture and is higher than that at a national level. The 'Mixed' group has fallen this year by 1.7% and is much lower than both Reading and national levels.

3.3.3 Primary Support Reason

Figure 5 shows the breakdown of individuals who had a safeguarding enquiry started by Primary Support Reason (PSR). The largest number of individuals in 2022/23 had a PSR of 'Physical Support' (37.4%) although it has seen a decrease in its proportion of 8.9% over the year.

The 'Learning Disability Support' one has risen back up this year by 3.5% (from 9.3% in 2021/22 to 12.8% in 2022/23) whereas the 'Mental Health Support' group has fallen substantially by 10% (down from 23.3% in 2021/22 to 10.3% in 2022/23).

For 2022/23 the number of those individuals with 'No Support Reason' has increased by 17.7% (up to 29.6% of the total) due to more robust and accurate recording within the authority. *(See Table C in Appendix A for actual data).*

Figure 5 – Primary Support Reason for Individuals with Safeguarding s42 Enquiry over past 3 years

Primary Support Reason of Individuals with S42 Enquiries Started

3.4 Case details for Concluded s42 Enquiries
3.4.1 Type of Alleged Abuse

Table 5 and **Figure 6** show concluded enquiries by type of alleged abuse over the last three years. An additional 4 abuse types (*) were added in the 2015/16 return.

The most common types of abuse for 2022/23 were for 'Neglect and Acts of Omission' (41.2%), 'Financial or Material Abuse' (18.9%) and 'Self Neglect' (18.9%).

'Neglect and Acts of Omission' and 'Sexual Abuse'' saw the largest proportionate increases (up 1.3% and 1.7% respectively) with 'Physical Abuse' falling the most (down 7.3%). 'Domestic Abuse' cases also dropped this year by 3.5% although the actual numbers are lower than some other categories.

Table 5 – Concluded Safeguarding s42 Enquiries by Type of Abuse over past 3 Years since 2020/21

Concluded enquiries	2020/21	%	2021/22	%	2022/23	%
Neglect and Acts of Omission	177	37.0%	179	39.9%	166	41.2%
Psychological Abuse	89	18.6%	78	17.4%	59	14.6%
Physical Abuse	89	18.6%	85	18.9%	47	11.7%
Financial or Material Abuse	120	25.1%	96	21.4%	76	18.9%
Self-Neglect *	82	17.2%	83	18.5%	76	18.9%
Organisational Abuse	22	4.6%	18	4.0%	14	3.5%
Domestic Abuse *	40	8.4%	39	8.7%	21	5.2%
Sexual Abuse	21	4.4%	18	4.0%	23	5.7%
Discriminatory Abuse	2	0.4%	2	0.4%	6	1.5%
Sexual Exploitation *	5	1.0%	1	0.2%	0	0.0%
Modern Slavery *	1	0.2%	0	0.0%	3	0.7%

Figure 6 – Type of Alleged Abuse over past 3 Years since 2020/21

Type of Abuse for Concluded S42 Enquiries

3.4.2 Location of Alleged Abuse

Table 6 shows concluded enquiries by location of alleged abuse over the last two years only.

Still by far the most common location where the alleged abuse took place for Reading clients has been the individuals 'Own Home' (68.5% in 2022/23) which is at the same level proportionately compared to last year. Those in 'Care Homes' have also stayed stable overall (a fall of 0.2% in the 'Care Home – Nursing' location and a rise of 0.3% in the 'Care Home – Residential' location). Those in a 'Hospital' location have fallen by 2.2% over the year which is due to marginal drops in both 'Mental Health' and 'Acute' Hospital locations.
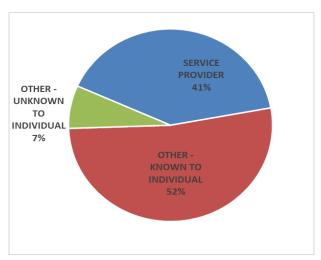
Table 6 – Concluded S42 Enquiries by Abuse Location Type over past 2 Years since 2021/22

Location of abuse	2021/22	% of total	2022/23	% of total
Care Home - Nursing	22	4.9%	19	4.7%
Care Home - Residential	34	7.6%	32	7.9%
Own Home	310	69%	276	68.5%
Hospital - Acute	32	7.1%	23	5.7%
Hospital – Mental Health	14	3.1%	7	1.7%
Hospital - Community	2	0.4%	4	1.0%
In a Community Service	3	0.7%	4	1%
In Community (exc Comm Svs)	18	4.0%	17	4.2%
Other	14	3.1%	21	5.2%

3.4.3 Source of Risk

52% of concluded enquiries (down 6% on 2021/22) involved a source of risk 'Known to the Individual' whereas those that were 'Unknown to the Individual' only make up 7.0% (up 1% since 2021/22). The 'Service Provider' category which was formerly known as 'Social Care Support' refers to any individual or organisation paid, contracted, or commissioned to provide social care. This makes up 41% of the total (up 5% on 2021/22). This is shown below in **Figure 7.**

Figure 7 – Concluded Enquiries by Source of Risk 2022/23

3.4.4 Action Taken and Result

Table 7 below shows concluded enquiries by action taken and the results for the last three years whereas Figure 8 compares the last 2 years directly in terms of the concluded enquiry outcomes.
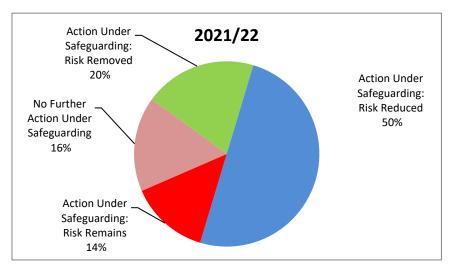
In 2022/23 even though there were less 'Out of Scope' concerns coming through because of more robust recording and initial investigation processes, the number with 'No Further Action' has increased 6% as a proportion of all concluded enquiries (was 16% of the total in 2021/22).
The risk was 'Reduced' or 'Removed' in 70% of concluded enquiries in 2021/22 whereas this has decreased to 65% of the total in 2022/23, although those with a 'Risk Removed' has risen by 5%. Those where a 'Risk Remains' has decreased slightly by 1%.

Table 7 – Concluded Enquiries by Action Taken and Result over past 3 Years since 2020/21

Result	2020/21	% of total	2021/22	% of total	2022/23	% of total
Action Under Safeguarding: Risk Removed	102	21%	88	20%	99	25%
Action Under Safeguarding: Risk Reduced	237	50%	224	50%	162	40%
Action Under Safeguarding: Risk Remains	44	9%	62	14%	53	13%
No Further Action Under Safeguarding	95	20%	74	16%	89	22%
Total Concluded Enquiries	478	100%	449	100%	403	100%

Figure 8 – Concluded Enquiries by Result, 2021/22 and 2022/23

2021/22

- Action Under Safeguarding: Risk Removed 20%
- No Further Action Under Safeguarding 16%
- Action Under Safeguarding: Risk Remains 14%
- Action Under Safeguarding: Risk Reduced 50%

2022/23

- Action Under Safeguarding: Risk Removed 25%
- No Further Action Under Safeguarding 22%
- Action Under Safeguarding: Risk Remains 13%
- Action Under Safeguarding: Risk Reduced 40%

3.5   **Mental Capacity**

Figure 9 shows the breakdown of mental capacity for concluded enquiries over the past 2 years since 2021/22 and shows if they lacked capacity at the time of the enquiry.

The data shows that over this year those that lacked capacity has increased by 3%. Over the past 2 years those concluded enquiries where the Mental Capacity was not fully identified have been reduced to zero as work has been completed to make sure capacity is always considered during the enquiry process.

Figure 9 – Concluded S42 Enquiries by Mental Capacity over past 2 Years since 2021/22

2021/22

- Yes
- No
- Don't Know

30%

70%

2022/23

- Yes
- No
- Don't Know

33%

67%

Of those 135 concluded enquiries where the person involved was identified as lacking capacity during 2022/23 there has been a 2.2% rise in those supported by an advocate, family, or friend than in the previous years (up to 94.1%). **Table 8** and **Figure 10** show how the numbers and proportion have risen again for a second year running which is a rise of 9.1% since 2020/21 for all those identified as lacking capacity.

Table 8 – Concluded S42 Enquiries by Mental Capacity over past 3 Years since 2020/21

Lacking Capacity to make Decisions?	2020/21	2021/22	2022/23
Yes	140	135	135
Of which: how many supported by an Advocate?	119	124	127
Of which: % supported by an Advocate?	85%	91.9%	94.1%

Figure 10 – Concluded S42 Enquiries by Mental Capacity over past 3 Years since 2020/21

Lacking Mental Capacity and Supported by an Advocate for Concluded S42 Enquiries

- 2020/21: 85.0%
- 2021/22: 91.9%
- 2022/23: 94.1%

Of which: % supported by an Advocate?

3.6 **Making Safeguarding Personal**

As at year end, 84.2% of all clients for whom there was a concluded case were asked about the outcomes they desired (either directly or through a representative) although 11.2% of those did not express an opinion on what they wanted their outcome to be (in 2021/22 this figure was 76.2% of which 11.4% did not express what they wanted their outcomes to be when asked).

Approximately 86.7% of all those asked also expressed an opinion in 2022/23 which is a positive outcome which is a 1.6% increase since 2021/22 (up from 85.1%). Those who were 'Not Asked' have been added to a Data Integrity list to allow us to regularly audit cases to make sure recording is accurate in such areas. This also allows the authority to identify any reasons for service users not being asked and to act upon any issues raised.

This is shown below in **Figure 11**.

Figure 11 – Concluded Enquiries by Expression of Outcome over past 3 Years since 2020/21

Making Safeguarding Personal: Expression of Outcomes for Concluded S42 Enquiries

Yes they were asked and outcomes were expressed:
- 2020/21: 74.5%
- 2021/22: 64.8%
- 2022/23: 73.0%

Yes they were asked but no outcomes were expressed:
- 2020/21: 10.0%
- 2021/22: 11.4%
- 2022/23: 11.2%

No they were not asked:
- 2020/21: 15.5%
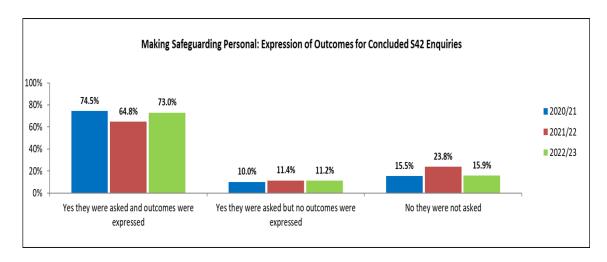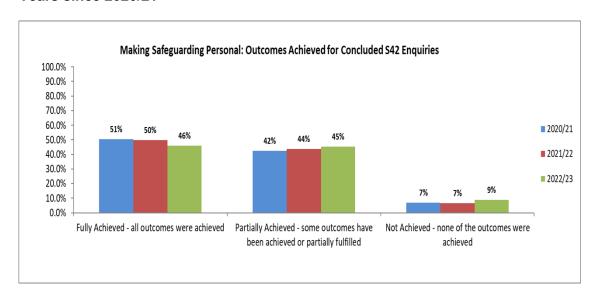- 2021/22: 23.8%
- 2022/23: 15.9%

Figure 12 – Concluded Enquiries by Expressed Outcomes Achieved over past 3 Years since 2020/21

Of those who were asked and expressed a desired outcome, there has been a decrease of 4% (from 50% in 2021/22 to 46% in 2022/23) for those who were able to achieve those outcomes fully, because of the safeguarding intervention.

However, a further 45% in 2022/23 (up 1% since 2021/22) managed to partially achieve their stated outcomes meaning 9% did not achieve their outcomes during the year which is a slightly higher figure than for the last 2 years. This is shown above in **Figure 12**.

3.7   **Hoarding and Self Neglect**

RBC were able to secure a grant to create a Hoarding and Self-Neglect Protocol including a risk assessment tool and pathway, and a self-neglect training offer as well as a project worker to evaluate the local challenges and promote the work. Whilst recruiting a successful project worker took some time to achieve, the funding enabled RBC to define the self-neglect pathway to "Safe Environments" which included hoarding and other environmental factors impacting on a person's ability to live safely within their normal place of residence.

This work was a priority for RBC for 22/23 because there were several delayed discharges from hospital which were resulting from self-neglect and hoarding in the person's own home and insufficient resources and an apparent lack of confidence by staff working with people who were self-neglecting and/or hoarding in being able to meet the needs of this safeguarding area of work. Out of 76 safeguarding referrals recorded as self-neglect in 22/23, 19 could be categorized as having a hoarding disorder or being in uninhabitable environments that placed them at serious risk of harm.

With the additional funding ASC were able to secure a part-time project lead and an OT/SW who could work directly with people who hoard. Additional capacity also enabled the creation and embedding of the self-neglect pathway including risk assessments. The new hoarding protocol was created and shared with partners and the website updated in November 2022 to promote the protocol.

RBC supported 26 individuals with Health and Well being Grants to carry out cleaning, decluttering, removal of fire risks and rubbish and supporting safe discharge from hospital for people with self-neglect/ hoarding histories. Part of the Hoarding grant was used to increase awareness and understanding that hoarding disorders are not "lifestyle choices" made by individuals who desire to live with this degree of risk. Jo Cook from Hoarding Disorders UK provided 9 sessions to 196 workers from across Reading and

across agencies. 17 people also attended Level 2 and level 3 training on working with people who hoard as well as 89 people attending "the MCA and self-neglect "training provided by the Edge Consultancy referred to below.

The Principal Occupational Therapist and the Hoarding worker ran 2 webinars on using the hoarding protocol and working with the self-neglect assessment tool and these were attended by 199 people in 22/23. The embedding of these tools and the mainstreaming of this project work is a key challenge for 23/24.

3.8 **Safeguarding and Provider Concerns**

Following the death in December 2022, which was the subject a Safeguarding Adults Review, the Quality Officers provided a targeted program, in conjunction with the Fire Service, to promote and enhance fire safety awareness and knowledge. This was for both staff working in Adult Social Care Services and staff working for Providers of home care and supported living services. 82 staff in Adult Social Care attended the workshops across all levels of the Department. 212 staff from Providers of homecare and supported living services attended workshops also and received training on how the fire service carry out safe and well visits and provide fire safety advice to enable individuals and their carers to be less at-risk from fire in their homes.

The workshops were very well received by staff internal to RBC and by staff working in the independent sector. There has also been a subsequent increase in requests for fire safety measures and equipment such as fire-retardant bedding, smoke alarms etc. One Provider in Reading referred 90% of the residents in Reading they support, for new or follow-up fire safety visits by the Fire Service which they were able to carry out. This would seem to be a clear indication of the value and usefulness of the training. Carers were also given advice on fire prevention and the feedback that has been received about the training has been very positive and indicated that attendees felt more confident after the training in understanding the dangers of fire risks and the support available to them from the Fire Service to advise on fire prevention.

The Quality Officers also have been providing safeguarding "roadshows" from January 23 onwards with staff in care homes to help them be more confident about safeguarding and particularly what to refer. They have used scenarios with staff to encourage discussion around the challenges of understanding and reporting safeguarding risks. The feedback received from these workshops has been very positive and indicates that Providers who attended are clearer about safeguarding risks and particularly the requirements placed on them to report safeguarding incidents both to the local authority and to the Care Quality Commission.

3.9 Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DOLS) training

Training on Mental Capacity and deprivation of Liberty Safeguards is a key part of the training offer for relevant staff across Adult Social Care in Reading. Much of it is commissioned from Edge Training and Consultancy who are experts on health and

social care law and are widely used and well regarded across the sector. In the period April 22 to the end of March 2023 they provided:

- "How to Assess Mental Capacity" training for 72 RBC staff -on line trailing 3 hours duration.

- "MCA and Self-Neglect" training for 89 staff- on line training lasting one day.

- "MCA and Young People" for 17 staff on -line for 1 day.

- "MCA and Disability" for 25 staff on -line over 1 day

- In addition, members of the RBC legal team provided 3-hour workshops for 61 staff on DOLS with people living in their own homes and in community facilities. This area of training is particularly challenging and important given the demands on staff who are require presenting cases in the Court of Protection and remains a very significant priority for continuing training resource requirements.

3.10 **Improving Safeguarding services for Adults in Reading**

The priority areas of focus for 22/23 outlined in last year's report from Reading detailed:

i) **Seeking to manage safeguarding referrals through a single point of contact at the Council's front door.**

Progress: Because of the volume of safeguarding contacts to be managed through the year and the pressures of numbers coming through the Contact Centre into the hub, this work has progressed but has not yet been fully achieved and the Safeguarding Adults Team continues to manage contacts. The emphasis throughout the year, has been on improving timescales for managing contacts and the timely completion of s42 enquiries. However, work is progressing on the development of clearer referrer pathways to enable the safe transition of safeguarding into the Advice & Wellbeing Hub (Front door).

The safeguarding team have also been able to work more closely with the Council's Customer Centre to ensure that they are able to be able to recognise safeguarding concerns when they come in and enable them to be triaged more effectively.

ii) **Engage with wider preventative programs and link with other workstreams such as those being led by Public Health to ensure any harm from abuse and neglect is prevented.**

Progress: There are examples through the year of wider preventative programs. The work by the Quality Concerns Managers described above details some of these. This continues to be a priority for 23/24, particularly in respect of multi-disciplinary preventive work such as the continuing work around hoarding and self- neglect, exploitation and modern slavery and other key areas of existing and emerging safeguarding priorities.

iii) **Strengthen the interface between quality assurance and safeguarding to provide a proactive response to quality concerns and improvement through the Serious Concerns Process**

Progress: The Serious Concerns process has been used effectively through 22/23 to monitor the improvement work needed with Providers where there have been safeguarding and care quality concerns identified. When care providers are not able to rectify concerns raised, or where the nature of those concerns is such that restrictions to their capacity to provide care are needed in order to deal with the improvements needed, amber or red flagging was used to place restrictions the use of those providers. This system is supported by partners across health and social care and with the Care

Quality Commission and as the interface between safeguarding and commissioning is strengthened, the safeguarding work in care settings and with Providers is strengthened.

iv) **Ensure that the voices of adults at risk are sought, heard and acted on and our approach to making safeguarding personal and co-production will be enhanced along with partners.**

Progress: The requirements of Making Safeguarding Personal (MSP) to ensure that people experiencing interventions through safeguarding are consulted and involved at all stages has remained challenging because of the pressures of workload from number of concerns and staffing within the Safeguarding Team. However, work has continued improving the information about safeguarding outcomes to referrers. The learning from SARs and case audits has shown through the year that this remains a priority and a challenge in safeguarding, as co-production is developed across adult social care in 23/24.

v) **Revisit the safeguarding training pathway for staff employed by RBC particularly decision makers and we will audit compliance with safeguarding training.**

Progress: Safeguarding training was regularly monitored and reported on through the Workforce Board throughout 22/23. Most of the training through the year was on-line, largely for efficiency and cost reasons, given the volume of training required in safeguarding across the Council and its partners. The challenges of providing more face-to face safeguarding training, particularly for workers carrying out, or managing, section 42 enquires remains for 23/24.

vi) **Introduce an audit program to ensure continuous professional practice.**

Progress: From January 23 work was progressing in Reading to introduce an audit program across adult social care which included a focus on safeguarding audits. This was incorporated into the quality assurance framework for the Department approved later in July 2023 and an audit template for recording audits was also developed. Audits of a sample of safeguarding cases across the teams were undertaken with managers and the themes from those audits were feedback to workers and their managers and underpinned the improvement work across safeguarding.

Embedding the audit work is a key focus for 23/24 particularly to ensure consistency of auditing practice through the introduction of moderation methodologies, auditing practice and training for managers and quality assurance in relation to inspection requirements for the Care Quality Commission.

vii) **Ensure SAB priorities are fully embedded.**

Progress: SAB priorities are known and underpin the priorities of safeguarding in Reading. The learning from SARs and other reviews carried out across the SAB partnership footprint were reported on and considered at monthly meetings of the Care and Quality Board along with learning from unexpected deaths and serious incidents.

This continues to be a priority for 23/24 along with continued support of the Safeguarding Adults Board and its sub-committees.

viii) **Learning from SARs and other reviews are embedded into practice.**

Progress: As described in (vii) above

ix) **Respond to concerns regarding modern day slavery and exploitation and ensure these are fully explored and vulnerable service users protected.**

Progress: In February 2023 Adult Social Care in Reading launched and led "Operation Rivermead" in response to allegations of possible modern-day slavery in the delivery of services by 4 Providers who were commissioned to work with service users in Reading. All 4 Providers also operated in neighbouring authorities, and some provided jointly funded services across health and social care. Chaired by the Assistant Director for Safeguarding, Quality and practice in Reading and supported by a senior commissioner, and multi-disciplinary meetings were held involving representatives from the local authorities, Health, Police, the Home Office, the Care Quality Commission and the Gangmasters and Labour Abuse Authority (GLAA). These meetings enabled sharing information about reports across the agencies represented and considered information received concerning all 4 Providers. Operation Rivermead continued to meet through 2023, concluding in November 2023.

The lessons learned from the investigations into allegations concerning the 4 Providers identified, will form the basis of a continuing focus in 23/24 particularly on recruitment practices by Providers and on strengthening the ability of quality officers and others to hear the "voices" of care who are providing care for some of the most vulnerable people in Reading's communities.

4.   Contribution to Strategic Aims

4.1.   Safeguarding Adults is a statutory requirement for Local Authorities and forms a key part of meeting the Council's Thriving Communities Corporate Plan priority.

5.   Environmental and Climate Implications

5.1.   There are no services outlined in this paper that has environmental or climate implications.

6.   Community Engagement

6.1.   There are no specific community engagement elements to this report however the principle of Making Safeguarding Personal relies on strong engagement with service users throughout the safeguarding process.

6.2.   The West of Berkshire Safeguarding Adults Partnership Board (SAB) has identified within its annual report for 22/23 that it should improve mechanisms to ensure that the views of people who are in situations that place them at risk of abuse and carers inform the work of the SAB. Reading will therefore continue to support this priority during 23/24.

7.   Equality Implications

7.1.   There is currently no change in the service to the residents proposed therefore an Equality Impact Assessment is not required.

8.   Other Relevant Considerations

8.1.   None

9.   Legal Implications

9.1.   None

10.   Financial Implications

10.1. None

11.   Timetable for Implementation

11.1. Once endorsed by Reading Borough Council the report as presented in section 3 of the report will be appended to the West of Berkshire Safeguarding Adults Partnership Board Annual Report 22/23, which was published in December 2023.

12.   Background Papers

12.1. There are none.

13.   Appendices

13.1 Reading Safeguarding Adults Report 22/23 – full report

13.2 West Berkshire Safeguarding Adults Report 22/23

This page is intentionally left blank

Supporting our futures *for* Reading

Adult Social Care & Wellbeing

Safeguarding Adults Annual Report

2022-23

Contents

1. Introduction

Reading Borough Council (RBC) hosts the strategic partnership arrangement between Reading, West Berkshire and Wokingham which forms the basis of the West of Berkshire Safeguarding Adults board which operates across the 3 local authorities along with the other statutory partners in Health and the Police. The Board manager is supported by services in Reading including some administration, IT, payroll etc and is line managed by the Assistant director (Safeguarding, Quality and Practice). The Board is led by an Independent Chair who works closely with the Board manager as an independent safeguarding expert.

RBC also has a Safeguarding Adults Team (SAT) who undertake the role of initial triage of concerns and referrals, decision making as to whether Care Act duties are required to be assessed, signposting to other services where required, and determining whether to initiate a section 42 (s42) enquiry to determine how to safeguard an individual at risk. Where an individual is already known the s42 will be referred on to the relevant team to carry out the section 42 but if the referral is not previously known, the team will carry out s42 enquiries.

2. Safeguarding Activity

Concerns and Enquiries:

Table 1 shows the safeguarding activity within Reading over the previous 3 years in terms of concerns raised, s42 enquiries opened and the conversion rates over the same period.

There were 2374 Safeguarding Concerns received in 2022/23 which is a decrease since the previous year.

Table 1 – Safeguarding Activity for the past 3 Years since 2020/21

Year	Safeguarding Concerns received	Safeguarding s42 Enquiries Started	Individuals who had Safeguarding s42 Enquiry Started	Conversion rate of Concern to s42 Enquiry
2020/21	1589	493	435	31%
2021/22	2969	400	335	13%
2022/23	2374	434	358	18%

434 s42 Enquiries were opened last year, with a conversion rate from concern to s42 enquiry of 18% which is still lower than both the national average (Approx. 33.9%) and the South-East average (Approx. 30.6%) for 2021/22. This makes Reading lower than the other West Berkshire authorities and with other current comparator averages such as the South-East ADASS Q4 benchmarking (Approx. 29.5%).

The conversion ratio has increased this year to date in part due to the number of concerns falling this year and due to the audit work within the Safeguarding Team and the change in process of setting up a referral step in the Call Centre to triage referrals before they are passed on to operational teams. This is especially noted in the reduction of Thames Valley Police referrals (down 17.4% of overall total) which has reduced the 'out of scope' numbers for safeguarding purposes. This is audited regularly locally, and issues are addressed with the external agencies in question.

There were 358 individuals who had an s42 Enquiry opened during 2022/23 which is an increase of 23 over the year. Enquiries have risen by 6.9% mainly because of the decrease in inappropriate concerns raised so only relevant concerns are being put through for further investigation.

Source of Safeguarding Concerns:

As **Figure 1** shows the largest percentage of safeguarding concerns for 2022/23 were once again referred from 'Health' staff (41%) which is a rise of 2.4% over the year.

Social Care Staff' were the next biggest source and make up 22.9% of the total which was a rise of 8.3% over the year.

The 'Police' (17.4%) whilst still the next largest source of Concerns received, has fallen by 14.2% over the period which was mentioned in the previous section.

The 'Social Care' category encompasses both local authority staff such as Social Workers and Care Managers as well as independent sector workers such as Residential / Nursing Care and Day Care staff.

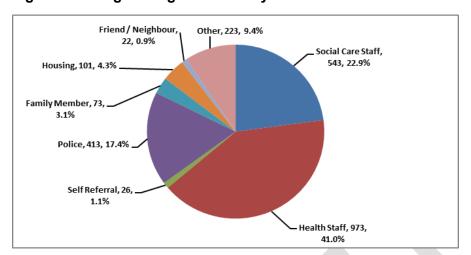The 'Health' category relates to both Primary and Secondary Health staff as well as Mental Health workers.

Figure 1 - Safeguarding Concerns by Referral Source - 2022/23

Table 2 below shows a more detailed breakdown of the number of safeguarding concerns by referral source over the past 2 years since 2021/22.

In 'Social Care' the actual numbers coming in have increased over the year by 111, so as mentioned above; this proportionately now makes this group 22.9% of the overall total (up from 14.6% in 2021/22). Most of this proportionate increase has been due to more referrals being made from 'Residential / Nursing Care Staff' (up 30%) and 'Social Worker / Care Manager'(up 62%).

Numbers of referrals coming in from 'Health Staff' have decreased from 1146 to 973 since 2021/22. Proportionately it now makes up 41% of the overall total (up from 38.6% in 2021/22).

'Other Sources of Referral' over the year now make up 26.7% of the overall total.

As a proportion of those in this category by far the biggest fall has been in the 'Police' where it dropped by 9% of the proportion of 'Other Sources of Referral'. The overall total (down 14.2%) is due to a lot less 'Out of Scope' referrals being received during and post Covid over the last year from this source.

Table 2 - Safeguarding Concerns by Referral Source over past 2 Years since 2021/22

	Referrals	2021/22	2022/23
Social Care Staff	**Social Care Staff total (CASSR & Independent)**	**432**	**543**
	Domiciliary Staff	86	75
	Residential/ Nursing Care Staff	169	219
	Day Care Staff	0	0
	Social Worker/ Care Manager	75	122
	Self-Directed Care Staff	4	1
	Other	98	126

Health Staff	**Health Staff – Total**	**1146**	**973**
	Primary/ Community Health Staff	506	331
	Secondary Health Staff	489	518
	Mental Health Staff	151	124
Other sources of referral	**Other Sources of Referral – Total**	**1136**	**635**
	Self-Referral	26	26
	Family member	86	73
	Friend/ Neighbour	24	22
	Other service user	5	14
	Care Quality Commission	11	11
	Housing	62	101
	Education/ Training/ Workplace Establishment	4	4
	Police	938	413
	Other	235	194
	Total	**2969**	**2374**

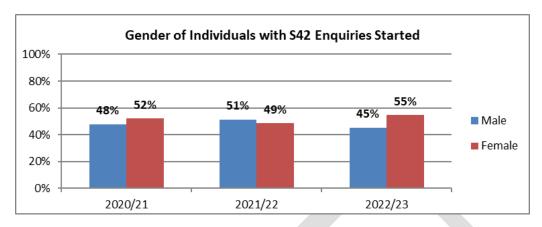## Individuals with Safeguarding Enquiries - Age Group and Gender

Table 3 displays the breakdown by age group for individuals who had a safeguarding enquiry started in the last 3 years. Most enquiries continue to relate to the 65+ age group which accounted for 57% of enquiries in 2022/23 which is lower than last year (was at 61% for 2021/22). The only age group that has risen this year is the 18-64 cohort which has increased proportionately by 4% (up to 43% of total). Between the ages of 85-94 less enquiries have been raised as compared to last year where there has been a 4% overall drop in the proportion in these groups (makes up 18% of total).

Table 3 – Age Group of Individuals with Safeguarding s42 Enquiries over past 3 Years since 2020/21

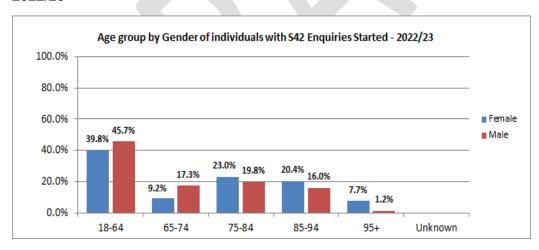| Age band	2020/21	% of total	2021/22	% of total	2022/23	% of total
18-64	191	44%	132	39%	152	43%
65-74	68	16%	43	13%	46	13%
75-84	82	19%	72	22%	77	22%
85-94	76	17%	75	22%	66	18%
95+	18	4%	13	4%	17	4%
Age unknown	0	0%	0	0%	0	0%
Grand total	435		335		358	

In terms of the gender breakdown there are now more Females once again with enquiries than Males (Females up 6% to 55% of the total for 2022/23). This is shown in **Figure 2** below.

Figure 2 – Gender of Individuals with Safeguarding s42 Enquiries over past 3 Years since 2020/21

When looking at Age and Gender together for 2022/23 the number of Males with enquiries is larger in comparison to Females in those age groups from 18 until 74. After 75 years of age the number of Males in each age group drops away. The largest proportion of enquiries is still in the 18-64 age group for both genders although Males make up 45.7% compared to Females 39.8% in that group. For Females it is noticeable that there is a small number of enquiries in the 65-74 age group with the 95+ group nearly being as large. This breakdown is all shown below in **Figure 3**.

Figure 3 – Age Group and Gender of Individuals with Safeguarding s42 Enquiries – 2022/23

Individuals with Safeguarding Enquiries - Ethnicity

85.5% of individuals involved in s42 enquiries for 2022/23 were of a 'White' ethnicity with the next biggest groups being 'Black or Black British' (6.7%) and 'Asian or Asian British' (6.1%). The 'White' group has increased this year (up 5.5%) along with the 'Asian or Asian British' group which has also increased by 1%. The 'Black or Black British' group has stayed more or less the same in the year whereas the 'Mixed / Multiple' group has fallen by 1.6%. Those 'Not Stated' have fallen by 4.5% over the year (down to 0.3% of the total). This Ethnicity breakdown is shown in Figure 4 below.

Figure 4 – Ethnicity of Individuals involved in Started Safeguarding s42 Enquiries - 2022/23

2022/23

- White
- Mixed / Multiple
- Asian / Asian British
- Black / Black British
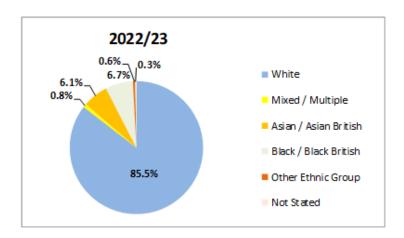- Other Ethnic Group
- Not Stated

Table 4 shows the ethnicity split for the entire population of Reading compared to England based on the ONS Census 2021 data along with the % of s42 Enquiries for 2021/22 compared to 2022/23. Any Enquiries where the ethnicity was not stated have been excluded from this data in order to be able to compare all the breakdowns accurately.

Table 4 – Ethnicity of Reading Population / Safeguarding s42 Enquiries over 2 Years since 2021/22

Ethnic group	% of whole Reading population (ONS Census 2021 data) *	% of whole England population (ONS Census 2021 data) *	% of Safeguarding s42 Enquiries 2021/22	% of Safeguarding s42 Enquiries 2022/23
White	67.2%	81.0%	84.1%	85.7%
Mixed	5.1%	3.0%	2.5%	0.8%
Asian or Asian British	17.7%	9.6%	5.3%	6.2%
Black or Black British	7.2%	4.2%	7.2%	6.7%
Other Ethnic group	2.8%	2.2%	0.9%	0.6%

The numbers above suggest individuals with a 'White' ethnicity are more likely to be referred to safeguarding. Their proportions are much higher than for both the whole Reading population and the England Population based on the 2021 Census data.

It also shows that those individuals of an 'Asian or Asian British' ethnicity are less likely to be engaged in the process especially at a local level although that figure has marginally improved this past year. Once again, the 'Black or Black British' ethnic group is more comparable to the local picture and is higher than that at a national level. The 'Mixed' group has fallen this year by 1.7% and is much lower than both Reading and national levels.
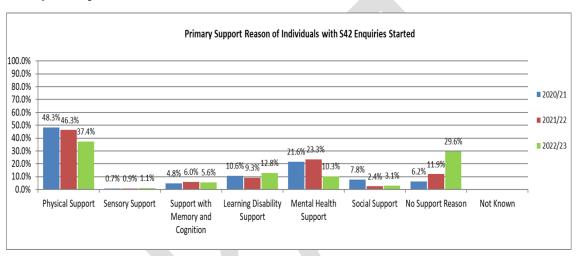
Individuals with Safeguarding Enquiries – Primary Support Reason

Figure 5 shows the breakdown of individuals who had a safeguarding enquiry started by Primary Support Reason (PSR). The largest number of individuals in 2022/23 had a PSR of 'Physical Support' (37.4%) although it has seen a decrease in its proportion of 8.9% over the year.

The 'Learning Disability Support' one has risen back up this year by 3.5% (from 9.3% in 2021/22 to 12.8% in 2022/23) whereas the 'Mental Health Support' group has fallen substantially by 10% (down from 23.3% in 2021/22 to 10.3% in 2022/23).

For 2022/23 the number of those individuals with 'No Support Reason' has increased by 17.7% (up to 29.6% of the total) due to more robust and accurate recording within the authority. *(See Table C in Appendix A for actual data).*

Figure 5 – Primary Support Reason for Individuals with Safeguarding s42 Enquiry over past 3 years

Case details for Concluded s42 Enquiries – Type of Alleged Abuse

Table 5 and **Figure 6** show concluded enquiries by type of alleged abuse over the last three years. An additional 4 abuse types (*) were added in the 2015/16 return.

The most common types of abuse for 2022/23 were for 'Neglect and Acts of Omission' (41.2%), 'Financial or Material Abuse' (18.9%) and 'Self Neglect' (18.9%).

'Neglect and Acts of Omission' and 'Sexual Abuse'' saw the largest proportionate increases (up 1.3% and 1.7% respectively) with 'Physical Abuse' falling the most (down 7.3%). 'Domestic Abuse' cases also dropped this year by 3.5% although the actual numbers are lower than some other categories.

Table 5 – Concluded Safeguarding s42 Enquiries by Type of Abuse over past 3 Years since 2020/21

Concluded enquiries	2020/21	%	2021/22	%	2022/23	%
Neglect and Acts of Omission	177	37.0%	179	39.9%	166	41.2%
Psychological Abuse	89	18.6%	78	17.4%	59	14.6%
Physical Abuse	89	18.6%	85	18.9%	47	11.7%

Financial or Material Abuse	120	25.1%	96	21.4%	76	18.9%
Self-Neglect *	82	17.2%	83	18.5%	76	18.9%
Organisational Abuse	22	4.6%	18	4.0%	14	3.5%
Domestic Abuse *	40	8.4%	39	8.7%	21	5.2%
Sexual Abuse	21	4.4%	18	4.0%	23	5.7%
Discriminatory Abuse	2	0.4%	2	0.4%	6	1.5%
Sexual Exploitation *	5	1.0%	1	0.2%	0	0.0%
Modern Slavery *	1	0.2%	0	0.0%	3	0.7%

Figure 6 – Type of Alleged Abuse over past 3 Years since 2020/21

Case details for Concluded s42 Enquiries - Location of Alleged Abuse

Table 6 shows concluded enquiries by location of alleged abuse over the last two years only.

Still by far the most common location where the alleged abuse took place for Reading clients has been the individuals 'Own Home' (68.5% in 2022/23) which is at the same level proportionately compared to last year. Those in 'Care Homes' have also stayed stable overall (a fall of 0.2% in the 'Care Home – Nursing' location and a rise of 0.3% in the 'Care Home – Residential' location). Those in a 'Hospital' location have fallen by 2.2% over the year which is due to marginal drops in both 'Mental Health' and 'Acute' Hospital locations.

Table 6 – Concluded S42 Enquiries by Abuse Location Type over past 2 Years since 2021/22

Location of abuse	2021/22	% of total	2022/23	% of total
Care Home - Nursing	22	4.9%	19	4.7%
Care Home - Residential	34	7.6%	32	7.9%
Own Home	310	69%	276	68.5%

Hospital - Acute	32	7.1%	23	5.7%
Hospital – Mental Health	14	3.1%	7	1.7%
Hospital - Community	2	0.4%	4	1.0%
In a Community Service	3	0.7%	4	1%
In Community (exc Comm Svs)	18	4.0%	17	4.2%
Other	14	3.1%	21	5.2%

Case details for Concluded s42 Enquiries - Source of Risk

52% of concluded enquiries (down 6% on 2021/22) involved a source of risk 'Known to the Individual' whereas those that were 'Unknown to the Individual' only make up 7.0% (up 1% since 2021/22). The 'Service Provider' category which was formerly known as 'Social Care Support' refers to any individual or organisation paid, contracted, or commissioned to provide social care. This makes up 41% of the total (up 5% on 2021/22). This is shown below in **Figure 7.**

Figure 7 – Concluded Enquiries by Source of Risk 2022/23

Case details for Concluded s42 Enquiries – Action taken and Result

Table 7 below shows concluded enquiries by action taken and the results for the last three years whereas Figure 8 compares the last 2 years directly in terms of the concluded enquiry outcomes.

In 2022/23 even though there were less 'Out of Scope' concerns coming through because of more robust recording and initial investigation processes, the number with 'No Further Action' has increased 6% as a proportion of all concluded enquiries (was 16% of the total in 2021/22).

The risk was 'Reduced' or 'Removed' in 70% of concluded enquiries in 2021/22 whereas this has decreased to 65% of the total in 2022/23, although those with a 'Risk Removed' has risen by 5%. Those where a 'Risk Remains' has decreased slightly by 1%.

Table 7 – Concluded Enquiries by Action Taken and Result over past 3 Years since 2020/21

Result	2020/21	% of total	2021/22	% of total	2022/23	% of total

Action Under Safeguarding: Risk Removed	102	21%	88	20%	99	25%
Action Under Safeguarding: Risk Reduced	237	50%	224	50%	162	40%
Action Under Safeguarding: Risk Remains	44	9%	62	14%	53	13%
No Further Action Under Safeguarding	95	20%	74	16%	89	22%
Total Concluded Enquiries	478	100%	449	100%	403	100%

Figure 8 – Concluded Enquiries by Result, 2021/22 and 2022/23

Case details for Concluded s42 Enquiries – Mental Capacity

Figure 9 shows the breakdown of mental capacity for concluded enquiries over the past 2 years since 2021/22 and shows if they lacked capacity at the time of the enquiry.

R e a d i n g   B o r o u g h   C o u n c i l   S a f e g u a r d i n g   A d u l t s   A n n u a l   R e p o r t
P a g e | 11
Page 57

The data shows that over this year those that lacked capacity has increased by 3%. Over the past 2 years those concluded enquiries wher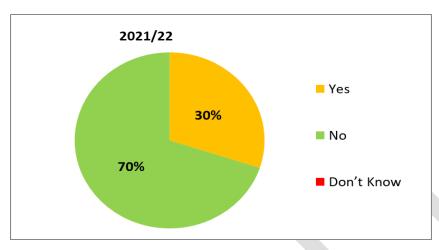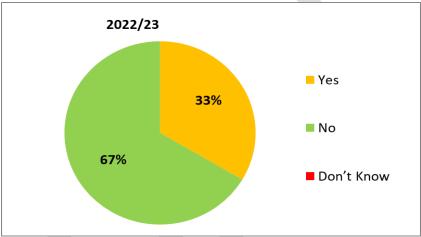e the Mental Capacity was not fully identified have been reduced to zero as work has been completed to make sure capacity is always considered during the enquiry process.

Figure 9 – Concluded S42 Enquiries by Mental Capacity over past 2 Years since 2021/22

2021/22

30% Yes
70% No
Don't Know

2022/23

33% Yes
67% No
Don't Know

Of those 135 concluded enquiries where the person involved was identified as lacking capacity during 2022/23 there has been a 2.2% rise in those supported by an advocate, family, or friend than in the previous years (up to 94.1%). **Table 8** and **Figure 10** show how the numbers and proportion have risen again for a second year running which is a rise of 9.1% since 2020/21 for all those identified as lacking capacity.

Table 8 – Concluded S42 Enquiries by Mental Capacity over past 3 Years since 2020/21

Lacking Capacity to make Decisions?	2020/21	2021/22	2022/23
Yes	140	135	135
Of which: how many supported by an Advocate?	119	124	127
Of which: % supported by an Advocate?	85%	91.9%	94.1%

Figure 10 – Concluded S42 Enquiries by Mental Capacity over past 3 Years since 2020/21

Lacking Mental Capacity and Supported by an Advocate for Concluded S42 Enquiries

Making Safeguarding Personal

As at year end, 84.2% of all clients for whom there was a concluded case were asked about the outcomes they desired (either directly or through a representative) although 11.2% of those did not express an opinion on what they wanted their outcome to be (in 2021/22 this figure was 76.2% of which 11.4% did not express what they wanted their outcomes to be when asked).

Approximately 86.7% of all those asked also expressed an opinion in 2022/23 which is a positive outcome which is a 1.6% increase since 2021/22 (up from 85.1%). Those who were 'Not Asked' have been added to a Data Integrity list to allow us to regularly audit cases to make sure recording is accurate in such areas. This also allows the authority to identify any reasons for service users not being asked and to act upon any issues raised.

This is shown below in **Figure 11**.

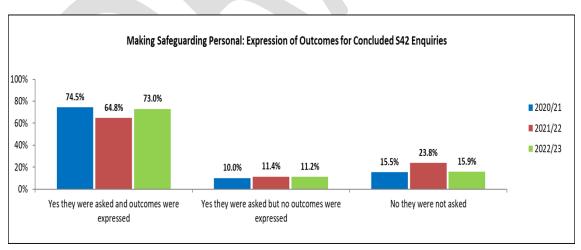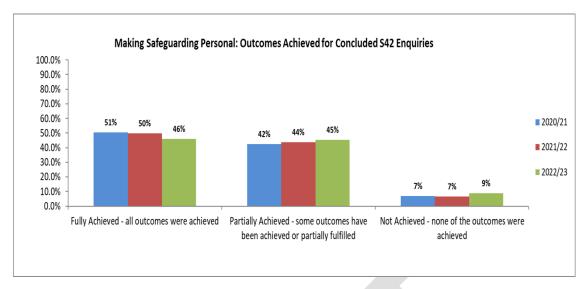**Figure 11 – Concluded Enquiries by Expression of Outcome over past 3 Years since 2020/21**

Making Safeguarding Personal: Expression of Outcomes for Concluded S42 Enquiries

Figure 12 – Concluded Enquiries by Expressed Outcomes Achieved over past 3 Years since 2020/21

Making Safeguarding Personal: Outcomes Achieved for Concluded S42 Enquiries

Of those who were asked and expressed a desired outcome, there has been a decrease of 4% (from 50% in 2021/22 to 46% in 2022/23) for those who were able to achieve those outcomes fully, because of the safeguarding intervention.

However, a further 45% in 2022/23 (up 1% since 2021/22) managed to partially achieve their stated outcomes meaning 9% did not achieve their outcomes during the year which is a slightly higher figure than for the last 2 years. This is shown above in **Figure 12**.

3. Achievements
a) **Hoarding and Self Neglect**

RBC were able to secure a grant to create a Hoarding and Self-Neglect Protocol including a risk assessment tool and pathway, and a self-neglect training offer as well as a project worker to evaluate the local challenges and promote the work. Whilst recruiting a successful project worker took some time to achieve, the funding enabled RBC to define the self-neglect pathway to "Safe Environments" which included hoarding and other environmental factors impacting on a person's ability to live safely within their normal place of residence.

This work was a priority for RBC for 22/23 because there were several delayed discharges from hospital which were resulting from self-neglect and hoarding in the person's own home and insufficient resources and an apparent lack of confidence by staff working with people who were self-neglecting and/or hoarding in being able to meet the needs of this safeguarding area of work. Out of 76 safeguarding referrals recorded as self-neglect in 22/23, 19 could be categorized as having a hoarding disorder or being in uninhabitable environments that placed them at serious risk of harm.

With the additional funding ASC were able to secure a part-time project lead and an OT/SW who could work directly with people who hoard. Additional capacity also enabled the creation and embedding of the self-neglect pathway including risk assessments. The new hoarding protocol was created and shared with partners and the website updated in November 2022 to promote the protocol.

RBC supported 26 individuals with Health and Well being Grants to carry out cleaning, decluttering, removal of fire risks and rubbish and supporting safe discharge from hospital for people with self-neglect/ hoarding histories. Part of the Hoarding grant was used to increase awareness and understanding that hoarding disorders are not "lifestyle choices" made by individuals who desire to live with this degree of risk. Jo Cook from Hoarding Disorders UK provided 9 sessions to 196 workers from across Reading and across agencies. 17 people also attended Level 2 and level 3 training on working with people who hoard as well as 89

people attending "the MCA and self-neglect "training provided by the Edge Consultancy referred to below.

The Principal Occupational Therapist and the Hoarding worker ran 2 webinars on using the hoarding protocol and working with the self-neglect assessment tool and these were attended by 199 people in 22/23. The embedding of these tools and the mainstreaming of this project work is a key challenge for 23/24.

b) Safeguarding and Provider Concerns

Following the death in December 2022, which was the subject a Safeguarding Adults Review, the Quality Officers provided a targeted program, in conjunction with the Fire Service, to promote and enhance fire safety awareness and knowledge. This was for both staff working in Adult Social Care Services and staff working for Providers of home care and supported living services. 82 staff in Adult Social Care attended the workshops across all levels of the Department. 212 staff from Providers of homecare and supported living services attended workshops also and received training on how the fire service carry out safe and well visits and provide fire safety advice to enable individuals and their carers to be less at-risk from fire in their homes.

The workshops were very well received by staff internal to RBC and by staff working in the independent sector. There has also been a subsequent increase in requests for fire safety measures and equipment such as fire-retardant bedding, smoke alarms etc. One Provider in Reading referred 90% of the residents in Reading they support, for new or follow-up fire safety visits by the Fire Service which they were able to carry out. This would seem to be a clear indication of the value and usefulness of the training. Carers were also given advice on fire prevention and the feedback that has been received about the training has been very positive and indicated that attendees felt more confident after the training in understanding the dangers of fire risks and the support available to them from the Fire Service to advise on fire prevention.

The Quality Officers also have been providing safeguarding "roadshows" from January 23 onwards with staff in care homes to help them be more confident about safeguarding and particularly what to refer. They have used scenarios with staff to encourage discussion around the challenges of understanding and reporting safeguarding risks. The feedback received from these workshops has been very positive and indicates that Providers who attended are clearer about safeguarding risks and particularly the requirements placed on them to report safeguarding incidents both to the local authority and to the Care Quality Commission.

c) Mental Capacity Act (MCA) and Deprivation of Liberty Safeguards (DOLS) training

Training on Mental Capacity and deprivation of Liberty Safeguards is a key part of the training offer for relevant staff across Adult Social Care in Reading. Much of it is commissioned from Edge Training and Consultancy who are experts on health and social care law and are widely used and well regarded across the sector. In the period April 22 to the end of March 2023 they provided:

- "How to Assess Mental Capacity" training for 72 RBC staff -on line trailing 3 hours duration.
- "MCA and Self-Neglect" training for 89 staff- on line training lasting one day.
- "MCA and Young People" for 17 staff on -line for 1 day.

R e a d i n g   B o r o u g h   C o u n c i l   S a f e g u a r d i n g   A d u l t s   A n n u a l   R e p o r t
Page 61
P a g e | 15

- "MCA and Disability" for 25 staff on -line over 1 day

In addition, members of the RBC legal team provided 3-hour workshops for 61 staff on DOLS with people living in their own homes and in community facilities. This area of training is particularly challenging and important given the demands on staff who are require presenting cases in the Court of Protection and remains a very significant priority for continuing training resource requirements.

4. Improving Safeguarding services for Adults in Reading

The priority areas of focus for 22/23 outlined in last year's report from Reading detailed:

i) **Seeking to manage safeguarding referrals through a single point of contact at the Council's front door.**

Progress: Because of the volume of safeguarding contacts to be managed through the year and the pressures of numbers coming through the Contact Centre into the hub, this work has progressed but has not yet been fully achieved and the Safeguarding Adults Team continues to manage contacts. The emphasis throughout the year, has been on improving timescales for managing contacts and the timely completion of s42 enquiries. However, work is progressing on the development of clearer referrer pathways to enable the safe transition of safeguarding into the Advice & Wellbeing Hub (Front door).

The safeguarding team have also been able to work more closely with the Council's Customer Centre to ensure that they are able to be able to recognise safeguarding concerns when they come in and enable them to be triaged more effectively.

ii) **Engage with wider preventative programs and link with other workstreams such as those being led by Public Health to ensure any harm from abuse and neglect is prevented.**

Progress: There are examples through the year of wider preventative programs. The work by the Quality Concerns Managers described above details some of these. This continues to be a priority for 23/24, particularly in respect of multi-disciplinary preventive work such as the continuing work around hoarding and self- neglect, exploitation and modern slavery and other key areas of existing and emerging safeguarding priorities.

iii) **Strengthen the interface between quality assurance and safeguarding to provide a proactive response to quality concerns and improvement through the Serious Concerns Process**

Progress: The Serious Concerns process has been used effectively through 22/23 to monitor the improvement work needed with Providers where there have been safeguarding and care quality concerns identified. When care providers are not able to rectify concerns raised, or where the nature of those concerns is such that restrictions to their capacity to provide care are needed in order to deal with the improvements needed, amber or red flagging was used to place restrictions the use of those providers. This system is supported by partners across health and social care and with the Care Quality Commission and as the

interface between safeguarding and commissioning is strengthened, the safeguarding work in care settings and with Providers is strengthened.

iv)   Ensure that the voices of adults at risk are sought, heard and acted on and our approach to making safeguarding personal and co-production will be enhanced along with partners.

Progress: The requirements of Making Safeguarding Personal (MSP) to ensure that people experiencing interventions through safeguarding are consulted and involved at all stages has remained challenging because of the pressures of workload from number of concerns and staffing within the Safeguarding Team. However, work has continued improving the information about safeguarding outcomes to referrers. The learning from SARs and case audits has shown through the year that this remains a priority and a challenge in safeguarding, as co-production is developed across adult social care in 23/24.

v)   Revisit the safeguarding training pathway for staff employed by RBC particularly decision makers and we will audit compliance with safeguarding training.

Progress: Safeguarding training was regularly monitored and reported on through the Workforce Board throughout 22/23. Most of the training through the year was on-line, largely for efficiency and cost reasons, given the volume of training required in safeguarding across the Council and its partners. The challenges of providing more face-to face safeguarding training, particularly for workers carrying out, or managing, section 42 enquires remains for 23/24.

vi)   Introduce an audit program to ensure continuous professional practice.

Progress: From January 23 work was progressing in Reading to introduce an audit program across adult social care which included a focus on safeguarding audits. This was incorporated into the quality assurance framework for the Department approved later in July 2023 and an audit template for recording audits was also developed. Audits of a sample of safeguarding cases across the teams were undertaken with managers and the themes from those audits were feedback to workers and their managers and underpinned the improvement work across safeguarding.

Embedding the audit work is a key focus for 23/24 particularly to ensure consistency of auditing practice through the introduction of moderation methodologies, auditing practice and training for managers and quality assurance in relation to inspection requirements for the Care Quality Commission.

vii)   Ensure SAB priorities are fully embedded.
Progress: SAB priorities are known and underpin the priorities of safeguarding in Reading. The learning from SARs and other reviews carried out across the SAB partnership footprint were reported on and considered at monthly meetings of the Care and Quality Board along with learning from unexpected deaths and serious incidents.

This continues to be a priority for 23/24 along with continued support of the Safeguarding Adults Board and its sub-committees.

viii)   Learning from SARs and other reviews are embedded into practice.
Progress: As described in (vii) above

**ix)   Respond to concerns regarding modern day slavery and exploitation and
          ensure these are fully explored and vulnerable service users protected.**

Progress: In February 2023 Adult Social Care in Reading launched and led "Operation Rivermead" in response to allegations of possible modern-day slavery in the delivery of services by 4 Providers who were commissioned to work with service users in Reading. All 4 Providers also operated in neighbouring authorities, and some provided jointly funded services across health and social care. Chaired by the Assistant Director for Safeguarding, Quality and practice in Reading and supported by a senior commissioner, and multi-disciplinary meetings were held involving representatives from the local authorities, Health, Police, the Home Office, the Care Quality Commission and the Gangmasters and Labour Abuse Authority (GLAA). These meetings enabled sharing information about reports across the agencies represented and considered information received concerning all 4 Providers. Operation Rivermead continued to meet through 2023, concluding in November 2023.

The lessons learned from the investigations into allegations concerning the 4 Providers identified, will form the basis of a continuing focus in 23/24 particularly on recruitment practices by Providers and on strengthening the ability of quality officers and others to hear the "voices" of care who are providing care for some of the most vulnerable people in Reading's communities.

REPORT END

West of Berkshire
Safeguarding Adults Board
Reading, West Berkshire & Wokingham

Annual Report 2022-23

If you would like this document in a different format, contact Lynne.Mason@Reading.gov.uk

Concerned about an adult?

West of Berkshire
Safeguarding Adults Board
Reading, West Berkshire & Wokingham

If you are concerned about yourself or another adult who may be being abused or neglected, in an emergency call the Police on 999.

If you think there has been a crime but it is not an emergency, call the Police on 101 or contact Adult Social Care in the area in which the person lives:

- **Reading** - call 0118 9373747 or email at CSAAdvice.Signposting@reading.gov.uk or complete an online form
- **West Berkshire** - call 01635 519056 or email safeguardingadults@westberks.gov.uk or complete an online form
- **Wokingham** -call 0118 974 6371 or email Adultsafeguardinghub@wokingham.gov.uk or complete an online form

For help out of normal working hours contact the **Emergency Duty Team** on 01344 351 999or email edt@bracknell-forest.gov.uk

For more information visit the West of Berkshire Safeguarding Adults Partnership Board website: http://www.sabberkshirewest.co.uk/

Message from the Independent Chair

This is my second year as Chair of the West of Berkshire Safeguarding Adults Board (2022/2023) and once again it has been my privilege to see the dedication and hard work of staff from across the health and social care sectors. These staff, including those from the formal, informal and voluntary sectors, are all committed to providing the very best health and social care possible.

Last year I commented on how staff were coping as we came out of the Covid pandemic and they were having to deal with a backlog of health and social care needs as a consequence of the pandemic. This past year has unfortunately been no easier and one of the great challenges facing the sector currently is recruitment and retention. Many parts of the health and social care sector continue to have very high and unsustainable vacancy rates which puts additional pressure on those staff within the system. This problem is outside of the Board's remit, but society as a whole does need to stand back and review how it values and appreciates staff working in this sector, particularly in the residential and domiciliary care sector for older people. They do amazing work under huge pressure, often on minimum wage or certainly low levels of pay. Society needs to review how we value these workers urgently if we are to have safe staffing levels, with experience and knowledge. Working in the care sector, though immensely rewarding, is hard work and requires great skill and ability.

However, despite all the pressures on the sector I am delighted to report that this Board has continued to function well during this past year to ensure that adults receive safe and appropriate health and social services in its area. The Board has undertaken and published a number of Safeguarding Adult Reviews in this year and also undertaken work to look at a Rapid Review process for SARs. This review has led to a tightening up of timelines to ensure that the process is completed as quickly as possible and we will be reviewing further the possibility of a more formal rapid review process in the coming year. One problem we are currently experiencing though is a lack of independent authors to undertake the SARs. This is a national problem exacerbated by the fact that there are more reviews year on year. During the coming year we as a Board will be looking to strengthen our capacity to oversee SARs, and also to undertake even more quality and assurance work.

During the past year I am delighted to report on my involvement with organisations representing carers, people with lived experience and those working in the advocacy sector. This has been a growing and important development of our work.

Finally I want to offer my sincere thanks to the Board Staff and Board Members. Their commitment to safeguarding and high standards is really valued and appreciated. It is an area of work that continues to grow and is therefore of vital importance within our society in order to protect and support some of its most vulnerable members. It really is a privilege to work alongside these committed professionals and thus I want to say a sincere thank you for all you do.

Prof Keith Brown

Independent Chair, West of Berkshire Safeguarding Adults Board

About us

|	
What is the Safeguarding Adults Board?	The West of Berkshire Safeguarding Adults Partnership Board (SAB) covers the Local Authority areas of Reading, West Berkshire and Wokingham. The SAB is made up of local organisations which work together to protect adults with care and support needs at risk of abuse or neglect. Mandatory partners on the SAB are the Local Authorities, Berkshire West Clinical Commissioning Group and Thames Valley Police. Other organisations are represented on the SAB such as health services, fire and rescue service, ambulance service, HealthWatch, probation and the voluntary sector. *A full list of partners is given in Appendix A and the SAB structure in Appendix B.* We work together to ensure there are systems in place to keep adults at risk in the West of Berkshire safe. We hold partner agencies to account to ensure they are safeguarding adults at risk and promoting their well-being. We work to ensure local organisations focus on outcomes, performance, learning and engagement.
Who do we support?	Under the Care Act, safeguarding duties apply to an adult who: • Is experiencing, or is at risk of, abuse or neglect; and • As a result of their care and support needs, is unable to protect themselves.
Our vision	Adult safeguarding means protecting people in our community so they can live in safety, free from abuse and neglect. Our vision in West Berkshire is that all agencies will work together to prevent and reduce the risk of harm to adults at risk of abuse or neglect, whilst supporting individuals to maintain control over their lives and make informed choices without coercion
What is safeguarding adults?	Safeguarding adults means protecting others in our community who at risk of harm and unable to protect themselves because they have care and support needs, regardless of whether or not they are receiving support for these needs. There are many different forms of abuse, including but not exclusively: Disability hate crime, Discriminatory, Domestic, Female genital mutilation (FGM), Financial or material, Forced marriage, Hate crime, Honour based violence, Human trafficking, Mate crime, Modern slavery, Neglect and acts of omission, Organisational, Physical, Psychological, Restraint, Self-neglect, Sexual and Sexual Exploitation,
Safeguarding Adults Policy and Procedures	Berkshire Safeguarding Adults Policy and Procedures are used in the West of Berkshire and their purpose is to support staff to respond appropriately to all concerns of abuse or neglect they may encounter: Berkshire Safeguarding Adults - Berkshire Policies & Procedures for Safeguarding Adults
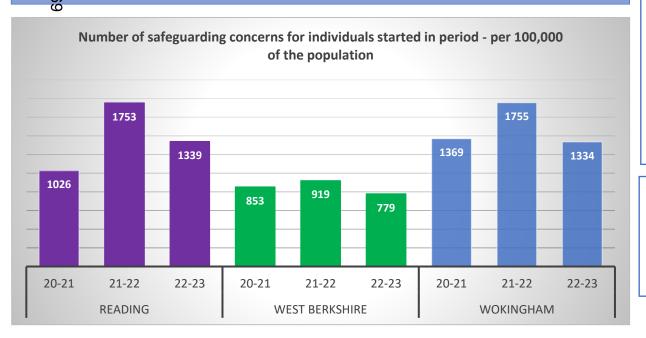
Number of safeguarding adult concerns and enquiries 2022-23

West of Berkshire
Safeguarding Adults Board
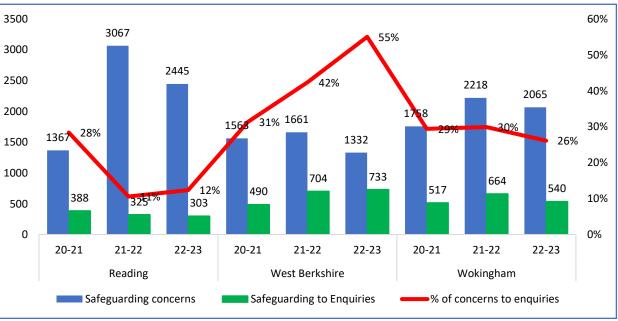Reading, West Berkshire & Wokingham

We have spent a lot of time considering safeguarding adult concern numbers over the year, as the number of out of scope safeguarding concerns received by our Local Authorities, this resulted in Local Authorities having to adapt their pathways to ensure that their safeguarding pathway was not overwhelmed with concerns that were not safeguarding.

The chart below demonstrates, in 2022-23 the total number of safeguarding concerns for individuals started in period - per 100,000 population, has decreased by 22% in the West of Berkshire, when comparing with 2021-22. The SAB understands that this decrease is due to the amended pathways adopted by Local Authorities to address out of scope concerns and that there has not been an actual reduction in the number of in scope safeguarding concerns received.

It is important to note that this indicator will only count an individual once during the reporting period and therefore does not account for any multiple safeguarding concerns raised for individuals over the year, therefore the number of safeguarding concerns received is much higher than this outturn.

The table below demonstrates the number of safeguarding concerns, safeguarding enquiries and conversion rate between safeguarding concern and enquiry over the last three years by local authority.

Number of safeguarding concerns for individuals started in period - per 100,000 of the population

	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
	1026	1753	1339	853	919	779	1369	1755	1334
	READING			WEST BERKSHIRE			WOKINGHAM		

Chart data (Safeguarding concerns / Safeguarding to Enquiries / % of concerns to enquiries):
- Reading: 20-21: 1367, 388, 28%; 21-22: 3067, 325, 11%; 22-23: 2445, 303, 12%
- West Berkshire: 20-21: 1563, 490, 31%; 21-22: 1661, 704, 42%; 22-23: 1332, 733, 55%
- Wokingham: 20-21: 1758, 517, 29%; 21-22: 2218, 664, 30%; 22-23: 2065, 540, 26%

Legend: Safeguarding concerns | Safeguarding to Enquiries | % of concerns to enquiries

In 2022-23 there were a total of 1576 enquiries started
303 in Reading a decrease of 7% compared with 2021-22
733 in West Berkshire an increase of 4% compared with 2021-22
540 in Wokingham a decrease of 19% compared with 2021-22

Types of Abuse

As in previous years neglect and acts of omission was the most frequent abuse type, equating to 34% of enquiries. This was followed by physical, psychological or emotional abuse and financial abuse. But all have seen a decrease when compared with 2021/22.

There is a 17% decrease in Domestic abuse which in the previous year had seen a 20% increase.

Organisational abuse has seen the biggest increase of 159% when compared with 2021/22. There were 29 enquiries in 2021/22 and 75 in 2022/23.

Modern Slavery has seen an increase of 25%, with 5 enquiries in 22/23
Self-Neglect has seen a 10% increase.

58% of enquires were in relation to women, this is consistent with previous years.

For the majority of enquiries (37%), the individual primary support reason was physical support, this however has decreased by 15% when comparing with previous years. This was followed by no support reason (30%), which saw a 5% increase when compared with last year.

85% of enquires were for individuals whose ethnicity is White, this consistent with last year. The ethnicity of the remaining 15% of individuals is as follows: Not Known 6%, Asian 3%, Black 3%, Other 3%, Mixed 1%.

The Performance and Quality Subgroup routinely consider the ethnicity data to ensure it is consistent with our demographics.

Location of alleged abuse

60% of enquiries completed were where the alleged abuse took place in the persons own home, this is a slight drop from 20/21 where it was at 62% and is the third consecutive year where this has dropped.

There has been a 7% decrease in enquiries completed where the location of abuse was in hospital, equating to a total of 87 enquiries.

Care Homes also saw an increase of 4%, with a total of 418 enquires.

There was a 52% increase in Service within Community (Commissioned service in community setting) with 47 enquiries.

62% of enquiries relate to people over 65 years in age, this is consistent with 2021/22

Risks and Mitigations

Challenges or areas of risk that have arisen during the year are recorded on our risk register, along with actions to mitigate the risks. These are some of the potential risks that we have addressed:

Risk	Consequence/Impact	Mitigation
The SAB does not know how individuals experience the Safeguarding Adults Process. Adults with care and support needs and their carers have no involvement or engagement with the Board.	Safeguarding Adults procedures and practices are not informed by people's experiences. Lack of community understanding to inform the work of the Board.	Voluntary Sector/Healthwatch Subgroup in place. Request made for the Advocacy people to deliver a presentation to the SAB in March 23, which was deferred to June 2023.
People who raise safeguarding concerns do not receive feedback	Impaired partnership working.	Key Performance Indicator (KPI) in place to monitor percentage of referrers that receive feedback. As reported in the 21/22 annual report Reading Borough Council are currently unable to supply this information. Repeated assurance has been provided to the Performance and Quality Subgroup that plans are in place to address this.
There is inconsistent use of advocacy services to support adults through their safeguarding experience.	The voice of the service user is not heard.	Improve oversight of advocacy offer in the West of Berkshire: • KPI on SAB's dashboard, • Advocacy representation at SAB and subgroups, • request made for the Advocacy people to deliver a presentation to the SAB in March 23, which was deferred to June 2023.
Responsibilities under the Mental Capacity Act (MCA) 2005 are not fully understood or applied in practice as a safeguard for people who may lack capacity (SAR finding)	Significant harm to adults as risk.	All work undertaken by the SAB partnership to ensure consideration of MCA so that it is embedded within practise. Good practice identified from the Pauline Safeguarding Adult Review (SAR) published Jan 23, but did evidence that practitioners are not evidencing their decision making in regard to MCA. MCA a SAB priority for 23/24.

West of Berkshire
Safeguarding Adults Board
Reading, West Berkshire & Wokingham

Challenges or areas of risk that have arisen during the year are recorded on our risk register, along with actions to mitigate the risks. These are some of the potential risks that we have addressed:

Risk	Consequence/Impact	Mitigation
There are capacity issues within the supervisory bodies to obtain timely DoLS assessments and provide appropriate authorisation.	Risks that vulnerable people do not have the opportunity to live within the least restrictive regime possible for their condition.	A KPI on the SAB dashboard, concerns around performance have been highlighted to the SAB for consideration.
Governance arrangements to support people who have Mental Health issues are not fully understood.	Significant harm to adults as risk.	Assurance obtained via Berks West Health Partners Strategic Safeguarding Committee.
Safeguarding People at risk of multiple exclusion, due to not meet safeguarding or care management pathways.	This is not a new issue but has been exacerbated as a result of lockdown, as people have been brought to the attention of services that wouldn't have previously been before.	Review and relaunch of Supporting Individuals to Manage Risk and Multi Agency Framework (MARM)took place in September 22.
Increase of out of Scope Safeguarding Referrals.	Capacity in Safeguarding Teams will be impacted on resulting in less time being available to spend on appropriate safeguarding concerns.	SAB sought assurance from partners that this issue was being addressed. In December 22 the SAB agreed that as LA's have updated their processes to limit the risk due to the increase in out of scope referrals, no further assurance is required for the SAB. The partnership can re-escalate to the SAB if the risk mitigation process is at risk of failure.
The impact the pandemic has had on domestic abuse.	People are more at risk of domestic abuse as a result of the measures put in place as a result of the pandemic, the partnership will need to consider how its approach will need to be adapted.	Safeguarding figures suggest that there had not been a significant increase in domestic abuse during the pandemic. However, agencies and the SAB continue to promote domestic abuse and ways in which to identify and support after the pandemic. Domestic abuse will be considered as part of the SAB priority on serious violence for 2023/24.
The SAB is not complying with its Quality Assurance Framework.	That the SAB do not have assurance in regard to the quality of safeguarding in its area.	Is a SAB priority for 2023/24.

Achievements through working together

Our priorities for 2022/23 and outcomes to those priorities were:

Priority 1: To expand on learning in regard to self-neglect; to offer the partnership with resources to support them to achieve effective outcomes for individuals that self-neglect.

- Created a Self-Neglect and Hoarding Toolkit for the partnership and launched via a webinar, where over 75 practitioners attended.
- Safeguarding Adults Week 2022 in November 2023 had 1 day which focused on self-neglect, there was webinars, briefing notes and social media posts that all highlighted self-neglect.
- Self-neglect Page created on SAB Website.
- Webinar on Mental Capacity Act and Self Neglect took place in October 2022.
- Review and relaunch of Supporting Individuals to Manage Risk and Multi Agency Framework (MARM) took place in September 22. Videos detailing how the MARM works in West Berkshire Council and Wokingham Borough Council launched and a KPI to monitor MARM usage and outcomes will be go live in April 2023.
- Work on an awareness campaign to highlight fire risks in regards to hoarding, started and will be launched in 2023/24.
- Self-Neglect bitesize session for Voluntary Sector took place in February 2023 a recording of this session is on our website.
- Published SARS and practice learning notes, podcasts where self-neglect was a concern.
- Published and promoted via newsletter and email the Mental Capacity Toolkit and Prof Keith Brown publications on MCA.
- Updated the MCA/DoLs Page of SAB website.
- Review of the Pan Berkshire Safeguarding Adults Policy and Procedure on self-neglect completed.

Priority 2: To seek assurance that quality of health and social care services delivered in the West of Berkshire or those commissioned out of area for West Berkshire residents is monitored effectively and there is a proportionate response to concerns.

- KPI to monitor quality of health and social care services in the West of Berkshire agreed and went live in April 2023.
- The following actions were not completed but have been carried over as SAB actions for 2023/24.
  - Assurance obtained from SAB Statutory partners on practice in regard quality monitoring of service provision.
  - Learning session to promote best practice when reviewing quality of care.
  - Create information source for volunteers on quality of service provision which includes details on pathways.
  - To consider any updates to the organisational safeguarding policy and procedure in light of SAB learning.

Priority 3: The SAB to review its Safeguarding Adult Review (SAR) process, in order to ensure that it is timely and good value for money

- Review of SAR process completed, SAB agreed that the SAR Panel should continue with its current SAR process.
- SARs continued to be delivered by the SAB as per its statutory requirements.
- Where suitable bitesize learning sessions on SARs have been delivered by the SAB.
- The following SAR action plans were signed off as completed: Michelle, P, Adam, John, Ken and Steven.

Priority 4: The SAB will continue to carry out its business as usual tasks to comply with its statutory obligations
Board Briefings, Annual Report, Website, Budget, Out of Scope Safeguarding Referrals, Joint Investigation Protocol, Safeguarding Adults Week, Pressure Care Awareness, Quality Assurance Framework.

Safeguarding Adults Week 2022

In November 2022, the West of Berkshire Safeguarding Adults Partnership Board is supported the Ann Craft Trust Safeguarding Adults Week. Each day of the week our partners hosted a wide variety of free webinars to cover the themes on: Responding to Contemporary Safeguarding Challenges, these were open to all health and social care practitioners and volunteers within the West of Berkshire. The partnership provided learning resources to support awareness on these key themes. The week was a great success with a total of 393 delegates attended the webinars and 5 learning briefs were created covering:

- Exploitation and County Lines
- Self-Neglect
- Creating Safer Organisational Cultures
- Elder Abuse
- Domestic Abuse in a Tech Society

Social media posts also went out daily to promote public awareness on these subjects. The SAB website has a page where copies of the learning.

Considered the impact the newly established Integrated Care Boards may have on the SAB and its arrangements with the East of Berkshire and our Pan Berkshire Safeguarding Adults Policies and Procedures.

Agreed options will be explored to relaunch the safeguarding train the trainer programme.

In response to learning identified in the Adam SAR the SAB:
- Created a best practice guide for out of area reviews
- Definition of 'relevant history' agreed and added to Pan Berkshire Policies and Procedures.
- Created and launched 'supporting agencies in the management of complex multi-agency enquiries – joint safeguarding and criminal investigations protocol'

Published a case study, which shares learning from a safeguarding enquiry where the use of clinical terminology led to confusion for individual and people supporting them.

Created a webpage dedicated to: fire risk awareness

Researched and agreed options for commissioning of a new SAB website.

Reviewed and relaunched our Allegations Management (PiPOT) policy.

Considered and agreed assurance arrangements in response to South Central Ambulances CQC Inspection rating of inadequate.

We said thankyou and goodbye to five Board members who are moving on from their organisations:

- Seona Douglas, Director of Adult Care and Health Services, Reading Borough Council
- Jo Lappin, Assistant Director for Safeguarding, Reading Borough Council
- Andy Sharp, Executive Director - People, West Berkshire District Council
- Simon Broad, Assistant Director - Adult Social Care at Wokingham Borough Council
- Abigail Mangarayi, Designated Safeguarding Lead (Adults) in Berkshire West - Buckinghamshire, Oxfordshire and Berkshire West Integrated Care Board

Celebratory Points

- Being able to address and be part of the SAB that **enables better understanding of advocacy**
- Being part of the **safeguarding week plans** and events that take place under the SAB banner.
- Knowing that SAB takes **issues that arise from SARs seriously** and acts on the recommendations that come from the reports
- **Commitment and agility of the Voluntary, Community and Social Enterprise Sector.** Despite the plethora of societal challenges facing communities, the determination to support those most in need continues. Within this, some charities have been able to build in additional offers of service delivery, for example grants to support the heating of the homes of local people.
- **More consortiums and partnerships.** Whist charities are having to work hard to support their own sustainability, many are realising the advantages of working in partnership. In the last year, Wokingham Borough has developed its Dementia Alliance and Carers Alliance. In both cases, three of more charities are working together to realise a collective ambition, utilising and sharing resources to best achieve for local people.

Emerging Issues

- Lack of enough **advocacy funding** to provide enough early intervention i.e. community advocacy to act as a prevention of escalating problems.
- Learning from SARs evidences there is **a gap in advocacy referrals**.
- **Support for Asylum Seekers**. There are many asylum seekers who are successfully receiving their leave to remain in the UK. Upon receiving this notification, these individuals are given 28 days-notice and are then required to move on from their temporary accommodation. This notification is often delayed in arriving with the individual in question which is then not allowing sufficient time for professionals and volunteers to help secure income, find housing and begin to build the lives of those who are often highly vulnerable.
- **Cost of Living.** There are an ever increasing number of residents who are presenting to our foodbanks and who are working. Following increases to mortgages, rent, utilities and other outgoings, those who have previously lived well or sufficiently within their means are now in financial hardship. Approximately a quarter to a third of those coming to the attention of food services have never had to use these facilities before.
- **Statutory Funding Pressures and Impact on Local Charities.** As statutory organisations come under increasing funding pressures, funds historically allotted to the Voluntary and Community Sector are under increasing scrutiny. Whilst we have not seen any cuts to funding at this stage, the prognosis of this happening is ever more present. This, alongside the increasing competition for funds from national and local funding organisations will see income to charities and other community assets go down which in turn will see services reducing their provision, with a potential risk of insolvency.
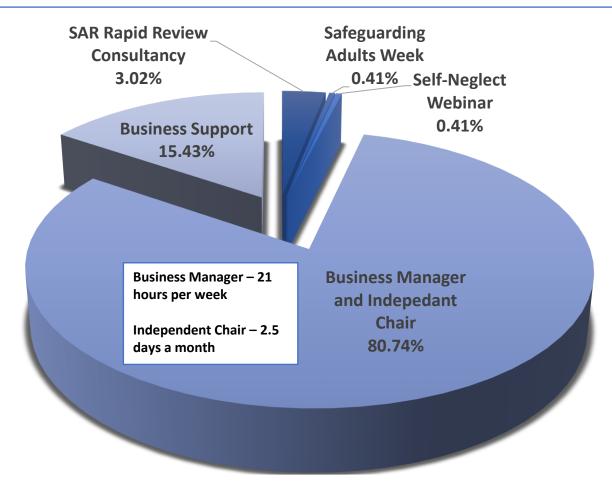
Annual Budget and Financial Contribution, 2022/23

West of Berkshire Safeguarding Adults Board
Reading, West Berkshire & Wokingham

The 2022/23 annual budget for the Board was £75,705 the annual budget is established through a financial contribution from statutory partners, The SAB also had £34,399 carry over from previous years. The name of the agency and their contribution; shown as a percentage of the overall cost in the table below and the pie chart demonstrates where the money was spent.

Partner	Agreed % Contribution
Reading Borough Council	16.07%
West Berkshire Council	16.07%
Wokingham Borough Council	16.07%
Buckinghamshire, Oxfordshire, West of Berkshire ICB	16.07%
Berkshire Healthcare Foundation Trust	9.52%
Royal Berkshire Hospital	9.52%
Thames Valley Police	16.66%

The 2022/23 expenditure was £71,745 and the SAB have carried over £43,859 into 2023/24. Which will be used to support the SAB to achieve its priorities.

SAR Rapid Review Consultancy 3.02%
Safeguarding Adults Week 0.41%
Self-Neglect Webinar 0.41%
Business Support 15.43%
Business Manager and Indepedant Chair 80.74%

Business Manager – 21 hours per week

Independent Chair – 2.5 days a month

Safeguarding Adults Reviews (SARs)

The SAB has a legal duty to carry out a SAR when there is reasonable cause for concern about how agencies worked together to safeguard an adult who has died, and abuse or neglect is suspected to be a factor in their death; or when an adult has not died but suffered serious abuse or neglect. The aim is for all agencies to learn lessons about the way they safeguard adults at risk and prevent such tragedies happening in the future. The SAB has a SAR Panel that oversees this work.

During the reporting year, the SAR Panel have worked on six SARs of which 3 have been endorsed and published and the remaining 3 SARs are due to go to SAB for endorsement and publication in 2023/24.

For each SAR that is completed a practice learning note is produced to help promote the learning across the partnership and webinars/podcasts are standard practice to further promote the learning.

The SAR Panel continues to promote reflective practice and feedback from learning events has been very positive.

The SAR Panel awaits the publication of the Safeguarding Adult Reviews in Rapid Time guidance that is being produced by the Social Care Institute for Excellence. Once available the panel will consider if this approach can be adopted by the SAB.

Adam Full Report and Practice Learning Note

Key learning identified from this review:

- Out of Area Placements – Understanding and Responding to Safeguarding Concerns Out of area placements make it more challenging to identify emerging safeguarding concerns and to provide an effective response. In order to improve this a person centred approach is required, in addition to a greater level of multi-agency working.
- Information Sharing The lack of information sharing affected the quality of safeguarding and reduced the ability of agencies to protect Adam from further abuse. A greater understanding of the need to share information is required for the effective management of future complex cases.
- Management of Complex Enquiries A new partnership protocol for the management of complex enquiries would greatly improve the efficacy of multi-agency safeguarding investigations. This should be supported with a training and development programme for professionals involved in such multi-agency enquiries.
- Family Engagement Professionals did not understand the underlying reasons for Adam's mother's concerns and why she had developed a different opinion to others about what was in Adam's best interests. This prevented a consensus being developed, affecting the services provided to Adam.

Published May 2022

Louise Practice Learning Note

Louise died in hospital when she was in her 40's. Louise had been living at home supported by two carers/personal assistants, one of whom lived in with her, this was managed by direct payments. Concerns had been raised over the years about the quality of care provided to Louise by the live-in personal assistant. Louise wanted to have weight loss surgery so that she could look after her son, who lived at his grandparents. Despite making changes in her life in preparation for surgery, Louise was told that it could not go ahead. Following this, Louise refused to allow district nurses to treat her pressure ulcers. Key Learning Points from this review were:

- There were unresolved concerns about the extent to which Louise's care and support needs were being met.
- Safeguarding processes did not identify patterns, themes or connections that might have alerted practitioners to the need to reconsider how well Louise's care and support needs were met or the extent to which Louise was feigning compliance and self-neglecting.
- No connection was made between the refusal of surgery and Louise's subsequent refusal of district nursing care. The impact of this was not recognised and no support was provided for Louise to cope with this disappointment.
- There was insufficient recognition that Louise was self-neglecting.
- Louise's mental capacity to make decisions about her care was assumed rather than assessed. This was despite a consistent pattern of "unwise decisions"
- There was insufficient consideration given to balancing Louise's wellbeing (Section 1 of the Care Act) and the obligation to protect her life (Article 2 of the Human Rights Act) with her right to make decisions (Article 8)

Published June 2022

Pauline Full Report and Practice Learning Note

Pauline lived alone in her own home. She was a local well-liked character; friendly, chatty and cooperative, but fiercely independent and someone who, despite increasing frailty associated with aging, remained very active and physically able. Pauline died at home in late 2021, having fallen resulting in fatal injuries. Pauline had several known conditions (including dementia) that impacted on her ability to manage daily living activities.

Concerns had been raised by Pauline's neighbours and a number of professionals over recent years that, as she had grown increasingly frail with age, and her choices which may have been present throughout her life.

The SAR clarified Pauline did not die because of abuse or neglect and partners had complied with their duties to assess and offer support in a manner that complied with her human rights. There was evidence of good practice from professionals throughout.

Key Learning Points from this review were:

- Balancing risks and rights: those working with Pauline demonstrated persistent, compassionate concern. The risks to Pauline remaining within her own home were well understood, but consideration was also given to the harm that compelling her to receive care against her will would cause.
- Caring Communities have a valuable role: People with dementia wishing to remain at home for as long as possible, have the easiest course when they have family, friends or neighbours supporting this choice.
- Good record keeping is essential to good risk enabling care: Whilst there was an agreed multiagency understanding of Pauline's capacity. Formal capacity assessment reports were not completed in line with policy. There are opportunities to improve recording and monitoring systems to ensure improved compliance with the Mental Capacity Act.
- Lessons learnt from Covid should not be forgotten: The pandemic was undoubtedly a very difficult time to have additional vulnerabilities, but there was also remarkable effort from volunteers and key workers to reduce harm to adults with care and support needs.

Published January 2023

How is learning from SARS embedded within in practice?

The SAB captures all recommendations from SARs on a Learning from SARS/Audit Implementation Plan where all recommendations from SARs and other SAB learning is added and tracked.

The SAB create and manage a SAR action plan and/or each partner agency involved in the SAR is required to submit a Learning from SAR Quality Check to the Business Manager within of 3 months of the SAR endorsement to demonstrate how learning from the SAR has been embedded within their organisations.

Learning events take place to share learning from reviews.

The SAB continually monitors themes in learning from SARs both locally and nationally and uses this to inform the SAB priorities.

The SAB are committed to ensuring that our priorities are current and have and will change priorities in order to support learning from its SARs.#
There is a dedicated page on the SAB's website for case reviews:
http://www.sabberkshirewest.co.uk/board-members/safeguarding-adults-reviews/

SAR Notifications

In 2022/23 the SAR Panel considered eight SAR Notifications of which three were identified as meeting the SAR criteria.

Under the Care Act each member of the SAB must co-operate in and contribute to the carrying out of a review. The Board has set out a process for Board members, managers and practitioners, in order to clarify the different roles and responsibilities of individual agencies, the Safeguarding Adults Board and its Subgroups. This includes a notification report template to be completed by anyone wishing to present a case for consideration by the SAR Panel. Further information can be found here: Safeguarding Adults Reviews | West of Berkshire Safeguarding Adults Board (sabberkshirewest.co.uk)

Reflection

West of Berkshire
Safeguarding Adults Board
Reading, West Berkshire & Wokingham

The SAB have reflected on its activity over the past 12 months and have identified 3 areas of success and 3 areas where we want to improve:

Success

Improvement

Partnership — The SAB works in an atmosphere and culture of cooperation, mutual assurance, accountability and ownership of responsibility

Links — Improve our links with Health and Wellbeing Board, Community Safety Partnership and Children's Safeguarding Board.

Leadership — The SAB demonstrates effective leadership and coordinates the delivery of adult safeguarding policy and practice across all agencies, with representatives who are sufficiently senior to get things done.

Engagement — Improve mechanisms to ensure that the views of people who are in situations that place them at risk of abuse and carers inform the work of the SAB.

Reporting Mechanisms — Reporting mechanisms (to the SAB and from the SAB to the LA's and the boards of partner organisations) are clear and effective.

Integration — Establish clear protocols that integrate different agency procedures.

Key Priorities for 2023/24

West of Berkshire
Safeguarding Adults Board
Reading, West Berkshire & Wokingham

The SAB acknowledges that there are reoccurring themes from local and national learning from SARs that must be addressed. As in previous years we will continue to consider what the obstacles are in implementing recommendations and sustaining improvement and there will be a focus on good practice to promote learning, alongside an emphasis on good quality care principles and the role of effective support and supervision of the workforce to embed learning and inform future practice.

It is possible that changes to priorities will be made throughout the duration of this year in light of national and local learning in order to ensure that there is capacity within the partnership to deliver on the most pressing priorities for the West of Berkshire. Any change in priorities will be approved by the SAB.

Through its reflective learning practice, the SAB have identified the following priorities:

Priority 1	To seek assurance that quality of health and social care services delivered in the West of Berkshire or those commissioned out of area for West Berkshire residents is monitored effectively and there is a proportionate response to concerns.
Priority 2	Embedding a good understanding of Mental Capacity Act within the practice of our statutory partners.
Priority 3	Serious Violence and Exploitation, understanding the gaps from an adult safeguarding perspective.
Priority 4	Review and relaunch of the SAB Quality Assurance Framework

Appendices

Reference	Description	Link
Appendix A	SAB Member Organisations	[Click here]
Appendix B	SAB Structure	[Click here]
Appendix C	Achievements by partner agencies	[Click here]
Appendix D	2022/23 SAB Business Plan	[Click here]
Appendix E	2023/24 SAB Business Plan	[Click here]
Appendix F	Partners' Safeguarding Performance Annual Reports:	
	Berkshire Healthcare Foundation Trust	[Click here]
	West Berkshire Council	[Click here]
	Wokingham Borough Council	[Click here]
	Royal Berkshire NHS Foundation Trust	[Click here]
	Reading Borough Council	Not ready for publication
	South Central Ambulance	[Click here]

West of Berkshire Safeguarding Adults Board

This page is intentionally left blank

NHS
Buckinghamshire, Oxfordshire
and Berkshire West

Integrated Care Board

NHS Dental services in Buckinghamshire, Oxfordshire and Berkshire West

Report to:

Reading Adult Social Care, Children's and Education (ACE) Committee meeting 20th March 2024

Hugh O'Keeffe, Senior Programme Manager - Pharmacy, Optometry and Dental

March 2024

1

Contents

2

1. Introduction

On 1st July 2022 the Buckinghamshire, Oxfordshire and Berkshire West (BOB) Integrated Care Board took on delegated responsibility for Dentistry, alongside Pharmacy and Optometry. Integrated Care Boards (ICBs) have an explicit purpose to improve health outcomes for their whole population and the delegation will allow the ICB to integrate services to enable decisions to be taken as close as possible to their residents. The ICB is working to ensure their residents can experience joined up care, with an increased focus on prevention, addressing inequalities and achieve better access to dental care and advice.

The ICB discharges its responsibility for dental commissioning in partnership with NHS Frimley who host a Commissioning hub for Pharmacy, Optometry and Dental Services, providing operational leadership within ICB governance structures.

Clinical engagement is achieved via a Local Dental Network (LDN) covering the Thames Valley area (Buckinghamshire, Oxfordshire, Berkshire West and Berkshire East). This is a clinically led group involving Dentists, Dental Public Consultants, representatives from Health Education England and the Local Dental Committees and service commissioners. Reporting to the LDN are specialist led Managed Clinical Networks for Oral Surgery, Orthodontics, Restorative Dentistry and Special Care and Paediatrics.

Patients are not registered with a dentist in the same way as they are with a GP. A dental practice is only responsible for a patient's care while in treatment, although many will maintain a list of regular patients so may only have the capacity to take on new patients when patients do not return for scheduled check-ups or advise they are moving away from the area.

Dental practices deliver services via cash limited contracts with the NHS in which they are required to deliver agreed levels of activity each year.

Since the onset of the pandemic dental services have faced major challenges. Enhanced infection control procedures, necessitated by the types of procedures carried out in dental surgeries, led to reduced dental capacity. Their capacity has been gradually increased as infection rates have dropped, under strict guidance aimed at keeping patients and staff safe. Since July 2022 that practices have returned to full capacity.

Although the gradual increase has improved access to dental care there remains backlog of care from earlier in the pandemic that will take some considerable time to address. The rate of recovery is being impacted by the greater oral health needs of patients due to gaps in their attendance with

3

treatment plans taking longer to complete and some practices have decided to cease NHS provision. This has impacted primary care dental services and referral services including hospital and a range of community-based services.
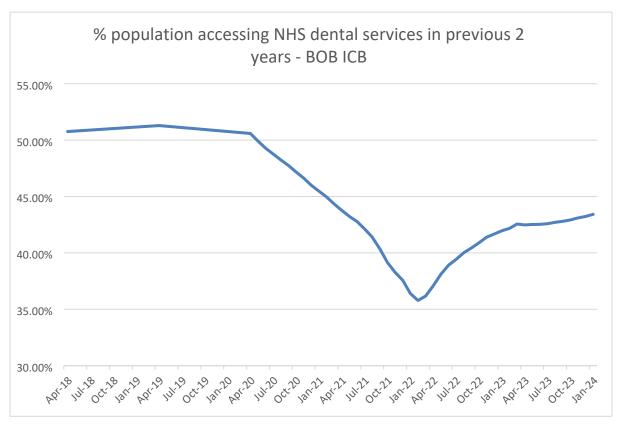
This paper provides update position in terms of access to primary care dental services and the actions being taken to address challenges.

2. Access to services

Access to primary care dental services is measured on the basis of the number of unique patients attending over a 2 year period. The introduction of the current dental contract in 2006 was accompanied by a programme of ringfenced financial investment under the Dental Access Programme designed to recover NHS dental access which had fallen significantly following the introduction of the 1992 contract. Access to NHS Dentistry in the Thames Valley (BOB plus Berkshire East) increased from about 43% of the population in 2008 to about 51% in 2019 (an increase of about 250,000 people; 25%).

The impact of the pandemic was such that by early 2022, the number of patients attending BOB ICB dental practices in the previous 2 years fell below 36%. Since then, there has been a recovery in access. In January 2024, 43.42% of the BOB ICB population (748,295 people, an increase of 131,687 compared to February 2022) had attended an NHS dental practice in the previous 2 years.

4

Table 1 Access to NHS Dental services in BOB 2018 – 2024

% population accessing NHS dental services in previous 2 years - BOB ICB
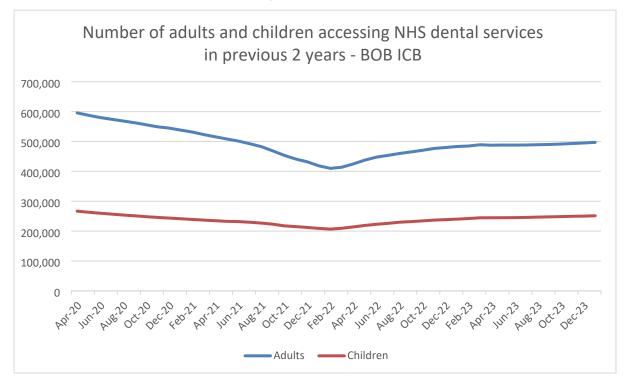
The rate of increased access has been similar for adults and children. The table and chart below detail the numbers of adults and children in BOB accessing NHS dental services in this period:

Table 2 Number of people accessing NHS Dental services in BOB February 2022 and January 2024

Patient group	Number attending Feb '22	Number attending Jan '24	Increase	% increase
Adults	409,943	497,071	87,128	21.3%
Children	206,665	251,224	44,559	21.6%
Total	**616,608**	**748,295**	**131,687**	**21.4%**

5

Table 3 Number of adults and children accessing NHS Dental services 2020 - 2024

Number of adults and children accessing NHS dental services in previous 2 years - BOB ICB

However, the number attending is still some way below the pre-pandemic figures of 51.29% attending pre-pandemic.

As capacity has been increased practices have been able to deliver more of their contracted activity. Practices are required to deliver an agreed number of Units of Dental Activity (UDAs) each year. The UDA payment bands relate to the patient treatment bands under the NHS Patient Charges Regulations 2005.

https://www.nhs.uk/nhs-services/dentists/dental-costs/how-much-will-i-pay-for-nhs-dental-treatment/

3. Contract Delivery

Practices are paid on the basis of delivery of an agreed level of activity each year. In BOB, in April 2022 the ICB commissioned about 1.26 UDAs per head with Oxfordshire the highest at 1.41; Berkshire West 1.20 and Buckinghamshire 1.12. There is also variation between each local authorities, varying from 0.94 in Bucks East to 1.85 in Oxford.

These levels are based on levels of activity commissioned at the point the current dental contract took effect in 2006 and any additional activity commissioned by the PCT or NHS England since then.

6
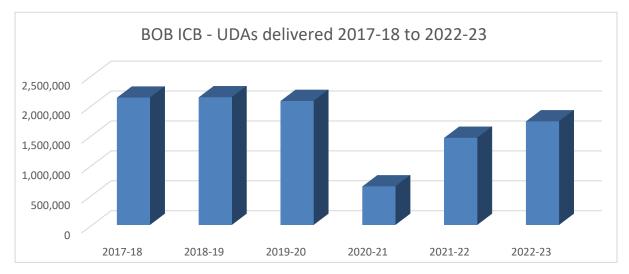
Table 4 UDAs commissioned per head April 2022

Local Authority	UDAs commissioned per head April '22
Bucks Central and North (formerly Aylesbury Vale)	1.02
Bucks East (formerly Chiltern)	0.94
Bucks South (formerly South Bucks)	1.70
Bucks West (formerly Wycombe)	1.13
Bucks	**1.12**
Cherwell	1.70
Oxford	1.85
South Oxon	1.04
Vale of the White Horse	0.96
West Oxon	1.36
Oxon	**1.41**
Reading	1.46
West Berks	1.08
Wokingham	1.07
Berks West	**1.20**
BOB	**1.26**

Practices are contractually required to deliver a minimum of 96% of contracted activity each year to avoid financial recoveries. If they fall below this threshold financial recovery will be made. Prior to the pandemic the average annual delivery in the BOB area was about 95%. Contract delivery requirements were relaxed during the pandemic as the practices operated at below 100% capacity between 2020 -22. Since the peak of the pandemic contract delivery has been increasing and this has supported increased access. In 2022-23, about 80% of contracted activity was delivered in BOB.

7

Table 5 BOB ICB – UDAs delivered 2017-18 to 2022-23

BOB ICB - UDAs delivered 2017-18 to 2022-23

Whilst this is significant increase on the peak pandemic year of 2020-21 (28% of UDAs delivered) it is still some way below pre-pandemic levels.

There is also significant variation within the ICB. In Buckinghamshire and Berkshire West in 2022-23, about 85% of contracted activity was delivered; in Oxfordshire it was about 74%.

4. Access challenges

There are a number of challenges that continue to impact access to NHS services. Many of the patients who have attended dental practices since the pandemic have increased treatment needs due to increased gaps in attendance. This means their treatment plans are taking longer to complete. For some patients who had previously attended local practices prior to the pandemic it has been difficult to access care and that challenge has been even greater for people who have not attended a local service for a number of years or who have relocated to the area.

The commissioner has received high numbers of queries, concerns, complaints, and MP letters as a result.

For some Dentists this has had an impact on whether they wish to continue providing NHS services. To seek to retain Dentists, many practices have increased pay to their staff but, if many patients have increased treatment needs this may impact on the practices' ability to achieve contracted activity targets. The annual financial uplifts applied to dental contracts are set nationally, but many practices have advised that these increases fall below the additional costs being incurred. This combination of factors has two main

8

effects. It can make practices reluctant to take on new patients (due to likely additional treatment need and costs of treatment) and their NHS business may become less profitable. This has meant that some practices have decided to either hand back their contracts or reduce their NHS commitment. When they leave the NHS, they provide dentistry on a private basis. Patients are then invited to join them on that basis and the practice will also advise about other NHS practices in the area, with the effect of increasing pressure on those practices.

Since 2021, 17 practices in BOB have handed back their contracts and 8 have reduced their NHS commitment. A total of 108,872 UDAs have been lost as a result of this, which is about 4.9% of the total capacity. The table below details the contract handbacks:

Table 6 Contract handbacks and reductions

County	Local Authority	Practice name	Dare of contract expiry	Number of UDAs handed back	% UDAs lost to area
Buckinghamshire	Aylesbury Vale (now Bucks North and Central)	Mr C J Morris	19.07.2022	1,443	
		Miss E H Nichols	31.03.2023	500	
		Long Crendon Dental Practice	31.08.2023	2,164	
		Dr Balaji	31.03.2024	360	
	Aylesbury Vale Total			**4,467**	**2.20%**
	South Bucks (now Bucks South)	Mr P C Brash	30.06.2022	760	0.64%
	Chiltern (Bucks East)	Mr M A Ladak	Reduction 2023-24	3,306	3.67%
	Wycombe (now Bucks West)	No handbacks			
Bucks total				**8,533**	**1.40%**
Oxfordshire	Cherwell	Market Square Dental Practice, Bicester	28.02.2023	8,424	
		Bicester Dental Care	Reduction 2023-24	6,194	
	Cherwell total			**14,618**	**5.73%**
	Oxford	Mr AK Murgai	30.09.2022	200	

9

		Mr D Duggan	Reduction 2021-22	2,784	
	Oxford total			**2,984**	**1.06%**
	South Oxfordshire	Mr S Patel, Henley	31.10.2022	190	
		Portman Healthcare, Henley	31.07.2022	1,308	
	South Oxon total			**1,498**	**0.97%**
	Vale of the White Horse	Nicholas Harrison and Caitlin Devlin, Abingdon	31.05.2023	10,982	
		Portman Dental, Gloucester House, Faringdon	30.09.2023	19,387	
	Vale of the White Horse total			**30,369**	**23.20%**
	West Oxfordshire	Broadshires Dental Practice, Carterton	Reduction 2021-22 and handback 28.02.2023	5,111 6,000	
		Ratti GDS Partnership Witney	Reduction 2023-24	12,367	
		Charlbury Dental Practice	Reduction 2023-24	588	
		Oxford Therapy Ltd, Carteron	Reduction 2022-23	2,000	
		Mr MD Jackson	Reduction 2022-23	300	
		Tafft and Patel (Partnership)	Reduction 2023-24	926	
	West Oxon total			**27,292**	**17.25%**
Oxfordshire total				**76,761**	**7.88%**
Berkshire West	Reading	Greystone Dental Practice	31.10.2021	963	
		Alexandra Dental Practice	31.10.2021	675	

10

		Castle Hill Dental Practice	31.03.2023	8,250	
	Reading total			**9,888**	**4.03%**
	West Berkshire	No handbacks			
	Wokingham	Mr Z R Anwar	30.04.2023	9,276	5.08%
		The Gallery Dental Practice	31.01.2024	4,414	
	Wokingham total			**13,690**	**7.50%**
Berkshire West total				**23,578**	**3.90%**
BOB TOTAL				**108,872**	**4.90%**

5. Actions to address the challenges

5.1 Temporary UDAs

When contracts are handed back, local practices are approached about replacing the lost activity on a temporary basis. A total of 18,100 UDAs have been commissioned until 31st March 2024, detailed below:

Table 7 Temporary UDAs commissioned to 31st March 2024

Location	Number of temporary UDAs to 31st March 2024
Bucks Central	2,500
Buckinghamshire total	**2,500**
South Oxfordshire	1,000
West Oxfordshire	1,100
Oxfordshire total	**2,100**
Reading	3,500
Wokingham	10,000
Berkshire West total	**13,500**
BOB total	**18,100**

11

5.2   Payment for contract overperformance

National changes were made to the dental contract in late 2022 with practices able to deliver higher levels of activity each year; receive higher payments for more complex treatments and use greater skill mix in delivering services. A minimum UDA price of £23 was introduced; practices were reminded of the need to follow national guidance on recall intervals; they were required to update information about patient acceptance status on https://www.nhs.uk/service-search/find-a-dentist and ICBs could unilaterally rebase contracts for persistent underperformance from 2024-25 onwards.

One of the key changes was to allow practices to be paid to deliver up to 110% of their contracted activity in 2023-24 (up from 102%). In October 2023, the ICB wrote to the dental practices to say that it would pay for contract performance of up to 110% for the year. Twenty-six practices replied to say they planned to deliver up to 110% of contracted activity, breaking down as follows:

Table 8 Impact of 110% contract performance 2023-24

County	Number of additional UDAs 2023-24
Buckinghamshire	6,285
Oxfordshire	2,184
Berkshire West	19,909
BOB	**28,378**

Due to the activity caps placed on dental contracts, some practices have to slow down their activity as they get towards the end of the financial year. This allows increased provision in the final few months of the year if the practices have the capacity to provide it.

5.3   Additional Access sessions

During the coronavirus pandemic, NHS South-East commissioned Urgent Dental Centres where a small number of practices could provide treatment for patients with an urgent treatment need. In early 2021, a few months after practices began to re-open, these arrangements were changed to Additional Access sessions for patients who struggle to access care and need urgent dental treatment. There are 2 practices currently involved in the scheme in BOB; one in Reading and the other in Buckinghamshire. In the period April to October 2023, they provided 276 (3.5 hour) sessions with 1,022 patient attendances. The take-up of this scheme has been low mainly due to the

12

requirement to provide additional sessions when many practices are facing capacity constraints.

5.4   Flexible Commissioning

The ICB has also commissioned a Flexible Commissioning scheme for patients who have faced challenges access dental care. The allows dental practices to convert up to 10% of their contract value (national guidance issued in October 2023 increased this to up to 20%) from delivering activity targets to providing access sessions for patients who have struggled to access dental care. This allows more time for practices to treat patients with more complex needs

The following patient groups have been identified in priority groups for the scheme:

- Patients who have not attended a local dental practice for more than 2 years
- Patients relocating to the area
- Looked After Children
- Asylum seekers and refugees
- Families of Armed Forces personnel
- Other groups as identified by the practice

This is a pilot scheme for the period 1st June 2023 to 31st March 2024. 33 practices in BOB are taking part with plans to deliver just over 3,000 access (3.5 hour) sessions across the year.

The table below provides a breakdown of practices taking part in the scheme by Local Authority:

Table 9 Flexible Commissioning practices

Local Authority	Number of practices in FC scheme	Number of sessions June 2023 to March 2024
Bucks Central	2	221
Bucks East	0	0
Bucks North	1	95
Bucks South	0	0
Bucks West	5	337
Buckinghamshire	**8**	**653**
Cherwell	6	658
Oxford	6	834
South Oxfordshire	3	297

13

Vale of the White Horse	2	178
West Oxfordshire	3	212
Oxfordshire	**20**	**2,179**
Reading	1	23
West Berkshire	1	50
Wokingham	3	209
Berkshire West	**5**	**282**
BOB	**33**	**3,114**

The table below details the number of sessions provided and the type of patients seen.

Table 10 Flexible Commissioning activity June 2023 to January 2024

County	Number of practices	Planned sessions to March '24	Sessions delivered to Jan '24	No seen for 2 years	Relocating to area	Looked After Child	Family of Armed Forces	Asylum Seeker	Other*	New patients	Total attendances	Did Not Attend
Bucks	8	653	467	1,050	328	20	9	56	172	1,635	2,197	255
Oxon	20	2,179	1,558	3,978	603	63	93	164	330	5,231	7,244	670
Berks West	5	282	188	390	247	15	1	2	7	662	800	66
BOB	**33**	**3,114**	**2,213**	**5,418**	**1,178**	**98**	**103**	**222**	**509**	**7,528**	**10,241**	**991**

*includes urgent, vulnerable patients, maternity, clinical need

There was a higher take-up of the scheme in Oxfordshire where more practices have struggled to deliver their activity targets and patient access has been more difficult. The practices have seen an average of about 4.6 patients per session. Of the new patients seen about 87.5% were those who had not attended a dentist for 2 years or were relocating to the area.

The table below details the proportion of patients treated within each of the NHS treatment bands in the period up to the end of January 2024:

Table 11 Treatment bands under Flexible Commissioning

County	Band 1	Band 2a	Band 2b	Band 2c	Band 3	Band 1a (urgent)
Bucks	60%	17.1%	5.3%	0.3%	1.0%	16.3%
Oxon	46.9%	23.2%	8.6%	0.5%	1.2%	19.6%
Berks West	54.3%	20.3%	10.9%	0%	0%	14.5%
BOB	**50.2%**	**21.7%**	**8.0%**	**0.3%**	**1.1%**	**18.7%**

14

About half of the patients received check-ups, about 20% less complex Band 2 treatment and just under 20% were treated for an urgent need. Just under 10% of the patients received treatment for complex needs.

The scheme has been evaluated in terms of patient and provider feedback with positive responses received from both.

The ICB has agreed that the service should continue for a further year from 1st April 2024.

5.5   Replacing the lost activity

Arrangements for the commissioning of temporary UDAs end on 31st March 2024. The ICB has been working as part of an NHS South-East programme to replace UDAs that have been lost due to contract handbacks and reductions, with the aim of commencing implementation from April 2024. This has been pursued as a two-stage process. The first has been to approach local practices to apply to provide additional activity to replace what has been lost in their area. If this falls short of the activity sought the ICB will go out to procurement to seek new provision into the area.

The first stage of the process has been completed and practice applications for additional activity have been approved from 1st April 2024 on the following basis:

Table 12 Number and locations of approved applications for additional activity

Local Authority	Additional UDAs to be commissioned from April 2024	Location(s)
Bucks Central	7,356	Haddenham and Aylesbury
Bucks South	117	Chalfont St Peter
Bucks West	12,082	High Wycombe, Wooburn Green and Loudwater
Buckinghamshire total	**19,555**	
Cherwell	3,995	Bloxham and Banbury
Oxford	7,800	Cowley and Headington
South Oxfordshire	4,500	Thame and Henley
West Oxfordshire	2,601	Witney
Oxfordshire	**18,896**	
Reading	13,250	Reading and Tilehurst
West Berkshire	4,800	Newbury and Thatcham

15

Wokingham	14,047	Woodley, Wokingham and Twyford
Berkshire West	**32,097**	
BOB	**70,548**	

No applications were received for Bucks East, Bucks North or Vale of the White Horse.

Formal offers will be made to these practices during March 2024. If the offers are accepted as above then the re-commissioning of the activity lost in both Buckinghamshire and Berkshire West will have been restored. It was likely that take up in Buckinghamshire and Berkshire West would be higher than in Oxfordshire as less capacity has been lost and therefore practices are more likely to have capacity to provide additional activity.   Whilst the first phase of re-commissioning will increase capacity in Oxfordshire by nearly 20,000 UDAs significant gaps remain in the county. The next phase of the programme will focus particularly on increasing provision in Cherwell, the Vale of the White Horse and West Oxfordshire.

5.6   Changes to the NHS Dental contract in 2024

At the end of 2022, the government introduced changes to the NHS Dental contract which were implemented in 2023. Further changes were announced in February 2024. These are:

- The payment of a new patient premium for the period March 2024 to March 2025; ranging from £15 - £50, depending on treatment need.

- Support the Dentists to treat around one million new patients and launch a new public health campaign to raise awareness about how to find a Dentist.

- Increasing the minimum UDA price to £28 (current minimum is £25.33).

- A 'Golden Hello' payment for Dentists to work in areas of need, starting with a cohort of 240 Dentists later in 2024.

- Actions to increase the dental and dental therapy workforce.

- Legislation to support to development of skill mix.

- Making it easier for overseas dentists to work in the NHS, including legislation for the introduction of provisional registration status.

- Ringfence on NHS Dentistry budgets for 2024 to 2025 so ICBs can seek to improve dental access within this budget.

16

- Commence work in 2024 to ensure that the funding provided to ICBs better reflects changing population demographics.

- Reform the contract to make NHS work more attractive with options for consultation with dental profession with any changes phased in from 2025 onwards.

- The deployment of dental vans in under-served areas while longer term solutions are established.

- Support oral health improvement in Family Hubs and other settings that provide Start for Life services.

- Improve oral health of children by providing oral health advice to parents and a 'Smile for Life' programme into early years settings.

- Deploy dental teams to schools in areas of the oral country where oral health and NHS access is worst.

- A national programme of water fluoridation with new legislation to make it easier to start programmes to systematically bring water fluoridation to more of the country.

More details are to follow, but the ICB is reviewing the implications for implementation in BOB. Arrangements are now being put in place for the new patient premium and the minimum UDA price of £28; the latter of which impacts 25% of practices in BOB.

6. Summary

There have been significant improvements in access to and delivery of dental services since the peak of the coronavirus pandemic. Dental services only returned to full capacity in July 2022 and the levels of provision are now moving back towards pre-pandemic levels, particularly in Buckinghamshire and Berkshire West.

Local actions such as allowing practices to deliver more activity; additional access sessions; the Flexible Commissioning scheme and replacing activity lost due to contract handbacks/reductions has helped to ease the reductions. Many practices have actively engaged with the ICB in responding to these challenges.

Changes have been made to the national dental contract with the aim of increasing support to the profession and improving access for patients. One of the key features of the national changes is the increased focus on prevention through the 'Smile for Life' programme. This is likely to increase

17

opportunities for joint working between local authorities and the ICBs to address the causes of demand for dental services.

Significant challenges remain. Practices are still working through backlogs of patients built up as a result of the pandemic which is impacting the rate of growth in access. For patients who have not attended local services access is still a challenge. Workforce issues remain with contract handbacks and reductions continuing.

The recent announcement of changes to the national contract are designed to help further address the access and workforce challenges, but they also start to outline plans to improve oral health.

The ICB is working with a range of local stakeholders to develop a primary care strategy, which includes dental services, with the aim of commissioning services to meet local needs in ways that are sustainable. The ICB is also working in partnership with other ICBs across the South-East Region to re-commission referral services.

It will be important to continue work collaboratively and innovatively to maintain progress.

18

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

20 March 2024 | Reading Borough Council
Working better with you |

Title	**Annual School Standards and Achievement Report 2022/2023**
Purpose of the report	To make a decision
Report status	Public report
Report author	Brian Grady, Director of Education
Lead councillor	Ruth McEwan, Lead Councillor for Education and Public Health
Corporate priority	Inclusive Economy
Recommendations	The Committee is asked to: 1. Note the position regarding school standards and attainment as set out in the attached report 2. Endorse the priorities and current and planned activity to further improve attainment, with a focus on reducing inequalities. 3. Note the Reading Borough Council response to HM Coroner's reg 28 report and actions being taken 4. Endorse the Strategic Framework for School Effectiveness 2024-2025, including policy commitments in response to HM Coroner's reg 28 report 5. Support the presentation of a Borough-wide Education Strategy 2024-2030 at a forthcoming ACE Committee.

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 (22/23) academic year, not the current academic year.

1.2. This report builds on the School Standards report presented to the July 2023 ACE Committee and the identified strategic priorities set out in that report. The Annual School Standards report 2022/2023 report confirms that 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, schools are not yet closing gaps with national performance quickly enough. Actions taken in the autumn term since the July 2023 report to ACE Committee are set out in this report and form the basis of a proposed Education Strategy, for further consideration by ACE Committee at a future meeting.

1.3. The Standards report has informed the annual update of the approach to working with schools in Reading, as set out in the Strategic Framework for School Effectiveness 2024/2025, appended to this report for consideration and approval by ACE Committee.

1.4. January 8th marked the first anniversary of the death of Ruth Perry, a beloved colleague, peer and friend to so many in our education community. School leaders continue to be supported individually and in groups as our community continues to come to terms with the loss of Ruth, and the Education Partnership Board is maintaining our collective prioritisation on school leader wellbeing. HM Coroner conducted an inquest into the death of Ruth which concluded on 7th of December 2023. The inquest recorded a narrative conclusion of suicide, contributed to by an Ofsted inspection carried out in November 2022. HM Coroner published a Prevention of future deaths report on 19 December, requesting Department for Education, Ofsted and Reading Borough Council to respond to identified matters of concern.

1.5. Work has been undertaken with schools on the actions being taken in response to the Coroner's findings, which align strongly with the work being undertaken with the Education Partnership Board, enhancing and developing current practice and enshrining this practice in the School Effectiveness Framework for Reading. The response of Reading Borough Council to the regulation 28 report and the School Effectiveness Framework for Reading are appended to this report.

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. The enclosed school standards report identifies the following key points.

3.2. 91.8% of schools in Reading are graded good or better, slightly above the average for the South-East. 97% of locally maintained schools are judged good or better by Ofsted. Only one locally maintained school judged as Requiring Improvement to be judged Good. This is significantly better than national and South-East averages.

3.3. In the early years, maintained nursery schools continue to provide exceptional provision for all children and those with disadvantage and children with Special Educational Needs and Disabilities (SEND). Recruitment and funding continue to be of significant concern for this group of schools and limit the potential for sector outreach improvement work.

3.4. Outcomes for children who need SEND support in primary are strong, compared to national benchmarks for the group, reflecting the impact of the work undertaken to improve inclusion in Early years and Primary phases.

3.5. At Key Stage 2, Local Authority results are below national averages for Reading Writing and Maths at the expected standard. In Primary, attainment outcomes in reading and maths are improving at a greater rate than in schools nationally and average progress in these areas is above national averages. Writing remains a significantly weak area in Primary phase outcomes. Though schools have ongoing development priorities to implement change, progress is slow and there is currently insufficient school-to school improvement capacity to ensure schools benefit from economies of scale in terms of curriculum design and resourcing. The Education Partnership Board are supporting work by clusters to address this area and the School Effectiveness team have increased the level of scrutiny on school improvement progress in underperforming schools.

3.6. Local Authority average outcomes are above national averages in Secondary Schools though there is significant variation between schools. Average Progress scores for the LA in Secondary have improved at a rate above that of other LAs nationally.

3.7. Outcomes for disadvantaged children with and without SEND are weak in all phases and continue to be of significant concern. Poor attendance significantly impacts outcomes for this group.

3.8. Children of Caribbean Heritage are significantly at risk of educational underperformance across phases but have a low profile with many school leaders, governing bodies and trusts. More work is needed across all schools to swiftly identify, understand, and remove barriers for this group, building on the anti-racist curriculum work programme in Reading schools.

3.9. Outcomes for children with SEND are less convincing at the end of KS4 suggesting there is more work to be done in terms of Secondary inclusion where children with SEND continue to be more vulnerable to underperformance, suspension, and exclusion than their peers.

3.10. Cohort complexity in terms of English as an Additional Language, children with SEND and in year mobility, impacts outcomes in all phases across Reading. In some schools, the proportions of children with vulnerabilities are well above national averages. There is a strong correlation between cohort complexity and underperformance. Cohort complexity impacts the workload and school improvement focus of senior leaders and it is difficult to recruit and retain high quality staff at all levels. This means the improvement trajectory in these schools can take time. Extra capacity in term of school improvement is often needed, but difficult to finance and source.

3.11. At Key Stage 4, Children without disadvantage or SEND perform above the national average in all performance measures, though as with other results there is variation at a school level.

3.12. **Roles and Responsibilities:** 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; 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

3.13. **National and Local Context:** School standards and attainment in Reading are impacted by national and local context.

3.14. **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 continues to be embedded and schools are continuing to be engaged and participating in our curriculum development projects. This will support school-to-school support as it develops.

3.15. **Significant developmental delays in early years** – including language and communication, emotional regulation, and socialisation. A good start is more vital than ever. 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 continue to 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 are in their second year as a national school-to- school support "Stronger Practice Hub" for early years which is providing opportunities for support both to maintained schools and Private, Voluntary and Independent Sector early years providers. 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 continues to demonstrate a strong impact where schools are engaging in the offered programmes.

3.16. **School resilience and school leader's wellbeing.** Heads across all sectors tell us nationally and locally 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 continues to be significant local appetite from Reading school leaders to develop our Reading-wide approach to workforce and to wellbeing. School leaders continue to report high levels of staff absence and difficulty recruiting. These issues are compounding the challenges post-pandemic and continue to test the resilience of schools. Effective local recruitment, training and retention of school staff

continue to be a priority to secure school resilience and positive recovery of outcomes for children.

3.17. **Pupil behaviour** has been more challenging nationally and locally. 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, impacting on outcomes. Progress has been made by working with schools to commission new Alternative Provision (AP) and improve existing AP; but this remains an area of high priority as school leaders continue to identify the availability, affordability, and quality of Alternative Provision as a contributing factor to poorer outcomes, alongside the need to recruit and retain staff and secure community confidence in behaviour and safety.

3.18. **The national system for children with SEND** continues to experience 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 challenging nationally, further impacting equity for children with additional need. Reading has been successful in securing additional investment from the Department or Education, which has funded the launch in January 2024 of the new Reading Inclusion Support in Education (RISE) service. The RISE service supports all Reading schools to improve their offer of Ordinarily Available Provision, Graduated Response and better support all children and young people, including those with Special Educational Needs and Disabilities. The service supports schools by offering free training and coaching, audits, supervision and networks, and boasts specialists and consultants, including a senior educational psychologist, speech and language therapist and occupational therapist. Reading has also been successful in expanding the number of specialist places for children with SEND, but still face significant challenges in securing sufficient specialist local places, this is set out in more detail in the accompanying report being considered by ACE Committee at this meeting, regarding SEND Place Planning.

3.19. **Cost of living.** Reading Education Partnership Board, working with Reading Secondary Schools and College Leaders and Reading Primary Heads' Association has supported local research regarding the contribution of local schools during the cost-of-living crisis. Differences in local challenge facing schools – social, economic, familial security, aspirational and the rest - remains an unequal burden on school communities. Impacts on children's regulation and poorer mental health are consistent concerns of school leaders, as well as impacts on children's resilience. The research has identified a wide range of ways in which schools have responded to support families, going beyond their traditional remit, and also reducing costs of enrichment activity to maintain inclusion; brokerage of second-hand uniform; information and guidance to parents and carers; feeding families; maintaining contact with families outside of school and use of Free School Meals and Pupil Premium funding.

3.20. The Annual School Standards report 2022-2023 confirms the priorities to improve school standards and attainment for 2022-2025, which are reflected within the Education Partnership Board priorities and 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 undertaken in the six months since the last update to ACE Committee is set out below.

3.21. The School Effectiveness team leads on the work with schools to deliver improved outcomes and standards. The team undertook and recorded eighty official visits to Locally Maintained schools in term one including effectiveness, safeguarding, English monitoring and curriculum reviews. The team also completed Head Teacher Performance Management for thirty schools and provided training for headteachers, subject leads, individual school staff teams, behaviour leads, safeguarding leads, School Business Managers and Governors.

3.22.   Reading Borough Council has high ambition to provide opportunity for all of our children and young people to thrive in education and succeed. It is proposed that the current strategic approach to supporting improved educational outcomes and school effectiveness is further developed and captured in a Borough-wide Education Strategy, capturing the wider work we do with business, community and cultural organisations to improve educational outcomes for Reading children, to be brought forward for consideration at the next ACE Committee. This will include further learning from the independent learning review currently underway.

4.   Priorities, actions and next steps

4.1.   A more strategic and cohesive approach to collective action to improve outcomes for children has developed over the past year, building on the report presented to ACE Committee in July 2023. Education Partnership Board have endorsed the following priorities:

- Developing school-to school support and challenge through the Education Partnership Board.

- Promotion of positive wellbeing for school leaders and school staff.

- 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.

- Building governor capacity, skills and oversight to enhance support and challenge.

- Implementing a Borough-wide teaching staff recruitment and retention strategy.

4.2.   Actions to deliver these priority areas is being coordinated and progressed through the Education Partnership Board. Progress and next steps are summarised by priority area below.

4.3.   Priority 1: Developing school-to school support and challenge through the Education Partnership Board

4.4.   The vision for the Education Partnership Board has now been agreed and work has begun on mapping and reorganizing cluster level school to school support. Roles and responsibilities of the Board, LA and Cluster have also been agreed.

4.5.   More cluster work has been undertaken since the beginning of the new academic year, with every local school now engaged in a cluster. Clusters are developing their local shared action plans based on school and Education Partnership Board vision and priorities. Clusters and phase association sessions are increasingly well attended. School to school support has been secured for all Rapid Improvement Groups (as set out in the Strategic Framework for School Effectiveness), and this support has been effective as demonstrated in all community school Ofsted judgements since the last standards report to ACE Committee.

4.6.   Leadership capacity in schools needs to be supported and enhanced to deliver the improved outcomes we wish to see. Reading does not benefit from the national teaching school network, 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. The proposed Education Strategy will consider options for further building school improvement capacity locally.

4.7.   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, overseen by the Education Partnership Board. Developing school to school support networks and a local infrastructure of school support will be key areas of work over the coming academic years.

4.8.   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 local school community clusters and is chaired by the Director of Education, Brighter Futures for Children. The remit of the 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.

4.9.   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

4.10.   Progress has been made to coordinate Borough – wide actions to reduce educational inequality, as reflected in the Reading Borough Council Tackling Inequality Strategy, and through the Reading Borough Council Place Based Pilots programme. This will be a key area of focus over the next three years.

4.11.   The Education Partnership Board is leading further development of school community clusters and a model of Reading Leaders of education to enhance school to school support capacity. However further work will be needed over the coming years to secure the necessary level of school-to-school support to improve outcomes in line with our ambitions.

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

4.13.   The first annual Headteacher wellbeing survey was completed in 2023. Feedback from Head Teacher's Performance Management reviews and the results of the 2023 wellbeing survey have informed discussions on wellbeing priorities with Education Partnership Board, and school leaders through the Director of Education's termly meeting with Headteachers. Three priorities have been identified for 2024/2025 to improve school leader wellbeing:

• Development of coaching and mentoring support for school leaders;

• Support in addressing community and parental behaviours, and the establishment of Parent Carer and Community Acceptable Behaviour Policy Protection for all staff in educational settings (including social media).

- Support regarding the Ofsted inspection process.

4.14. The school leader wellbeing survey has informed the development of an enhanced Reading Wellbeing offer for schools and school leaders as well as clear expectations regarding parent and community behaviour and a coaching and mentoring support entitlement for school leaders. These entitlements and expectations are set out in the Strategic Framework for School Effectiveness appended to this report.

4.15. The second annual wellbeing survey will be undertaken after the Easter 2024 break and will be widened to all school staff, to give a picture regarding the wellbeing for all school staff, to track progress and to help inform further actions for the Education Partnership Board and Brighter Futures for Children.

4.16. **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**.

4.17. 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.

4.18. The approach to working with schools is also set out in the Framework. 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, BFfC 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.

4.19. 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

4.20. 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.

4.21.   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 year two of a two-year project with national leader Tom Sherington to implement instructional coaching in their schools.

4.22.   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.

4.23.   Language, communication and reading fluency are the building blocks of access to knowledge. BFfC 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. BFfC have worked with 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.

4.24.   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.

4.25.   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.

4.26.   Positive impact of this focus has been evidenced in behaviour and personal development being identified as a strength at most school inspections.

4.27.   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 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, but more work needs to be done to ensure all schools are engaging and acting to improve outcomes for groups of pupils with poor outcomes, notably children of Caribbean Heritage. 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.

4.28.   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. An enhanced response for Year 5, 6 and Year 7 pupils was delivered in summer 2023, centred on subsidised summer-based activities. Outcomes data informed this targeted approach and programme has enabled tracking of progress for vulnerable groups of pupils through the autumn term.

4.29.   Priority 4: Building governor capacity, skills and oversight to enhance support and challenge

4.30.   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.

4.31.   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.

4.32.   Recruitment and retention in Governance in locally Maintained schools is declining and the governor time commitment and skill level needed in complex schools is a significant barrier to improvement. Further investment will be needed in governor recruitment and retention in the coming year, and will be a key feature of the proposed Education Strategy.

4.33.   Priority 5: Implementing a Borough-wide teaching staff recruitment and retention strategy

4.34.   Schools are responsible for their recruitment and retention of their staff, but in common with several other areas, schools working separately is not achieving the results that a more collective approach might take.

4.35.   The Education Partnership Board is facilitating a strategic focus on priorities for recruitment of school staff. Agreed 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 hard to fill roles such as School Business Managers, school leaders, SENDCOs and SEND more specialist staff with knowledge and skills of SEND are also being considered.

4.36.   Progress has been made through a Brighter Futures for Children – Reading Borough Council task and finish group in developing a Borough-wide approach for school business professionals to address recruitment challenges. A task and finish group has

also been established to coordinate overseas recruitment campaigns for specialist posts, working with Reading University.

4.37.   In terms of next steps, the local cost of living research has identified opportunities to promote more employment opportunities and pathways into school careers for local people, by building an adult learning programme in partnership with local schools and Reading University. This will be a key priority for the next three years.

5.   Contribution to strategic aims

5.1.   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"

5.2.   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.

6.   Environmental and climate implications

6.1.   The Council declared a Climate Emergency at its meeting on 26 February 2019 (Minute 48 refers).

6.2.   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.

7.   Community engagement

7.1.   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.

8.   Equality impact assessment

8.1.   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.

8.2.   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).

9.   Other relevant considerations

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

10.   Legal implications

10.1.   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.

10.2. 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).

11. Financial implications

11.1. 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.

12. Timetable for implementation

12.1. This report sets out actions being taken in the 2023/2024. A future Education Strategy report will set out multi-year actions between 2024 and 2026.
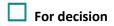
13. Background papers

There are none

Appendices

1. **School Standards and Achievement Annual Report 2022/2023**

2. **Reading Borough Council Response to Regulation 28: Report to Prevent Future Deaths 12.12.24**

3. **Brighter Futures for Children (BFfC) Strategic Framework for School Effectiveness 2024-2025**

This page is intentionally left blank

School Standards and Achievement Annual Report

2022-2023

☐ **For decision**   ☒ **For discussion**   ☒ **For information**

SUMMARY

This is the annual report on school standards and achievement for the academic year 2022-2023. The purpose of this report is to set out the current standards and outcomes for Reading schools and how BFfC, on behalf of Reading Borough Council, meets the Council's duties regarding education and school standards and supports the Council's strategic priorities and policies. It uses verified examination data and so relates to the previous academic year.

OWNER
Brian Grady, Director of Education
Alice Boon, Strategic Lead School Effectiveness

VERSION: FINAL

DATE
08 February 2024

Contents

Summary

This report outlines the standards achieved in Reading at the end of each Key Stage at the end of the academic year 2022-23. The report outlines the trends observed and the impact of school leaders on raising standards. Children clearly continue to be 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 Reading 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, there is more to be done to close gaps with national performance.

Data this year suggests increased support and challenge to schools with outcomes just below or at national averages are making some impact, as well as developing longer term options to build school leadership capacity starting to come to fruition.

Evidence from School Effectiveness work in weaker performing schools last year suggests that more school improvement capacity is needed, to support the implementation of improved curriculum approaches, so that more children meet the expected standard. The strategic work to develop school- to- school improvement has begun with the establishment of the Education Partnership Board which has reorganised and rejuvenated cluster working.

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 shapes the Education strategy in supporting the identification of evidence-based approaches that will best support specific areas of concern identified in the data, which will be presented to ACE Committee in summer 2024.

For the second year since data began to be published again, Local Authority results are below national averages in primary schools, in all key stages, though there is significant variation between schools.

Results are significantly below national averages for reading, writing, maths (RWM) at the expected standard at KS2.

In primary schools, attainment outcomes in reading and maths are improving at a greater rate than in schools nationally and average progress in these areas is above national averages.

Writing remains a significantly weak area in primary school outcomes. Though schools have ongoing development priorities to implement change, progress is slow and there is currently insufficient school-to school improvement capacity to ensure schools benefit from economies of scale in terms of curriculum design and resourcing. The Education Partnership Board is working in clusters to address this area and the School Effectiveness team has increased the level of scrutiny on school improvement progress in underperforming schools.

Nursery schools continue to provide exceptional provision for all children and those with disadvantage and with Special Educational Needs and Disability (SEND). Recruitment and funding

continue to be of significant concern for this group of schools and limit the potential for sector outreach improvement work.

Local Authority average outcomes are above national averages in secondary schools though there is significant variation between schools. Average progress scores for the LA in secondary schools have improved at a rate above that of other LAs nationally.

Outcomes for disadvantaged children with and without SEND are weak in all phases and continue to be of significant concern. Poor attendance significantly impacts outcomes for this group.

Children of black Caribbean heritage are significantly at risk of educational underperformance across phases but have a low profile with many school leaders, governing bodies and trusts. More work is needed across all schools to swiftly identify, understand, and remove barriers for this group.

Outcomes for children who need SEND support in primary are strong, compared to national benchmarks for the group, reflecting the impact of the work undertaken to improve inclusion in early years and primary phases. Outcomes for children with SEND are less convincing at the end of KS4 suggesting there is more work to be done in terms of secondary school inclusion where children with SEND continue to be more vulnerable to underperformance, suspension, and exclusion than their peers.

In some schools, outcomes for children without SEND are not always strong and this group should be considered vulnerable, particularly in the primary phase.

Cohort complexity in terms of English as an Additional Language (EAL), SEND and in year mobility, impacts outcomes in all phases across Reading. In some schools, the proportions of children with vulnerabilities are well above national averages. There is a strong correlation between cohort complexity and underperformance. Cohort complexity impacts the workload and school improvement focus of senior leaders and it is difficult to recruit and retain high quality staff at all levels. This means the improvement trajectory in these schools can take time. Extra capacity in terms of school improvement is often needed, but difficult to finance and source. Intervention in schools with complex needs to be carefully managed to ensure headteacher and staff wellbeing is not negatively impacted, and that talented school staff are not disincentivised from working in challenging settings where their skills are most needed. Crucially this includes special schools, Alternative Provision (AP) and schools with Additionally Resourced Provisions (ARP).

More strategic systems work is needed to support community initiatives to address barriers to achievement and school improvement such as poor attendance. Some projects have begun and will need long-term political support and investment.

Financial investment into the Education Partnership Board and school clusters will be necessary to provide the high level of school-to-school support needed to impact change and shift outcomes significantly, in the weakest performing schools.

Some of the schools with weakest performance have also raised the need for multi-agency input to help them manage significant safeguarding, socio-economic, SEND, and attendance barriers. In some schools the caseload for headteachers, Designated leads and SENCOs is so significant it reduces their ability to focus on their core role of school improvement.

Exclusions and suspensions in some schools are concerning and impact outcomes. School leaders identify the availability, affordability, and quality of alternative provision as a contributing factor

alongside the need to recruit and retain staff and secure community confidence in behaviour and safety.

Recruitment and retention in governance in locally maintained schools continues to be a priority as governor time commitment and skill level needed in schools with complex contexts can be a significant barrier to sustainable improvement.

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.

- ✓ 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.

- ✓ 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. Local capacity continues to be significantly impacted following the pandemic. National systems to establish a teaching school and subject networks have faltered due to changing government priorities and the Reading is poorly served by the teaching school network.

- 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) is in place and the BFfC Advisory Team is supporting schools with improvement in phonics, reading, maths and writing.

- BFfC has commissioned consultant support for SEND and has brokered school to school support where schools have children with EHCPs who require an individual curriculum.

- Secondments and school to school support have been provided for schools causing concern to secure improvements identified by School Effectiveness leads. This has been successful in achieving progress and in securing positive judgements in Ofsted inspections.

- The Education team at BFfC has been commissioned to support standards' improvements in four academies since September, which has evidenced improvements in all schools.

- Targeted projects are based on analysis of long-term outcomes and are evidence-based.

- The team undertook and recorded 80 official visits to local maintained schools in term one including effectiveness, safeguarding, English monitoring and curriculum reviews. The team also completed headteacher performance management for 30 schools and provided training for headteachers, subject leads, individual school staff teams, behaviour leads, safeguarding leads, school business managers and governors.

- The vision for the Education Partnership Board has now been agreed and work has begun on mapping and reorganising cluster level school to school support. Roles and responsibilities of the Board, LA and Cluster have also been agreed.

- Headteacher wellbeing surveys have been completed and fed back and an offer of wellbeing support written into Head Teacher Performance Management documentation.

- The team is working closely to support the induction of the Reading Inclusion Support in Education (RISE) team which will provide some much-needed capacity to schools and support our work from January 2024. The RISE service supports all Reading schools to improve their offer of Ordinarily Available Provision, Graduated Response and better support all children and young people, including those with Special Educational Needs and Disabilities (SEND). The RISE team includes specialists and consultants with experience and knowledge of the different areas of children and young people's needs (e.g. mental health,

neurodiversity, behaviour, speech, language and communication needs and sensory needs). Its aim is to support schools by providing training, embedding evidence-based strategies, supporting school systems to develop their early intervention approaches and sharing knowledge within Reading schools. The School Effectiveness Strategy and advisory protocols have been shared and training in our core project implementation is planned. This should help ensure all advisory work remains consistent and focused on our strategic goals.

The local system

Table 2: the numbers of schools by type in each education phase and sector 2022-2023

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
Total	**5**	**40**	**1**	**10**	**4**	**60**

- Reading has a wide range of schools including selective secondary grammar schools. School Effectiveness activities are focused on locally maintained schools where BFfC 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
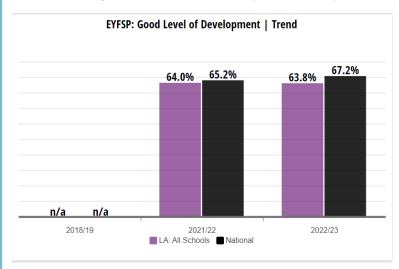
- ✓ school self-evaluation

- ✓ 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, to ensure that schools from across the governance spectrum work in partnership to develop a school led system for school improvement.

Unvalidated Data Headlines- School Standards

- All results are unvalidated and taken from the Nexus Education data system.

- Data for pupil groups does not show where individuals are represented in more than one pupil group.

- RAG (Red/Amber/Green) shading is used to highlight variance between schools for the reader.

Early Years Foundation Stage profile 2023

Table showing EYFS Good Level Development three-year outcomes trend all pupils

- 63.8% of children achieved a Good Level of Development (GLD) in 2023, 4% lower than the national average of 67.2%. This is the equivalent of 63 fewer pupils achieving GLD in Reading than other LAs.

- While the Reading average for achieving GLD decreased by 0.2% from 2021-22, the national average increased by 2.0%.
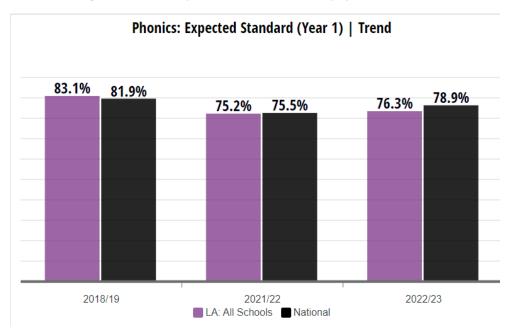
- To achieve GLD, children need to speak in English for parts of the assessment. The LA has a significant cohort of EAL children, (36.6%) compared to the national average (20%), and many children who are new to English language on entry to reception.

- Several schools had significant in year mobility into Early Years Foundation Stage (EYFS) which impacted their outcomes.

- Most schools that achieved results below the national average had EAL cohorts, and or mobility, well above national averages. In school effectiveness conversations, leaders have noted early development of spoken English as a common reason for weak outcomes.

- The School Effectiveness Team is undertaking assurance visits to all locally maintained schools with weak results, to identify where further improvements can be made.

- A small number of schools with high outcomes have above average EAL cohorts. These tend to be bilingual settled communities rather than children new to English.

- Performance in EYFS for disadvantaged, EAL and SEND-support children is better in Reading than national averages for each group, however, there are still significant gaps between children from vulnerable groups and their peers.

- Children of black Caribbean heritage performed below their peers even in the non-SEND group. Children from this group, underperforming by the end of Year 1, are being individually tracked through School Effectiveness meetings in locally maintained schools.

- Meetings with leaders in locally maintained schools have revealed that though most school leaders know their children well and have noted their underperformance, less than half are aware of the impact of interventions in place to help the children catch up. School leaders were positive about tracking this group through meetings going forward.

- Children without SEND perform below national averages for the group, across all pupil groups. This could suggest that expectations are not high enough and/ or curriculum pace is an issue. This has been identified through monitoring in some schools, but this is rare and Ofsted inspections have not found fault with curriculum quality in the schools inspected over the last 12 months. School Effectiveness officers have considered with headteachers underperformance for this group as a key indicator of curriculum quality in all Key Stages (KS).

- Outcomes for children in nursery schools continue to be exceptional with significant progress noted for children with SEND. School to school support in this sector is extremely effective but is underutilised by other providers. Nursery schools are struggling with recruitment and funding and though federation provides economies of scale and a significant CPD offer for staff, further capacity to include stand-alone nurseries and provide outreach to reception classes is limited at the moment.

Table showing EYFSP GLD outcomes for vulnerable groups 2022-23 by primary school. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

FSP Achieving GLD %	All	All disadvantaged	Disadvantaged but not SEND	EHCP	SEND support	Not SEND	EAL	EAL not SEND	Caribbean Heritage	Caribbean not SEND	Caribbean not disadvantaged	Caribbean Disadvantaged	White British Heritage	WBRI not SEND
National Average for the group	67%	52%	60%	4%	24%	74%	63%	69%					69%	75%
Local Authority	64%	54%	59%	7%	26%	70%	66%	69%	60%	65%	59%	62%	67%	74%
Alfred Sutton Primary School	73%	69%	73%	-	50%	77%	75%	77%	-	-	-	-	91%	95%
All Saints Infant School	45%	50%	50%	-	0%	50%	33%	40%	100%	100%	-	100%	43%	43%
Battle Primary Academy	62%	36%	36%	-	-	63%	58%	58%	-	-	-	-	100%	100%
Caversham Park Primary School	50%	-	-	-	-	60%	100%	100%	-	-	-	-	57%	57%
Caversham Primary School	82%	100%	100%	-	50%	82%	75%	75%	100%	100%	100%	-	82%	82%
Christ The King Catholic Primar	67%	56%	100%	0%	14%	88%	82%	90%	100%	100%	100%	100%	50%	86%
Churchend Primary Academy	69%	60%	60%	-	100%	68%	55%	55%	60%	60%	50%	67%	71%	70%
Civitas Academy	68%	43%	-	-	-	67%	50%	50%	-	-	-	-	-	-
Coley Primary School	50%	57%	57%	-	0%	60%	-	-	-	-	-	-	-	-
E P Collier Primary School	56%	50%	57%	-	0%	64%	59%	61%	-	-	-	-	83%	83%
Emmer Green Primary School	82%	-	-	-	0%	86%	82%	84%	-	-	-	-	85%	88%
English Martyrs' Catholic Prima	70%	50%	67%	0%	0%	74%	65%	71%	50%	50%	100%	0%	77%	77%
Geoffrey Field Infant School	55%	46%	48%	67%	45%	56%	59%	61%	89%	86%	100%	75%	50%	54%
Green Park Village Primary Academy														
Katesgrove Primary School	68%	22%	22%	-	33%	69%	75%	77%	40%	40%	40%	-	55%	55%
Manor Primary School	68%	69%	89%	0%	20%	83%	57%	57%	75%	100%	100%	50%	56%	82%
Meadow Park Academy	58%	53%	50%	-	22%	68%	62%	64%	50%	67%	50%	50%	53%	57%
Micklands Primary School	81%	64%	75%	-	25%	89%	40%	50%	100%	100%	100%	100%	86%	95%
Moorlands Primary School	70%	75%	82%	0%	71%	78%	56%	67%	100%	100%	100%	100%	76%	81%
New Christ Church CofE (VA) Pri	69%	100%	100%	-	33%	76%	57%	73%	0%	-	0%	-	88%	100%
New Town Academy	69%	25%	25%	-	0%	76%	76%	76%	0%	-	0%	-	100%	100%
Oxford Road School	60%	43%	100%	0%	0%	78%	67%	83%	0%	-	-	0%	33%	50%
Park Lane Primary School	72%	75%	75%	-	0%	73%	25%	25%	100%	100%	100%	-	81%	83%
Ranikhet Academy	71%	63%	83%	0%	50%	85%	67%	71%	100%	100%	-	100%	63%	83%
Redlands Primary School	41%	25%	33%	0%	0%	50%	43%	50%	100%	100%	-	100%	40%	40%
Southcote Primary School	52%	33%	43%	0%	0%	60%	56%	60%	40%	40%	67%	0%	54%	59%
St Anne's RC Catholic Primary S	63%	50%	50%	-	100%	60%	33%	33%	50%	50%	50%	-	75%	75%
St John's CofE (Aided) Primary S	67%	44%	50%	0%	33%	72%	85%	85%	100%	100%	-	100%	33%	33%
St Martin's Catholic Primary Sc	43%	50%	50%	-	0%	46%	100%	100%	50%	50%	100%	0%	43%	43%
St Mary and All Saints CofE (VA)	23%	17%	20%	-	0%	27%	40%	46%	0%	0%	0%	-	17%	22%
St Michael's Primary School	57%	40%	46%	0%	25%	62%	68%	74%	43%	50%	60%	0%	56%	64%
Thames Valley School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thameside Primary School	73%	71%	80%	0%	83%	81%	87%	91%	50%	67%	50%	50%	76%	76%
The Avenue Special School	0%	-	-	0%	-	-	0%	-	-	-	-	-	-	-
The Heights Primary School	66%	-	-	-	0%	70%	50%	50%	100%	100%	100%	-	69%	71%
The Hill Primary School	80%	-	-	-	25%	88%	73%	73%	100%	100%	100%	-	90%	100%
The Holy Brook School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Palmer Primary Academy	76%	83%	-	-	-	-	-	-	-	-	-	-	-	-
The Ridgeway Primary School	50%	50%	73%	0%	13%	68%	63%	71%	33%	50%	0%	100%	48%	68%
Whitley Park Primary & Nurser	58%	55%	65%	0%	21%	72%	70%	78%	50%	50%	0%	100%	55%	68%
Wilson Primary School	49%	25%	25%	0%	0%	51%	41%	42%	25%	25%	33%	0%	64%	69%

Phonics, Year 1, working at expected levels

Table showing Phonics three-year outcomes trend all pupils

Phonics: Expected Standard (Year 1) | Trend

Bar chart showing:
- 2018/19: LA: All Schools 83.1%, National 81.9%
- 2021/22: LA: All Schools 75.2%, National 75.5%
- 2022/23: LA: All Schools 76.3%, National 78.9%

Legend: ■ LA: All Schools ■ National

- 76.3% of the Year 1 cohort achieved the expected standard in phonics, 2.6% lower than the national average of 78.9%.

- This is the equivalent to 50 fewer pupils in Reading achieving the expected standard compared to the national average.

- Reading's expected standard percentage has increased by 1.1%, from 75.2% in 2021/22, to 76.3% in 2022/23. This is equivalent to approximately 22 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

- The early reading curriculum has been a strength in all inspections, and in our assurance visits in locally maintained schools (bar three that required Rapid Improvement Group (RIG) intervention). School-to-school and BFfC English team support has been provided to support these schools. In one school outcomes have improved and in the two others they are being closely monitored through the RIG.

- We are satisfied that all schools have research informed and nationally approved phonics schemes in place and that fidelity to these schemes is appropriate.

- Schools with higher-than-average SEND cohorts have lower than national average phonics outcomes.

- Though this complexity is a factor, the local average for children without SEND is lower than the national average for the group as are outcomes for disadvantaged children.

- For disadvantaged children, early analysis of pupil level data shows, that children without SEND, who don't reach the national benchmark, are commonly persistently absent from

school. Work with the Education Partnership board to establish an attendance working group is in place.

- Further analysis about underachievement and attendance has been discussed at effectiveness meetings in term one.

- The School Effectiveness team will attempt to contact all academy schools with lower-than-average outcomes to assure the Director of Education that best practice approaches are applied and where necessary to signpost and broker school-to-school improvement support via the Education Partnership Board.

- Outcomes for disadvantaged, SEND support, black Caribbean heritage and EAL pupil groups, though still too low, improved this year. Reading performs better in phonics for EAL children and those receiving SEN support, than national averages for these groups.

- There is a growing number of schools who perform well above national averages across pupil groups year-on- year. Some are already providing school- to-school support.

Table showing phonics outcomes for vulnerable groups 2022-23 by primary school. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

| Phonics Wa (Current Year screening Yrs 1 & 2)	All Pupils % RWM	Disadvantaged % RWM	Disadv No SEN % RWM	EHCP % RWM	SEN Support % RWM	NO SEN % RWM	EAL % RWM	EAL No SEND % RWM	Caribbea Heritage % RWM	BCR no SEND % RWM	BCR Not Disadv % RWM	BCR disadv % RWM	WBRI % RWM	WBRI no SEND % RWM
National Average for the group	79%	67%	77%	20%	49%	86%	78%	84%	75%	83%	80%	69%	79%	86%
Local Authority	73%	63%	76%	17%	51%	83%	79%	84%	70%	76%	76%	66%	71%	80%
Alfred Sutton Primary School	87%	90%	94%	0%	75%	90%	93%	95%	100%	100%	100%	-	94%	100%
All Saints Infant School	75%	100%	-	-	50%	80%	100%	100%	-	-	-	-	67%	80%
Battle Primary Academy	72%	83%	100%	-	40%	78%	67%	68%	0%	0%	0%	-	83%	89%
Caversham Park Primary School	59%	0%	-	0%	50%	70%	50%	60%	-	-	-	-	60%	100%
Caversham Primary School	86%	25%	50%	-	43%	90%	86%	85%	-	-	-	-	86%	89%
Christ The King Catholic Primary School	71%	68%	83%	40%	64%	91%	75%	89%	80%	100%	-	80%	82%	80%
Churchend Primary Academy	81%	79%	83%	0%	22%	91%	94%	94%	86%	86%	100%	80%	68%	88%
Civitas Academy	67%	71%	0%	-	-	75%	100%	100%	-	-	-	-	0%	0%
Coley Primary School	79%	70%	57%	0%	75%	85%	89%	94%	0%	0%	0%	0%	78%	67%
E P Collier Primary School	60%	41%	57%	13%	45%	72%	74%	76%	20%	33%	0%	25%	64%	80%
Emmer Green Primary School	77%	40%	67%	-	17%	83%	83%	86%	100%	100%	100%	-	69%	76%
English Martyrs' Catholic Primary School	68%	30%	33%	0%	30%	73%	75%	81%	67%	67%	80%	0%	65%	76%
Geoffrey Field Infant School	73%	70%	95%	17%	50%	91%	81%	97%	90%	90%	50%	100%	52%	77%
Green Park Village Primary Academy	83%	80%	100%	0%	56%	94%	89%	100%	100%	100%	100%	100%	75%	83%
Katesgrove Primary School	86%	56%	56%	0%	80%	89%	91%	90%	33%	33%	100%	0%	75%	86%
Manor Primary School	64%	50%	70%	0%	36%	79%	58%	75%	100%	100%	-	100%	75%	70%
Meadow Park Academy	77%	77%	100%	0%	70%	97%	96%	100%	100%	100%	100%	100%	71%	92%
Micklands Primary School	58%	50%	50%	50%	20%	64%	80%	86%	50%	50%	-	50%	52%	53%
Moorlands Primary School	73%	74%	87%	-	45%	86%	86%	83%	67%	67%	100%	50%	84%	100%
New Christ Church CofE (VA) Primary School	83%	50%	60%	-	67%	86%	88%	86%	-	-	-	-	78%	83%
New Town Academy	65%	52%	77%	0%	46%	78%	70%	79%	0%	-	-	0%	57%	67%
Oxford Road School	62%	61%	71%	40%	33%	71%	68%	76%	71%	75%	-	71%	43%	50%
Park Lane Primary School	91%	89%	93%	-	89%	91%	80%	80%	100%	100%	100%	100%	91%	91%
Ranikhet Academy	56%	45%	64%	25%	36%	69%	68%	71%	33%	33%	-	33%	33%	33%
Redlands Primary School	64%	33%	50%	0%	17%	75%	63%	70%	-	-	-	-	100%	100%
Southcote Primary School	83%	73%	73%	25%	33%	87%	88%	92%	100%	100%	100%	100%	70%	76%
St Anne's RC Catholic Primary School	70%	75%	100%	0%	0%	88%	80%	100%	100%	100%	-	100%	25%	50%
St John's CofE (Aided) Primary School	87%	78%	100%	50%	67%	100%	93%	100%	100%	-	-	100%	100%	100%
St Martin's Catholic Primary School	76%	100%	100%	-	50%	80%	100%	100%	-	-	-	-	71%	67%
St Mary and All Saints CofE (VA) Primary School	66%	58%	91%	0%	38%	84%	75%	86%	67%	100%	100%	50%	59%	80%
St Michael's Primary School	68%	73%	73%	0%	67%	70%	55%	61%	100%	100%	100%	100%	67%	72%
Thames Valley School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thameside Primary School	73%	57%	80%	17%	63%	91%	63%	90%	60%	67%	100%	50%	74%	95%
The Avenue Special School	0%	0%	-	0%	-	-	0%	-	-	-	-	-	0%	-
The Heights Primary School	87%	100%	100%	-	50%	88%	80%	80%	-	-	-	-	85%	88%
The Hill Primary School	72%	67%	100%	0%	29%	79%	76%	81%	20%	25%	20%	-	74%	82%
The Holy Brook School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
The Palmer Primary Academy	80%	64%	100%	-	-	100%	100%	100%	-	-	-	-	-	-
The Ridgeway Primary School	76%	63%	65%	-	50%	81%	84%	88%	50%	67%	50%	50%	73%	75%
Whitley Park Primary & Nursery School	58%	48%	64%	50%	46%	73%	66%	67%	64%	67%	100%	50%	53%	74%
Wilson Primary School	74%	71%	75%	0%	63%	80%	75%	85%	67%	67%	50%	100%	72%	75%

KS1 Headlines
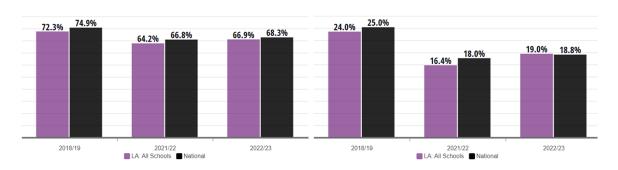
- 2023 will be the last year for KS1 national reporting. Many Reading schools will continue to assess children at the end of KS1 to ensure they have made sufficient curriculum progress

from early years and are attaining curriculum goals. The School Effectiveness team welcomes this decision.

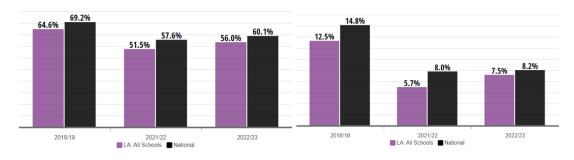Table to show three-year outcomes trend all pupils KS1 Reading at the expected standard and greater depth

- 66.9% achieved the expected standard in reading, 1.4% lower than the national average of 68.3%. This is equivalent to 28 fewer pupils in Reading achieving the expected standard compared to the national average.

- The percentage of children achieving the standard has increased by 2.7% from 64.2% in 2021/22 to 66.9% in 2022/23.This is equivalent to approximately 56 more pupils achieving the expected standard in 2022/23 and is above the national rate of improvement of 1.5%

- Reading schools achieved improvement above the national rate at greater depth in reading. This has increased by 2.6%, while the national average increased by 0.8% during the same period.

- Outcomes for disadvantaged children, while still weak, improved above national rates of improvement and the performance of EAL and SEND-support groups were above averages for the national group.
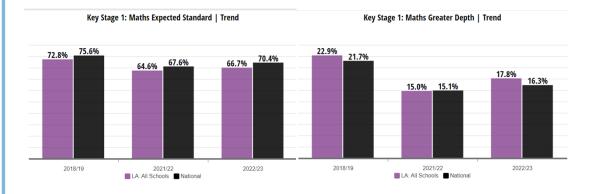
KS1 Writing

- 56.0% achieved the expected standard in writing in Reading, 4.1% lower than the national average of 60.1%.

- Children achieving the expected standard percentage in writing has increased by 4.5% and children without SEND's performance increased by 6%. This is equivalent to approximately 91 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

- During the same period, the national average increased by 2.5%, from 57.6% in 2021/22 to 60.1% in 2022/23 indicating that the work done by schools to raise standards in writing is closing the gap with national standards at KS1.

- EAL children achieve above their national peers in KS1 writing.

- The performance of other groups remains poor, however, disadvantaged group performance improved significantly and well above national improvement rates during 2022-23.

- Results at greater depth were also improved and represent a three year upward trend that has reduced the gap with national. The LA average for greater depth in writing increased by 1.8%, from 5.7% in 2021/22 to 7.5% in 2022/23, the national average increased by 0.2% during the same period.

- The School Effectiveness team is visiting locally maintained schools, with lower-than-average outcomes in English, at three points in the academic year, to assure the Director of Education that recommendations from English reviews, undertaken in 2022-23, are being followed up and that the school improvement approaches being implemented, by school leaders, are having an impact.

- The team will continue to support schools to review their writing curriculum to check that research informed approaches are applied and to signpost and broker school-to-school improvement support via the Education Partnership Board.

Table to show three-year outcomes trend all pupils KS1 Maths at the expected standard and greater depth

- Reading's outcomes at the expected standard in maths has increased by 2.1% to 66.7% in 2022/23.

- This is equivalent to approximately 42 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

- At the expected standard, outcomes are 3.7% lower than the national average of 70.4%. the national average increased by 2.8% during this period widening the gap between national outcomes and those achieved in the LA.

- Vulnerable group performance in maths is weak for disadvantaged children and those requiring SEND-support. Outcomes for children with an EHCP were 10% lower in 2023 than in previous years.

- Effectiveness officers are satisfied that curriculum quality in locally maintained schools is good. Work with the local Maths Hub has supported improved outcomes overtime. Curriculum quality in maths provision has been identified in all Ofsted inspections.

- Catch up interventions vary in their effectiveness across schools and are not as rigorous as those in place to support early reading. Good intervention packages have been signposted to schools via the hub.

- 7.8% achieved the greater depth in maths, 1.5% higher than the national average of 16.3%. This is equivalent to thirty more pupils in Reading achieving greater depth compared to the national average.

- Greater depth in maths has increased by 2.8%, from 15.0% in 2021/22 to 17.8% in 2022/23, the national average increased by 1.2% during the same period.

- Reading has been above the national average, two times in the last three academic years, for greater depth in Maths at KS1. Suggesting that curriculum and school-to-school support, with the local Maths Hub, is impacting positively on curriculum design.

KS1 Vulnerable group performance (Reading Writing Maths)

Table to show KS1 outcomes for vulnerable groups RWM expected standard 2023 by school (please note some school level cohort numbers for groups are below five pupils and not statistically significant)
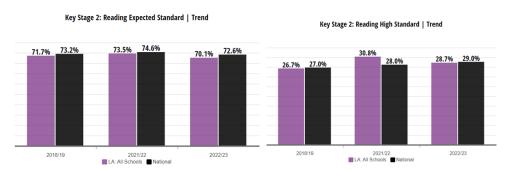
	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM	% RWM
National average	56%	40%	51%	7%	19%	65%	55%	61%	49%	58%	57%	41%	56%	64%
Local Authority	51%	33%	43%	0%	19%	59%	55%	60%	37%	46%	43%	31%	51%	60%
Alfred Sutton Primary School	54%	50%	60%	0%	25%	60%	44%	44%	-	-	-	-	62%	69%
All Saints Infant School	65%	0%	0%		50%	67%	57%	57%	-	-	-	-	70%	78%
Battle Primary Academy	50%	29%	33%		0%	56%	56%	58%	100%	100%	100%	-	29%	33%
Caversham Park Primary School	43%	0%	0%		25%	47%	33%	0%	-	-	-	-	50%	55%
Caversham Primary School	77%	50%	67%		33%	81%	57%	62%	-	-	-	-	87%	90%
Christ The King Catholic Primary School	40%	17%	13%	0%	38%	44%	46%	55%	0%	0%	0%	0%	50%	60%
Churchend Primary Academy	49%	20%	33%	0%	11%	60%	70%	70%	75%	75%	75%	-	43%	60%
Civitas Academy	53%	38%	38%		-	53%	100%	100%	-	-	-	-	-	-
Coley Primary School	48%	43%	50%	0%	29%	57%	42%	50%	100%	-	-	100%	50%	75%
E P Collier Primary School	45%	17%	30%	0%	22%	52%	55%	55%	14%	25%	50%	0%	42%	43%
Emmer Green Primary School	63%	33%	50%		20%	67%	68%	71%	50%	0%	50%	-	61%	67%
English Martyrs' Catholic Primary School	49%	50%	40%	0%	20%	56%	56%	64%	0%	0%	0%	-	42%	50%
Geoffrey Field Infant School	68%	44%	58%	0%	13%	80%	83%	92%	56%	57%	75%	40%	55%	71%
Green Park Village Primary Academy	69%	50%	100%		0%	80%	70%	78%	50%	100%	-	50%	0%	0%
Katesgrove Primary School	35%	41%	41%	0%	0%	36%	41%	42%	50%	50%	0%	100%	20%	20%
Manor Primary School	57%	53%	55%	0%	38%	68%	57%	75%	67%	100%	50%	100%	54%	67%
Meadow Park Academy	53%	35%	56%		23%	71%	64%	78%	50%	60%	67%	33%	50%	67%
Micklands Primary School	50%	43%	60%	0%	0%	56%	50%	50%	100%	100%	100%	-	52%	58%
Moorlands Primary School	54%	35%	36%	0%	36%	60%	55%	56%	33%	50%	0%	50%	49%	54%
New Christ Church CofE (VA) Primary School	60%	13%	20%	0%	67%	73%	77%	80%	-	-	-	-	44%	57%
New Town Academy	47%	33%	57%	0%	7%	63%	49%	67%	0%	-	-	0%	33%	50%
Oxford Road School	57%	50%	100%	0%	25%	80%	60%	73%	50%	100%	100%	33%	100%	100%
Park Lane Primary School	63%	17%	20%	0%	20%	69%	50%	50%	50%	50%	50%	-	63%	71%
Ranikhet Academy	48%	46%	56%	0%	33%	52%	47%	47%	100%	100%	100%	100%	33%	33%
Redlands Primary School	37%	33%	43%	0%	0%	42%	28%	31%	-	-	-	-	50%	50%
Southcote Primary School	52%	8%	8%	0%	-	53%	65%	65%	25%	25%	50%	0%	46%	46%
St Anne's RC Catholic Primary School	60%	40%	50%	0%	0%	67%	75%	82%	100%	100%	-	100%	38%	38%
St John's CofE (Aided) Primary School	62%	43%	75%	0%	33%	69%	60%	65%	-	-	-	-	86%	100%
St Martin's Catholic Primary School	69%	50%	100%		0%	79%	-	-	0%	0%	0%	-	75%	86%
St Mary and All Saints CofE (VA) Primary School	35%	29%	42%	0%	0%	45%	50%	58%	40%	50%	100%	25%	28%	45%
St Michael's Primary School	59%	63%	75%	0%	17%	65%	71%	75%	0%	0%	0%	0%	57%	61%
Thames Valley School	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Thameside Primary School	55%	31%	50%	0%	27%	67%	50%	62%	33%	50%	-	33%	71%	84%
The Avenue Special School	0%	0%	-	0%	-	0%	0%	-	-	-	-	-	0%	-
The Heights Primary School	73%	50%	0%	0%	67%	74%	75%	75%	-	-	-	-	70%	70%
The Hill Primary School	53%	50%	100%	0%	0%	63%	73%	80%	33%	50%	33%	-	47%	58%
The Holy Brook School	0%	0%	-	0%	-	-	0%	-	0%	-	-	0%	0%	-
The Palmer Primary Academy	49%	27%	27%		-	49%	100%	100%	-	-	-	-	-	-
The Ridgeway Primary School	25%	18%	27%	0%	0%	31%	21%	27%	20%	25%	0%	25%	14%	19%
Whitley Park Primary & Nursery School	31%	21%	45%	0%	10%	43%	50%	50%	0%	0%	0%	0%	22%	39%
Wilson Primary School	45%	9%	13%	0%	20%	49%	58%	56%	67%	67%	50%	100%	40%	44%

- In RWM (Reading, Writing, Maths) at the expected standard, outcomes for EAL and SEND support were in line with national averages for the group, however, LA performance in KS1 for other vulnerable groups is concerning.

- Disadvantaged children's performance is weak, with a 7% gap to national averages for the group and a 23% gap to all children nationally. Outcomes were weakest for writing and maths, Reading outcomes were in line with national for the group.

- Though concerning, the trend for the disadvantaged group, improved by 5%, well above the national rate of improvement, suggesting that school strategies are having some impact.

- When SEND and EAL children are removed from the disadvantaged group, outcomes do improve but are still 7% below average for writing. Schools identify poor attendance as impacting performance here and the School Effectiveness team has noted weaknesses in curriculum design that are being addressed with individual schools.

- The performance of children with EHCPs significantly declined this year, reflecting the changing cohort and increasingly complex needs in KS1. No children achieved the expected standard in all three measures this year compared with 7% nationally.

- Of significant concern, are outcomes for children of black Caribbean heritage. This group significantly underperforms compared to all children and the group nationally. Children from this group who are also disadvantaged have a 14% gap with their peers nationally and a 16% gap in comparison to their white counterparts.
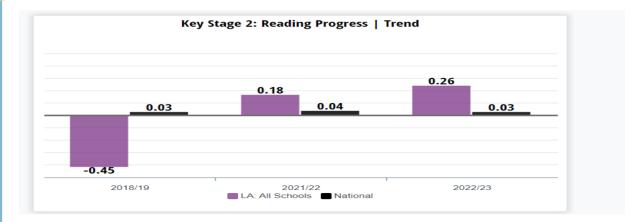
KS2 Headlines

Table to show three-year outcomes trend all pupils KS2 Reading at the expected standard and greater depth

- 69.9% achieved the expected standard in reading 2.7% lower than the national average of 72.6%. This is equivalent to 53 fewer pupils achieving the expected standard compared to the national average.

- Standards in reading decreased by 3.6%, from 73.5% in 2021/22 to 69.9% in 2022/23, the national average decreased by 2.0%, from 74.6% in 2021/22 to 72.6% in 2022/23.

- Outcomes for all groups declined bar SEND support where outcome improved, supporting the impact of project work to reduce inequalities for this group of children.

- 28.6% achieved the higher standard in reading 0.4% lower than the national average of 29.0% and lower than last year's results.

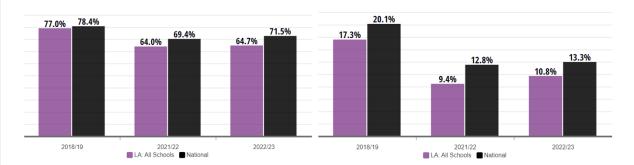**Key Stage 2: Reading Progress | Trend**

- The LA average reading progress score of +0.26 is 0.23 higher than the national cohort, which has a Reading progress score of +0.03.

- Reading has been above the national average twice in the last three academic years for reading progress and has a centile rank of 43, rising six places in the percentile rankings between 2021/22 and 2022/23. Again, this is a positive indicator of the work done by schools with complex cohorts to improve curriculum effectiveness.

KS2 Writing

Table to show three-year outcomes trend all pupils KS2 Writing at the expected standard and greater depth
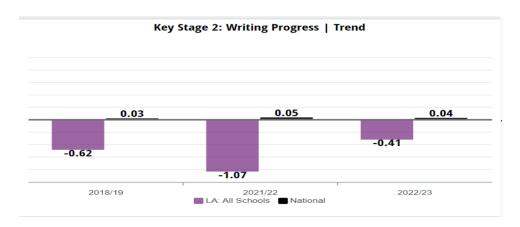
- The expected standard percentage in writing has increased by 0.8% from 64.0% in 2021/22 to 64.8% in 2022/23. This is equivalent to approximately 16 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

- LA average outcomes in writing remain persistently weak, 6.7% lower than the national average of 71.5%. In 2022-23, the national average increased by 2.1% further increasing our gap to national.

- The LA average for greater depth in writing has increased by 1.7%, from 9.4% in 2021/22 to 11.1% in 2022/23, the national average increased by 0.5%, to 13.3% in 2022/23.
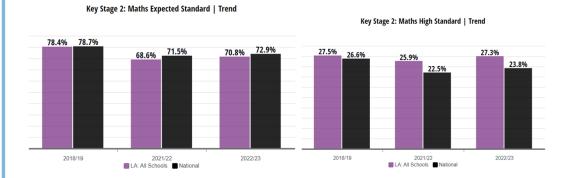
Table showing KS2 Writing progress trend

Key Stage 2: Writing Progress | Trend

2018/19	2021/22	2022/23
0.03	0.05	0.04
-0.62	-1.07	-0.41

LA: All Schools ■ National

- The LA writing progress score has increased by 0.66 from -1.07 in 2021/22 to -0.41 in 2022/23 but is still below national.

- Writing is a significant priority in school development plans. Our work has identified weaknesses in planning and implementation of the curriculum which have been fed back to schools. The School Effectiveness team is regularly visiting all schools with lower-than-average outcomes in English, to assure the Director of Education that recommendations from English reviews, undertaken in 2022-23, are being followed up and that the school improvement approaches being implemented by school leaders are having an impact.

- To date, some improvements have been noted but these are not yet significantly addressing gaps in pupil attainment. The team will continue to support schools to review their writing curriculum to check that research informed approaches are applied and where necessary to signpost and broker school-to-school improvement support via the Education Partnership Board.

- Research informed curriculum approaches, with the best national outcomes, have been championed by the English team over time, however, many schools have chosen schemes of work that do not follow these principles and approaches.

KS2 Mathematics

Table to show three-year outcomes trend all pupils KS2 Maths at the expected standard and greater depth

Key Stage 2: Maths Expected Standard | Trend

Key Stage 2: Maths High Standard | Trend

- The expected standard percentage in maths has increased by 2.1% from 68.6% in 2021/22 to 70.7% in 2022/23. 2.2% lower than the national average of 72.9%.

- This is equivalent to approximately 42 more pupils achieving the expected standard in 2022/23 compared to 2021/22.

- The LA expected standard in maths increased by 2.1% in 2022/23, while the national average increased by only 1.4%, during the same period suggesting that the work done to improve maths in Reading schools has had a positive impact.

- Outcomes at the higher standard in maths increased by 1.4%, from 25.9% in 2021/22 to 27.3% in 2022/23, 3.5% higher than the national average of 23.8%.

- This is equivalent to approximately 27 more pupils achieving the higher standard in 2022/23 compared to 2021/22 and 69 more pupils in Reading achieving the higher standard compared to the national average.

- The LA's maths progress score has increased by 0.42 from -0.11 in 2021/22 to +0.31 in 2022/23, above national averages.

- Reading is percentile 35 when compared to all LAs nationally for maths progress. Strong outcomes at greater depth suggest that work with Mobius Maths Hub and School Effectiveness projects is supporting school improvement in curriculum development.

Table showing KS2 Maths progress trend
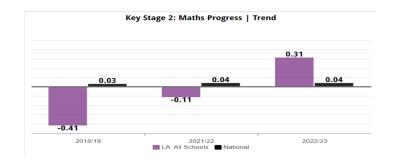
Key Stage 2: Maths Progress | Trend

Table to show average progress scores across schools at KS2. The national average is 0.03 (RAG shows significance Green= above average, Yellow= broadly in line with average, Red=below average. Stronger colour indicates high significance away from average)

Key Stage 2 Progress Score (RWM Eligible)	Reading	Writing	Maths
Local Authority	0.3	-0.5	0.3
Alfred Sutton Primary School	1.6	3.1	4.2
All Saints Junior School	3.9	0.0	6.6
Caversham Primary School	3.0	0.3	1.8
Meadow Park Academy	-1.0	0.2	-1.7
Coley Primary School	3.5	5.1	2.1
E P Collier Primary School	1.3	1.8	1.3
Geoffrey Field junior School	-1.8	-1.3	-0.6
Battle Primary Academy	0.8	-2.9	-0.9
The Palmer Primary Academy	-1.0	-1.1	-0.5
Civitas Academy	1.7	2.2	3.0
Oxford Road School	2.6	0.1	0.0
The Heights Primary School	0.9	3.0	0.7
Redlands Primary School	1.7	1.7	1.6
The Hill Primary School	1.3	-0.8	0.2
The Ridgeway Primary School	-0.2	-2.8	-1.3
Park Lane Primary School	-0.9	0.4	-0.5
Wilson Primary School	-3.8	-5.0	-2.6
Ranikhet Academy	-0.8	-1.2	-1.7
Emmer Green Primary School	2.7	1.8	1.1
Southcote Primary School	-2.4	-2.2	-2.1
New Town Academy	-0.2	-1.5	0.1
St Michael's Primary School	-1.1	1.4	-0.4
Churchend Primary Academy	3.0	-1.5	3.3
Moorlands Primary School	0.5	0.5	1.3
St Mary and All Saints CofE (VA) Primary School	3.9	3.1	1.6
Thameside Primary School	-0.5	-1.1	-4.1
Katesgrove Primary School	-0.2	-1.0	0.6
Caversham Park Primary School	0.7	-0.6	1.9
Micklands Primary School	2.3	-2.5	-0.1
Manor Primary School	-3.2	-2.1	-2.7
New Christ Church CofE (VA) Primary School	3.6	-0.7	1.8
St John's CofE (Aided) Primary School	2.6	0.9	2.6
St Anne's RC Catholic Primary School	-1.8	-2.7	-1.4
English Martyrs' Catholic Primary School	0.3	-1.8	1.6
Christ The King Catholic Primary School	2.5	1.8	4.9
St Martin's Catholic Primary School	4.4	-2.9	5.2
Whitley Park Primary & Nursery School	-1.4	-0.6	-1.3
Thames Valley School	-9.7	-12.8	-12.3
The Avenue Special School	-5.2	-5.8	-6.1
The Holy Brook School	-10.4	-4.1	-9.8

Vulnerable group performance at KS2

- Disadvantaged children in Reading perform significantly below national for the group at the expected standard in Reading Writing Maths (RWM), even where SEND is accounted for, however, the rate of improvement year on year for this group is double that of the national rate of improvement for the group, suggesting that school pupil premium strategies are having an impact. School leaders identify poor attendance as a significant issue affecting this group's outcomes.

- Progress for disadvantaged children without SEND is more broadly in line with national averages than in previous years.

- Children of black Caribbean heritage have significant and concerning gaps, when compared to the group nationally as at KS2. Children in this group without SEND had a 15% gap to their national peers. This group has particularly weak progress in maths and writing.

- Many primary schools have not yet taken up anti-racist curriculum training or implemented a strategy to target underperformance in this group. This will be raised with the Education Partnership Board as an area of concern.

- Governors have had an offer of equalities training in the last three years. Attendance at training has improved, however, there is limited evidence in equalities information on schools' websites regarding specific tracking of this group.

- Further analysis of data shows that pupil numbers for this group in each school are small and, at an individual school level, outcomes may not appear significant in the way they do when considering the population level data. This means the group's underperformance is a hidden issue.

- Children who are bilingual (EAL) make strong progress in Reading schools significantly above national progress.

- Children with EHCPs made weak progress across KS2 this year. Schools have been advised to consider individual underperformance to identify future adaptations.

Table showing KS2 RWM expected standard outcomes for vulnerable groups 2022-23 by Primary School. (Please note some school level cohort numbers for groups are below 5 pupils and not statistically significant)

Key Stage 2 Achieving RWM	All Pupils	Disadvantaged	Disadv No SEN	EHCP	SEN Support	NO SEN	EAL	EAL No SEND	Caribbean Heritag	BCR no SEND	BCR Not Disadv	BCR disadv	WBRI	WBRI no SEND
National Average for the group	59%	44%	57%	8%	24%	70%	61%	67%	50%	62%	59%	43%	59%	70%
Local Authority	55%	36%	48%	6%	24%	65%	58%	64%	37%	47%	55%	29%	53%	67%
Alfred Sutton Primary School	78%	52%	67%	0%	50%	83%	73%	76%	0%	-	-	0%	91%	100%
All Saints Junior School	0%	0%	0%	-	0%	0%	0%	0%	-	-	-	-	0%	0%
Caversham Primary School	82%	0%	0%	0%	33%	90%	88%	88%	-	-	-	-	76%	91%
Meadow Park Academy	54%	59%	83%	0%	29%	80%	73%	75%	25%	50%	50%	0%	50%	90%
Coley Primary School	63%	40%	100%	-	40%	68%	67%	71%	-	-	-	-	83%	75%
E P Collier Primary School	60%	38%	60%	0%	67%	68%	68%	67%	100%	100%	100%	100%	20%	40%
Geoffrey Field junior School	60%	40%	58%	0%	20%	75%	75%	79%	80%	100%	100%	67%	32%	53%
Battle Primary Academy	44%	27%	20%	0%	33%	47%	39%	41%	100%	100%	100%	-	45%	63%
The Palmer Primary Academy	52%	24%	29%	0%	20%	62%	59%	62%	-	-	-	-	53%	70%
Civitas Academy	62%	67%	63%	0%	50%	68%	64%	69%	0%	0%	0%	-	75%	100%
Oxford Road School	63%	44%	57%	50%	0%	71%	68%	72%	33%	50%	-	33%	50%	100%
The Heights Primary School	82%	25%	33%	0%	63%	92%	82%	100%	-	-	-	-	86%	93%
Redlands Primary School	72%	67%	67%	0%	100%	74%	75%	74%	-	-	-	-	60%	75%
The Hill Primary School	67%	0%	0%	0%	13%	83%	56%	56%	100%	100%	100%	-	69%	88%
The Ridgeway Primary School	41%	15%	25%	0%	0%	52%	39%	44%	50%	50%	-	50%	33%	56%
Park Lane Primary School	67%	56%	67%	0%	38%	73%	63%	71%	100%	100%	-	100%	69%	74%
Wilson Primary School	41%	25%	27%	-	57%	41%	33%	32%	0%	0%	-	0%	73%	71%
Ranikhet Academy	39%	25%	33%	0%	0%	50%	45%	56%	100%	100%	100%	-	14%	20%
Emmer Green Primary School	75%	60%	75%	0%	29%	83%	84%	89%	-	-	-	-	77%	80%
Southcote Primary School	42%	25%	29%	0%	0%	45%	50%	50%	0%	0%	0%	0%	44%	48%
New Town Academy	39%	25%	50%	0%	11%	49%	43%	50%	0%	0%	-	0%	40%	50%
St Michael's Primary School	53%	48%	52%	50%	25%	58%	57%	62%	38%	43%	0%	43%	53%	60%
Churchend Primary Academy	66%	44%	64%	0%	31%	80%	85%	94%	13%	25%	0%	25%	67%	77%
Moorlands Primary School	63%	55%	67%	50%	29%	71%	67%	75%	67%	67%	67%	67%	61%	71%
St Mary and All Saints CofE (VA) Primary School	37%	27%	30%	0%	25%	43%	38%	42%	50%	33%	-	50%	29%	25%
Thameside Primary School	48%	19%	22%	0%	25%	59%	80%	78%	0%	0%	0%	0%	38%	47%
Katesgrove Primary School	58%	42%	50%	0%	0%	66%	62%	66%	33%	50%	100%	0%	45%	56%
Caversham Park Primary School	54%	100%	-	-	17%	65%	50%	33%	50%	50%	50%	-	50%	69%
Micklands Primary School	63%	22%	33%	-	38%	70%	63%	71%	50%	50%	100%	33%	61%	69%
Manor Primary School	42%	32%	47%	0%	0%	59%	55%	67%	50%	75%	100%	40%	32%	50%
New Christ Church CofE (VA) Primary School	41%	43%	60%	0%	0%	50%	43%	50%	-	-	-	-	60%	75%
St John's CofE (Aided) Primary School	58%	38%	57%	0%	20%	76%	56%	71%	40%	67%	100%	25%	86%	83%
St Anne's RC Catholic Primary School	55%	44%	50%	33%	0%	65%	50%	67%	0%	0%	-	0%	43%	60%
English Martyrs' Catholic Primary School	53%	36%	42%	25%	8%	70%	59%	71%	50%	0%	100%	0%	47%	53%
Christ The King Catholic Primary School	49%	44%	71%	20%	36%	64%	44%	62%	50%	67%	100%	25%	50%	57%
St Martin's Catholic Primary School	74%	0%	-	0%	25%	86%	88%	88%	0%	-	-	0%	78%	88%
Whitley Park Primary & Nursery School	34%	25%	39%	-	0%	43%	56%	58%	0%	0%	-	0%	29%	47%
Thames Valley School	0%	0%	-	0%	-	-	-	-	-	-	-	-	0%	-
The Avenue Special School	0%	0%	-	0%	-	-	0%	-	0%	-	-	0%	0%	-
The Holy Brook School	0%	0%	-	0%	-	-	-	-	-	-	-	-	0%	-

Table to show average progress scores KS2 RWM expected standard for vulnerable groups. The national average is 0.03 (RAG shows significance Green= above average, Yellow= broadly in line with average, Red=below average. Stronger colour indicates high significance away from average)

Key Stage 2 Progress	All Pupils cohort	Reading	Writing	Maths
All Pupils	1973	0.3	-0.5	0.3
Disadvantaged	538	-1.6	-1.7	-2.2
Disadv No SEN	347	-0.9	-0.5	-1.4
EHCP	112	-4.7	-4	-4.3
SEN Support	310	-0.6	-2.6	-1.1
NO SEN	1522	0.9	0.3	1
EAL	732	1.2	0.5	2.5
EAL No SEND	640	1.4	0.9	2.9
Caribbean Heritage	103	-1.5	-2.2	-3.1
BCR no SEND	72	-1.3	-1.4	-2.6
BCR Not Disadv	33	0	-0.8	-1.3
BCR disadv	70	-2.2	-2.8	-4
WBRI	714	0	-1	-1.1
WBRI no SEND	497	0.9	0	-0.5

Local context- impact on outcomes at KS2

- Evidence from School Effectiveness work in weaker performing schools last year suggests that more school improvement capacity is needed, to support the implementation of improved curriculum approaches, so that more children meet the expected standard at Key Stage 2.

- The strategic work to develop school- to- school improvement has begun with the establishment of the Education Partnership Board which has reorganised and rejuvenated cluster working.

- Recovery funding has been identified to support capacity to release leaders at all levels to work in school-to-school partnerships.

- Inward mobility in Reading in year 6, is 2% higher than national averages and significantly above this figure in some schools. 4/6 schools with inward mobility between 25% and 15% of the overall cohort had weak KS2 results across all subjects.

- Many schools with weak KS2 outcomes have significantly higher than average proportions of SEN, EAL and disadvantage within the cohort which impacts overall averages for the school. In these cases, the school effectiveness team consider the outcomes for children without SEND when considering if results are concerning.

- Children without disadvantage or SEND, whose first language is English, and who are not of Caribbean heritage, achieve at or above the national average for the group in all areas except writing as in the table below.

Table to show KS2 RWM expected standard for children who are not disadvantaged, do not have SEND are not of Caribbean Heritage and speak English as their first language.

Estab. No.	School	Cohort	RWM*			READING				WRITING TA			MATHS				GPS			
			≥Exp	High	Avg. SS	<Exp	≥Exp	High	≥Exp	GDS	Avg. SS	<Exp	≥Exp	High	Avg. SS	<Exp	≥Exp	High
	- National (state-funded schools)	289,350	75.4%	11.5%	107.5	13.3%	86.7%	39.8%	87.1%	19.0%	106.2	13.9%	86.1%	30.6%	107.1	13.5%	86.5%	38.6%
	- Local Authority	586	74.9%	12.6%	108.4	11.6%	88.4%	46.1%	84.0%	18.3%	107.0	13.3%	86.7%	39.1%	107.6	12.1%	87.9%	43.0%

- Though our data system does not currently allow for in depth analysis of the relationship between attendance and outcomes it is notable that of the thirteen schools with the weakest outcomes across all key stages, only one had overall attendance in Autumn and Spring term 2022-23, above 93%

KS4 unvalidated outcomes 2023
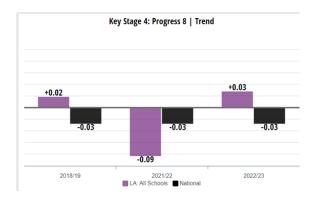
- Due to the changes in examination procedures and content, during and after the pandemic, it is recommended that comparisons between 2022-23 and the previous year are not helpful in determining standards. Comparison to 2018- 19 figures, though not entirely secure, are more helpful in determining educational recovery.

- The DfE and Ofsted have issued guidance to suggest that 2022/23 KS4 data can be used to make cautious comparisons between schools/colleges, trusts, local authority, and national averages from the same year, however, all guidance notes that schools have been impacted differently in terms of the impact of the pandemic and that this should be taken into account.

- Average outcomes are skewed in Reading due to the significant variation in school context and the relatively small number of schools. As in primary, some schools with weaker outcomes have contextual factors that are significantly above national averages. Schools with the strongest performance have contextual factors significantly below national averages and are selective and single gender.

Progress 8

- Progress 8 is a measure that indicates how much a secondary school has helped pupils improve (or progress) over a five-year period when compared to a government-calculated expected level of improvement. It takes a pupil's performance in relation to their peers at primary school level, compares it with their performance at GCSEs (their Attainment 8 score) and establishes whether the individual has progressed at, above or below the expected level.

- Progress 8 scores are centred around zero (indicating expected progress) and nearly all mainstream schools nationally have a score in the range +/-1.0. In P8 terms, a score of +1.0 means that pupils achieve one grade higher in each subject than pupils with similar prior attainment nationally.

- Reading schools achieved an LA average Progress 8 score of +0.03, slightly above the national average. 54.4% of the cohort achieved a positive progress score, with over a quarter having a score greater than or equal to 1.

- The LA Progress 8 score has increased since 2018-19 in comparison with schools nationally.

- 45.6% of the cohort achieved a progress score below 0, with 23.8% having a score less than -1, meaning they achieved a grade lower than similar pupils nationally.

Table to show three-year P8 trend all pupils KS4
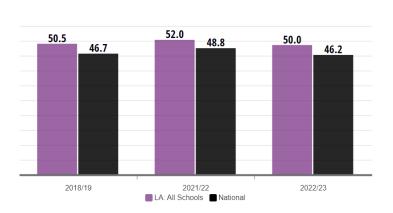
Attainment 8

- Attainment 8 is a measure published annually showing the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.

- The LA average Attainment 8 score is 50.0, which is 3.8 points higher than the national average score of 46.2. The LA score in 2023 reflects pre- pandemic outcomes and tracks the rate of change nationally.

- Attainment varies significantly between schools in Reading. In some of the lowest performing, there are significant curriculum and standards concerns as identified by Ofsted and through LA data analysis. In some trust schools with weak outcomes, curriculum and leadership have recently been graded good, despite weak academic performance, providing external verification of the impact of context on outcomes.

- Poor attendance is a factor identified by many schools where Attainment 8 and Progress 8 scores are weaker. Schools with significant attendance issues have asked for support from the Local Authority in communicating the importance of attendance to communities. This is being addressed with RBC through place-based strategic projects.

- High levels of suspension in a few schools, contribute to poor attendance and weak outcome figures. Challenge and support to schools with relatively high suspension and exclusion continues and will be enhanced through the work of the RISE team.

- School leaders identify the availability and quality of local alternative provision and a lack of in-school practical support with behaviour as a contributing factor.
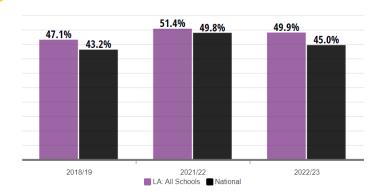
Table to show three-year outcomes trend all pupils A8

Key Stage 4: Attainment 8 | Trend

	2018/19	2021/22	2022/23
LA: All Schools	50.5	52.0	50.0
National	46.7	48.8	46.2

Basics 5+ (strong pass in English and Mathematics GCSE)

- **49.9%** achieved a grade 5 or more in English & maths, a total of **736 pupils.** Greater than the national percentage of 45.0%**.**

- This is equivalent to **72 more pupils** in Reading achieving a grade of 5 or more in English & maths compared to the national percentage.

- **65.7%** of the cohort achieved a grade of 4 or more in English & maths, this is considered the entry level qualification for further study post 16 and the basic entry level qualification for many jobs.

- There is significant variation between schools in the proportions of children achieving a strong pass at GCSE. Three schools have outcomes where less than a third of children attain a good pass in English and maths at GCSE

- Trust support is in place for schools with poor performance and the Director of Education has met with the CEOs of Trusts to share local concern and offer support.

Table to show three-year outcomes trend all pupils KS4 English and Maths GCSE 5+

Key Stage 4: English & Maths 5+ | Trend

- 2018/19: LA: All Schools 47.1%, National 43.2%
- 2021/22: LA: All Schools 51.4%, National 49.8%
- 2022/23: LA: All Schools 49.9%, National 45.0%

Performance variation between schools across KS4 headline performance measures

Table to show performance variation between schools across headline performance measures. Red circles show significantly weak performance, green circles show significantly strong performance.

Estab No.	Estab. Name	Cohort	Att. 8	Progress 8					9-5		
				Cov.	Avg. Score	Conf. Int.	Avg Score + CI	Not Met Floor Std?	EBacc Eng. LL	EBacc Mat.	E&M
-	**Local Authority - Reading**	1,475	50.0	85.8%	+0.03	±0.08	+0.11	-	61.5%	56.0%	49.9%
5411	**Blessed Hugh Faringdon Catholic School**	153	46.8	92.2%	+0.12	±0.23	+0.35		62.1%	46.4%	42.5%
7002	**Hamilton School**	6	4.7	100.0%	-1.77 ⊖	±1.13	-0.64	N/A	0.0%	0.0%	0.0%
4020	**Highdown School and Sixth Form Centre**	234	53.4	94.0%	+0.07	±0.19	+0.26		72.6%	63.7%	56.8%
6905	**John Madejski Academy**	92	34.0	88.0%	-0.44 ⊖	±0.31	-0.13		32.6%	21.7%	16.3%
5413	**Kendrick School**	100	84.1	91.0%	+1.06 ⊕	±0.29	+1.35		100.0%	100.0%	100.0%
4001	**Maiden Erlegh School in Reading**	177	46.5	83.6%	+0.20	±0.23	+0.43		58.2%	50.8%	44.1%
5410	**Prospect School**	171	32.5	86.0%	-0.73 ⊖	±0.23	-0.50	🚩	33.9%	31.6%	25.1%
4003	**Reading Girls' School Academy**	86	51.9	70.9%	+0.61 ⊕	±0.35	+0.96		68.6%	61.6%	59.3%
5401	**Reading School**	149	82.0	83.2%	+0.97 ⊕	±0.25	+1.22		99.3%	100.0%	99.3%
7000	**Thames Valley School**	10	11.6	100.0%	-1.31 ⊖	±0.88	-0.43	N/A	0.0%	10.0%	0.0%
7001	**The Avenue Special School**	23	0.0	95.7%	-1.59 ⊖	±0.59	-1.00	N/A	0.0%	0.0%	0.0%
4002	**The WREN School**	156	38.6	84.0%	-0.30 ⊖	±0.24	-0.06		48.7%	39.1%	28.8%
4000	**UTC Reading**	120	48.9	70.0%	-0.56 ⊖	±0.30	-0.26	🚩	56.7%	65.0%	48.3%

school	% Send support YR 11 cohort	% EHCP YR 11 cohort	% world majority ethnicity YR 11 cohort	% EAL YR 11 cohort	% Disadvantaged YR 11 cohort	Below average P8
National average	12%	4%	27%	18%	24%	
Local authority	12%	5%	53%	34%	22%	
Highdown	15%	2%	24%	18%	12%	
Blessed Hugh Faringdon	3%	3%	53%	43%	15%	
JMA	12%	0%	32%	23%	37%	x
Kendrick	5%	0%	77%	22%	3%	
Kings Academy Prospect	23%	5%	48%	37%	38%	x
Maiden Erlegh Reading	11%	3%	73%	58%	23%	
Reading Girls school	13%	0%	74%	59%	35%	
Reading School	4%	0%	71%	18%	3%	
The Wren	9%	4%	46%	42%	29%	x
UTC Reading	21%	0%	53%	30%	19%	x
Cranbury College	63%	38%	38%	0%	3%	x
Hamilton School	0%	100%	50%	17%	100%	x
Thames Valley School	0%	100%	10%	0%	90%	x
The Avenue	0%	100%	57%	30%	48%	x

Vulnerable group performance, LA headline measures at KS4

- Children without disadvantage or SEND perform above the national average in all performance measures, though as with other results there is variation at a school level.

- Disadvantaged children across the LA perform significantly below their peers nationally. This is true across most schools, with only the selective schools and Reading Girls' School, having a positive P8 score for the group.

- Performance has not improved since 2019 so the gap between Reading and national averages has persisted. This is not surprising given the impact of the pandemic was disproportionally felt by this group. This continues to be a concerning area and a focus for the Education Partnership Board.

- At KS4, children of black Caribbean heritage achieve significantly weaker outcomes than their peers nationally and locally. This is true even where SEND and disadvantage are considered. Focused work to address this issue is needed across the local system and will be an area of focus for the Education Partnership Board. Training has been made available to all schools and governing bodies, take up of training and implementation of a strategy in schools remains variable.

Table showing LA vulnerable group performance in headline measures compared to national averages for the group. Green shading shows performance above the national average, red shading shows performance below the national average and yellow shading shows performance in line with the national average for the group.

ATTAINMENT & PROGRESS KS4		All Pupils			Disadvantaged FSM 6			not disadvantaged FSM 6			pupils without SEND			SEND Support			EHCP			EAL			Black Caribbean Heritage		
		LA	Nat		LA	Nat		LA	Nat		LA	Nat		LA	Nat		LA	Nat		LA	Nat		LA	Nat	
Subject	Level	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap	Value	Value	Gap
Avg. Att8 Score		50.0	46.2	+3.8	30.7	35.1	-4.4	55.3	50.0	+5.3	54.2	49.9	+4.3	35.4	33.2	+2.2	10.0	14.0	-4.0	50.2	48.5	+1.7	34.5	39.4	-4.9
Avg. Prog8 Score		+0.03	-0.03	+0.06	-0.75	-0.56	-0.19	+0.27	+0.15	+0.12	+0.20	+0.10	+0.10	-0.57	-0.45	-0.12	-1.21	-1.12	-0.09	+0.42	+0.51	-0.09	-0.74	-0.37	-0.37
EBacc, Entered	%	44%	39%	+4.4%	23%	28%	-5.4%	49.6%	43.1%	+6.5%	50%	44%	+5.8%	17%	19%	-2.7%	0%	4%	-4.3%	46%	51%	-5.1%	26%	34%	-8.1%
EBacc	Achieved 4+	31%	24%	+7.0%	9%	12%	-3.3%	37.2%	28.2%	+9.0%	36%	28%	+8.2%	8%	8%	+0.3%	0%	2%	-1.8%	31%	31%	+0.7%	7%	15%	-8.1%
	Achieved 5+	26%	17%	+8.8%	5%	7%	-2.4%	31.4%	20.1%	+11.3%	30%	20%	+10.4%	5%	5%	+0.3%	0%	1%	-1.2%	24%	22%	+2.1%	3%	9%	-5.6%
Basics	Achieved 4+	66%	65%	+0.9%	35%	44%	-9.0%	74.3%	72.1%	+2.2%	73%	72%	+0.7%	40%	37%	+3.4%	7%	13%	-5.7%	67%	67%	+0.9%	40%	51%	-11.7%
	Achieved 5+	50%	45%	+4.9%	20%	25%	-4.9%	58.0%	51.8%	+6.2%	56%	51%	+5.2%	25%	21%	+4.8%	3%	7%	-3.9%	49%	49%	0.0%	26%	31%	-4.7%

Table to show the trend in outcomes for children FSM or FSM6

FSM/ FSM 6	National		LA		
	2019	2023	2019	2023	GAP to national
A8	35	35	31	31	remianed same
P8	-0.53	-0.58	-0.69	-0.74	remianed same
basics 5	23%	25%	19%	20%	widended
basics 4	41%	43%	31%	35%	closed by 2%

Table showing disadvantaged children's performance by school

Estab. Name	Total Cohort	Avg. At8 Score	Avg. Pr8 Score	significantly below national
National (all schools)	150,100	34.6	-0.59	
National (state-funded schools)	148,000	35.0	-0.57	
LA (state-funded schools) - Reading	320	31.0	-0.73	⊠
Blessed Hugh Faringdon Catholic School	23	27.3	-1.09	⊠
Hamilton School	6	4.7	-1.77	⊠
Highdown School and Sixth Form Centre	27	37.5	-0.85	⊠
John Madejski Academy	34	28.0	-0.70	⊠
Kendrick School	3	73.0	+0.41	
King's Academy Prospect	65	25.7	-1.00	⊠

Estab. Name	Total Cohort	Avg. At8 Score	Avg. Pr8 Score	significantly below national
Maiden Erlegh School in Reading	40	36.3	-0.35	
Reading Girls' School	30	43.9	+0.21	
Reading School	4	79.2	+1.15	
Thames Valley School	9	10.8	-1.49	
The Avenue Special School	11	0.0	-1.58	
The WREN School	45	30.4	-0.76	
UTC Reading	23	37.4	-0.77	

Table showing headline performance for children of black Caribbean heritage by school

Caribbean Heritage Yr 11 cohort- please note small numbers in some cohorts below 5 pupils	A8	P8	Basics 5	Basics 4
National	39	-0.37	31%	51%
LA All	35	-0.74	26%	40%
Blessed Hugh	38	-0.43	33%	50%
Highdown	41	-0.54	33%	50%
JMA	35	-0.67	20%	30%
Kings academy prospect	24	-1.1	11%	17%
Maiden Erlegh Reading	33	-0.07	20%	40%
Reading Girls school	39	-0.58	50%	50%
Reading School	84	0.6	100%	100%
The Wren	37	-1.11	33%	67%
schools not listed had no cohort from this group in 22-23				

Ofsted grades and inspections

Table showing Ofsted Ratings November 2023: Source Ofsted Information Management

OFSTED Ratings Nov-23	O/S	Good	RI	Inad *	No Insp	Total
All Schs & Nurseries	11	43	3	3	0	60
% of Pupils	14.4%	77.4%	2.4%	5.8%	0.0%	
Primary & Secondary	6	40	2	2	0	50
LA Maintained	7	26	1	0		34
Academies	4	17	2	3	0	26
Early Years Providers	19	123		6	14	162

Ofsted published data includes one closed school: Phoenix School (now Hamilton School) that has re-opened as an Academy and has not yet been inspected.

Table 5 Ofsted Ratings   Source: Ofsted Management Information Outcomes Nov 23

- 91.8% of schools in Reading are graded good or better, slightly above the average for the South-East.

- 97% of locally maintained schools are judged good or better by Ofsted. Only one locally maintained school is judged as Requiring Improvement to be judged Good. There are no local authority-maintained schools judged inadequate by Ofsted.

This page is intentionally left blank

Jackie Yates
Chief Executive

Civic Offices,
Bridge Street, Reading, RG1 2LU

☎ 0118 937 3787

E-mail: chief.executive@reading.gov.uk

Your ref: 00084-2023

Date: 31 January 2024

Mrs Heidi J Connor
Reading Town Hall
Blagrave Street
Reading RG1 0QH
by email
coroner@reading.gov.uk

Dear Mrs Connor,

Re: Response to Regulation 28: Report to Prevent Future Deaths 12.12.24

Please see below Reading Borough Council's response to the matters of concern set out in your Regulation 28 Report in respect of Reading Borough Council. The Council accepts your findings in full.

Ruth's loss continues to be felt deeply by the Reading school community. Following Ruth's untimely death, we have taken a number of steps to better understand and respond to what impacts on headteachers' wellbeing, to support their wellbeing and to develop our collective response to an Ofsted inspection.

The remainder of this letter sets out both actions already taken as well as work currently underway to address in order, the areas of concern raised in your report.

Area of Concern 1

Reading Borough Council indicated an intention to adopt a much more robust and proactive approach to dealing with Ofsted, particularly where there are concerns about an inspection. This is not in written policy or guidance – which may go some way towards reassuring school leaders that their employer 'has their back' – both now and in future years.

Actions Taken & Underway

Brighter Futures for Children Ltd (on behalf of the Council) has consulted with Head Teachers regarding a more robust and proactive approach by responding to inspections on behalf of school leaders and Governors, through the termly meeting of Reading Headteachers (Friday 12 January 2024) and via the Reading school primary and secondary phase head teacher associations (week commencing 15 January).

The principle of the new approach is that Brighter Futures for Children will work with school leaders to understand any concerns regarding an inspection and offer to undertake challenge on a school's behalf before, during and after inspection, based on a robust evidence base. This builds on current practice which supports schools to consider

challenge themselves but does go further, in taking on responsibility for raising the challenge on behalf of schools[1].

Reading school leaders' and governors' weekly briefing on the 19 January confirmed this commitment, and provided details of what it will look like in practice. The commitment and practice will be written into the revised School Effectiveness Framework, which will be recommended for approval at the Council's Adults, Children's, and Education Committee on 20 March 2024.

The written commitment which will be presented to the Committee for approval includes the following:

- Arrangements for Brighter Futures for Children to identify risk of stress across all Reading schools, in writing, before, during and after inspections, including the mitigations that Brighter Futures for Children and Reading Borough Council will secure to reduce the risks of stress for school staff.

- Arrangements for Brighter Futures for Children to offer to challenge an Ofsted inspection during, and after an inspection, where there is evidence that the judgement or process of inspection is not fair and balanced, rather than solely on the published Education Inspection Framework criteria.

- An offer from Brighter Futures for Children to collate feedback from school staff on inspection conduct to evaluate against the Ofsted Code of Conduct on a school's behalf, or to provide tools and resources for schools to do this for themselves.

Area of Concern 2

Reading Borough Council also did not carry out any form of internal review. I was not made aware of any policy setting out when such an internal review should take place.

Actions Taken & Underway

During the inquest, the Council confirmed that a learning review would be undertaken. The Council has commissioned an independent external reviewer to undertake the learning review. Two co-reviewers were appointed on 5 January 2024. The terms of reference for the review have been drafted and will be shared with Mrs Perry's family before they are finalised. Ms Waters and Mr Perry have been invited to meet with the reviewers to facilitate this. The review will take 12 weeks and is expected to conclude in April 2024. This addresses the commitment the Council made at the Inquest.

As regards any future internal reviews, we recognise that, however rare, there may be exceptional circumstances where a staff member may be harmed in the course of their employment. This is a matter which we will seek to cover within our HR policies. The intended outcome being that we have a policy or process to consider when an independent learning review might be appropriate. We intend to discuss this matter with Union colleagues and take a proposal through our normal channels of Union engagement. The final sign off for all such policies lies with the Council's Personnel Committee which meets quarterly and is delegated to agree all such topics on behalf of the Council. This will be presented to Personnel Committee for agreement on 11th July 2024.

Area of Concern 3

We heard in evidence that school leaders have received correspondence from Reading Borough Council about what mental health support options are available. I am concerned

---

[1] Schools includes nursery schools and all primary and secondary schools regardless of status.

to know whether there is now written policy or guidance about communicating this, so that this continues to happen in future years.

Actions Taken & Underway

Reading Borough Council is committed to promoting and supporting the welfare and mental health of all its staff including Head Teachers. Brighter Futures for Children undertook a Head Teacher wellbeing and mental health survey in May 2023. Findings from that survey and from Head Teachers' performance management reviews have informed the development of a wellbeing entitlement offer and support package. The wellbeing entitlement offer, and support package was endorsed by the Education Partnership Board on 8 December 2023.

The Head Teacher wellbeing and mental health survey will be repeated annually, and the survey will inform updates to the entitlement offer and support package.

The wellbeing entitlement offer, and support package is being delivered in 3 strands:

i. We have reconfirmed to Reading school leaders the existing staff wellbeing offer which includes access to the Employee Assistance Programme that provides independent advice, information and support through: 24hr/365 day phone service; 6 telephone counselling sessions for each issue each year; coverage for staff and their dependents (including up to 3 months after leaving the organisation); live chat; telephone debt counselling; monthly webinars; online wellbeing portal and mobile app and wellbeing tools.

ii. We have extended this wellbeing offer to include coaching, mentoring or executive support. The Community school leaders' and Chairs of Governing Board's weekly briefing on 19 January 2024 included a reminder of the mental health support available through the Employee Assistance Programme and confirmed that this new entitlement to coaching, mentoring or executive support was available.

iii. Reading Borough Council School leaders at their termly meeting on 12 January were consulted on a proposed Reading Borough – wide Parent Carer and Community Acceptable Behaviour Policy which will be implemented in practice on 19th February 2024. This policy will complement a proposed Reading Borough Council Zero tolerance and prevention of abuse to staff policy, a draft of which went to Reading Borough Council's Corporate Health and Safety Committee on 18 January 2024.

This offer will be written into the School Effectiveness Framework for consideration by the Council's Adult's, Children's, and Education Committee on 20 March 2024.

Timetable for implementation:

<table>
<tr><th></th><th>Action</th><th></th></tr>
<tr><td rowspan="4">Area of concern 1</td><td>School leaders written to, to confirm commitment to proactively and robustly challenge Ofsted inspections and judgements (based on evidence), including practical arrangements in place</td><td>19-01-24 (completed)</td></tr>
<tr><td>Write into School Effectiveness Framework the Council's approach to challenging an inspection</td><td>19-02-24 (completed)</td></tr>
<tr><td>Agree revisions to School Effectiveness Framework through Reading Borough Council's ACE Committee</td><td>20-Mar-24</td></tr>
<tr><td>Share updated School Effectiveness Framework with school leaders</td><td>19-Apr-24</td></tr>
<tr><td rowspan="7">Area of concern 2</td><td>Appoint reviewers to conduct an independent learning review</td><td>05-01-24 (completed)</td></tr>
<tr><td>Finalise terms of reference</td><td>16-Feb-24</td></tr>
<tr><td>Conclude independent learning review</td><td>30-Apr-24</td></tr>
<tr><td>Write into HR policy when a learning review should be considered</td><td>30-Apr-24</td></tr>
<tr><td>Consider report and agree action plan through Brighter Futures for Children's Board</td><td>23-May-24</td></tr>
<tr><td>Consider report and agree action plan through Reading Borough Council's ACE Committee</td><td>10-Jul-24</td></tr>
<tr><td>Agree revisions to HR policy through Reading Borough Council's Personnel Committee</td><td>11-Jul-24</td></tr>
<tr><td rowspan="4">Area of concern 3</td><td>School leaders written to, to confirm wellbeing offer</td><td>19-01-24 (completed)</td></tr>
<tr><td>Write into School Effectiveness Framework the Council's offer of wellbeing support</td><td>19-Feb-24</td></tr>
<tr><td>Agree School Effectiveness Framework through Reading Borough Council's ACE Committee</td><td>20-Mar-24</td></tr>
<tr><td>Share updated School Effectiveness Framework with schools</td><td>19-Apr-24</td></tr>
</table>

I trust that the above provides you with assurance that the Council has and is taking appropriate action to address the concerns raised.

Yours sincerely

Jackie Yates
Chief Executive

Brighter Futures for Children (BFfC)

Strategic Framework for School Effectiveness 2024-2025

1. Purpose

The Strategic Framework for School Effectiveness sets out how Brighter Futures for Children, working on behalf of Reading Borough Council and in partnership with local schools, fulfils the local authority statutory duties regarding educational standards, maintaining a full overview of the effectiveness of all schools and local education provisions and acting as a champion for good educational outcomes for all Reading children and young people.

2. Statutory framework and context

2.1 National policy for school improvement has continued to change over the past six years. In May 2018, The Department for Education published 'Principles for a clear and simple accountability system'. These principles clarified the lines of accountability for schools as these had become more complicated following the increase in the number of single-academy and multi-academy trusts. The changes were implemented in 2019 and published in 'Schools causing concern - Guidance for local authorities and Regional Schools Commissioners.' The latest update of this guidance was published in January 2024 when new guidance came into force (Schools causing concern (publishing.service.gov.uk)).

The January 2024 guidance introduced two changes:

- The guidance has been updated to reflect changes Ofsted has made to its inspection process in relation to a school judged Inadequate solely due to ineffective safeguarding. The updated text sets out that where a school is judged Inadequate for Leadership and Management, solely because of ineffective safeguarding (but judged Good or Outstanding in all other key areas), Ofsted will carry out a monitoring visit within 3 months of publication of the Inadequate judgement to determine whether improvements have been made. The monitoring visit will either confirm the school remains Inadequate or, if inspectors are satisfied that safeguarding is now effective and there has been no decline in the school's performance in other areas, regrade the school.
- How DfE Regions Group will use data in relation to schools causing concern, setting out what kinds of data Regional Groups take into account when making decisions regarding schools causing concern.

3. The principles underpinning this framework

3.1 School improvement is the responsibility of the school's governing / Trust boards and executive officers.

1

3.2 Keeping children and young people safe is the paramount responsibility of schools and settings.

3.3 Brighter Futures for Children on behalf of Reading Borough Council provides assurance to elected members on school effectiveness. It acts as a champion for children and young people and Reading citizens through the exercise of its statutory duties.

3.4 All schools have a duty to; assist in the identification of system wide strengths and barriers to improvement, engage in collective endeavours and secure resources to improve the effectiveness of the school system for the benefit of children and young people.

3.5 The Education Partnership Board, as representatives of the local education system, provides a mechanism for coordinating this school led improvement system and developing shared ownership for the educational outcomes achieved by the children and young people of Reading, particularly those that are vulnerable and more likely to underachieve.

3.6 Individual schools and settings support the Education Partnership Board through their active participation in school-to-school support, local forums, networks, strategy boards and through data sharing agreements that support the identification of system strengths and improvement priorities.

3.7 All work with schools and system leaders from Brighter Futures for Children will be provided within the architecture for professional practice which recognises that, everyone in the system wants the best outcomes for children and young people and that when support is necessary to preserve children and young people's interests. Officers should "work with" rather than "do to". This means officers should enable school leaders to make choices, work in collaboration, build trust, feel empowered and feel safe.

3.8 Schools facing challenging circumstances are expected to draw on their resources and the wider capacity and expertise of other Reading schools and local partnerships to secure school improvement.

3.9 Brighter Futures for Children encourages those responsible for governance and school leaders to declare any risks they identify to standards, operation, and staff wellbeing to the Director of Education at the earliest time to ensure that school leaders are not isolated in decision making and sourcing support and so that formal risk assessments can be undertaken by the LA.

3.10 All school effectiveness partners, school leaders and their governing boards are guided by the seven Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

4. Local Authority roles and duties

4.1 Local authorities have a statutory duty (Children and young people Act 2004, 2006) to:

2

- function as the champion for all children and young people and young people in the borough but especially those who are vulnerable, defined as children and young people who:
  - ➢ are looked after by the local authority and or have a social worker.
  - ➢ are experiencing economic disadvantage and or are entitled to pupil premium grant funding.
  - ➢ have additional special educational needs, differences, and disabilities.
  - ➢ are from a minority group that experiences institutional and societal discrimination.
  - ➢ is a survivor of trauma?
  - ➢ have physical or mental health conditions that regularly or severely impact their access to education.
  - ➢ are persistently absent from schools or settings, are on a reduced timetable and or do not have a school place.

- 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.
- exercise its education functions to promote high standards.
- Exercise its powers to intervene in schools causing concern (Schools Causing Concern 2022)
- Be responsible for the health and wellbeing of staff employed by RBC and BFfC. In locally maintained schools this includes school staff

4.2 The school effectiveness team's role is to gain assurance from school leaders that they are having demonstrable impact in improving outcomes for children and young people against local improvement priorities and national benchmarks. it is for schools and settings to identify and implement the most effective approaches to achieve improvement and to proactively identify contextual barriers to improvement that are impacting school effectiveness.

4.3 Mechanisms for the discharge of these duties on behalf of Reading Borough Council are outlined below.

Statutory duty	How BFFC discharges statutory duties in Locally Maintained Schools	How BFFC discharges statutory duties in other schools
function as champions of high standards of education across schools and settings	• Facilitate the work of the Education Partnership Board • Develop, co-produce, implement and evaluate the educational vision and Strategy for Reading • Signpost advice and CPD opportunities based on research and best practice. • Promote, facilitate, and broker school-to-school support. • Provide and signpost information to support governors. • Identify improvement priorities based on intelligence about local educational performance to inform the work of system leaders. • Advocate for vulnerable children and young people and families in issues of equity and educational access	

3

	• Investigate complaints on behalf of Ofsted, The DFE and EFSA as required. • Curate briefings for schools about national and local process and educational issues • Consult with regulatory bodies and the DfE to support local system excellence. • Work with partners to secure policy and resourcing that reduces inequality for children and young people and schools	
Understand the performance of schools and settings 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.	• *Desk top risk assessment standards* • Schools to submit SEF, SDP, Governor vision and strategy by October half term annually. • Annual sample of HT report to governors and FGB minutes • *Bi-Annual assurance meeting with the Chair of Governors and Headteacher* • *Curriculum reviews (minimum 1/year) * more assurance may be needed in schools with weaker outcomes or schools requiring support)* • *Annual Safeguarding assurance audit*	• Desk top risk assessment standards • Annual assurance and standards meeting with CEO of MATs or converter Academy Chair of Trustees or Diocese Education Directors • Request for SEF, SDP, and example HT report to trustees • Annual assurance visits to schools with outcomes significantly below national benchmarks or where concerns are identified in respect of vulnerable children and young people or safeguarding.
	• Facilitation of the Education Partnership Board to identify area strengths and weaknesses and broker school- to school support	
LAs work closely with the relevant Regional Director, diocese, and other local partners to ensure schools and settings receive the support they need to improve.	• Education Director forums with the Regional Director, Regional Ofsted team, DfE • Identification, networking, and signposting of local and national school improvement providers • Headteacher Wellbeing and resilience risk assessment and action plan reviewed annually to ensure identified risks are mitigated. • Offer of brokered support in relation to Headteacher performance management	
LAs encourage good and outstanding maintained schools to take responsibility for their improvement;	• Facilitation of the Education Partnership Board to identify area strengths and weaknesses and broker school- to school support	

4

support other schools; enable other schools to access the support they need to improve		
Schools causing concern. Where underperformance has been identified in a maintained school, LAs proactively work with school leaders and where necessary the relevant Regional Director, combining local and regional expertise to ensure the right approach, including sending warning notices and using intervention powers where this is necessary to improve leadership and standards. Local authorities may give warning notices to their maintained schools where they have concerns about unacceptable educational performance, a breakdown in leadership and governance, or where the safety of children and young people or staff may be being threatened. Regional Directors may give a warning notice to any maintained school where they have concerns about a breakdown in leadership and governance, or where the safety of children and young people or staff may be being threatened.	• the Chair of Governors and Headteacher will be alerted at the earliest point where risks are identified. • The following steps will be taken incrementally where risks are identified. 1. Additional assurance meetings and curriculum reviews will be undertaken. 2. Additional Meetings with the Head and Chair of Governors will be held to identify support needed to mitigate risks and identify improvement actions. 3. Where improvements are not secured a Rapid Improvement Group meeting (RIG) will be convened to secure additional support and mitigate risks 4. Where improvement is not secured within RIG timeframes a Warning Notice will be issued in liaison with the Regional Director 5. Where a maintained school does not comply with a warning notice, it will become eligible for formal intervention by the Regional Director	• The local authority has a statutory duty for the outcomes of all children and young people and a statutory responsibility to address serious safeguarding concerns directly. • The LA have powers to seek assurance and monitor actions to address concerns in all schools. • LA powers of intervention in respect to standards are restricted to the maintained sector. 1. where risks are identified to pupil safety, an academy's standards, leadership or governance, the local authority will raise them directly with the Headteacher in the first instance. 2. if assurance is not provided the Director of Education or their senior delegate will contact the CEO and or Chair of trustees and seek further assurance about the actions being taken to mitigate risks and the impact of such actions 3. Where the LA have legitimated concerns about safeguarding and or staff/ Pupil safety and wellbeing assurance will include

5

		visiting the school and observing children and staff in typical learning contexts
		4. Where concerns remain the Education Director will raise these with the Regional Director and or Ofsted
Locally Maintained Schools eligible for intervention 1. Has failed to comply with a warning notice; and/or 2. Is judged inadequate by Ofsted; and/or 3. Has met the definition of a school not making necessary improvements and the governing body has been notified by the Secretary of State that it has not	• If a maintained school is the subject of an academy order made under section 4(A1) or (1)(b) of the Academies Act 2010, the governing body and the local authority will be under a duty to facilitate the maintained school's conversion into an academy by taking all reasonable steps towards that end. • Where a locally maintained school is judged inadequate by Ofsted, the LA must produce by law a statement of action that sets out the action they propose to take, the period within which they propose to take it and the arrangements they propose to make for engaging with parents. This must be sent to Ofsted within ten working days of the school receiving the final graded inspection report. The statement will form part of the evidence base that will be considered by inspectors when monitoring, alongside any improvement plan prepared by the school.	

4.4 it is important that schools are able to raise concerns regarding the delivery of support and challenge as set out in this framework. Any school wishing to complain about the implementation of this framework should do so following the BFfC complaints policy available at Compliments and Complaints - Brighter Futures For Children

5.Assessing School Effectiveness

5.1 School governing boards and their executive leaders are accountable for the standards and achievement in their schools as outlined by The Department for Education (DfE) in the statutory 'Schools causing concern' guidance. The role of local authorities is to seek assurance about school effectiveness on behalf of Reading residents and support and challenge school leaders to enable them to drive school improvement for the benefit of children and young people.

5.2 The overall effectiveness of Reading schools is measured by the extent to which leaders within those schools:

- construct, implement and achieve ambitious strategic school improvement objectives.
- Deliver ambitious academic and personal outcomes for all children and young people in line with or better than national benchmarks.

6

- Develop, implement, maintain, and evaluate a broad, high-quality curriculum that supports children and young people in their next phase of education or employment.
- secure institutional resilience and professional expertise
- secure inclusive cultures where all stakeholders thrive.
- Safeguard children and young people and staff
- Actively Reduce discrimination and educational inequity
- Manage resources efficiently and effectively for the benefit of children and young people.
- Ensure all statutory and regulatory conditions are met in accordance with DfE guidance and the Education Inspection Framework

6.Identifying priorities for improvement across the local system

6.1 Priorities for improvement are identified both at the individual school level and across the local education system through:

- analysis of educational performance, HR, and financial data
- intelligence from assurance visits to school across the academic year
- School self-evaluation
- consultation with partners and stakeholders
- Education research
- National policy changes
- Intelligence from the Regional Directors Office
- Annual wellbeing surveys
- Ofsted outcomes and report findings

6.2 Priorities for Improvement are summarised in the annual School Standards Report.

6.3 Priorities for improvement are agreed at the Education Partnership Board and form the basis of School-to school support activities and resourcing.

6.4 The impact of the Education Partnership Board will be measured by analysis in Trends in Education performance Data each year and reported in the Annual School Standards Report

7. Supporting Headteacher wellbeing and resilience

7.1 School leadership can be highly challenging, isolating, and stressful and there are multiple risk factors that impact on school leaders' wellbeing and resilience. This can be particularly true where the school has weaker outcomes, has disadvantaged and complex cohorts and or has specific contextual issues.

7.2 The local Authority has duties regarding health and safety as employer for staff working in locally maintained schools. Reading Borough Council is committed to Headteachers being entitled to good mental health and emotional wellbeing while undertaking their duties.

7

7.3 As part of the Strategic School Effectiveness Framework, a Borough-wide wellbeing survey and risk assessment will take place annually, in consultation with school leaders, to:

- monitor the wellbeing of school leaders;
- identify wellbeing priorities of school leaders;
- inform regular updates to local education priorities;
- inform the local wellbeing entitlement offer for school leaders.

7.4 Feedback from Head Teacher's performance management reviews and the results of the 2023 wellbeing survey have informed discussions on wellbeing priorities with Education Partnership Board, and school leaders through the Director of Education's termly meeting with Headteachers. Three priorities have been identified for 2024/2025 to improve school leader wellbeing:
- Development of coaching and mentoring support for school leaders;
- Support in addressing community and parental behaviours, and the establishment of Parent Carer and Community Acceptable Behaviour Policy Protection for all staff in educational settings (including social media).
- Support regarding the Ofsted inspection process.

7.5 Inspection can be an additional and acute source of stress and anxiety for school leaders and additional measures have been agreed with school leaders as a robust and proactive approach to identifying and mitigating risks relating to Ofsted inspection. This approach is outlined in the protocol for officers working with schools during inspection, included as an appendix to this policy.

7.6 The principle of the approach set out in the appendix includes a commitment to work with school leaders understand any concerns regarding an inspection and offer to undertake challenge on a school's behalf before, during and after inspection, based on a robust evidence base. This builds on current practice which supports schools to consider challenge themselves but does go further, in taking on responsibility for raising the challenge on behalf of schools

7.7 The wellbeing entitlement offer and support package was endorsed by the Education Partnership Board on 8 December 2023. This offer reconfirms to Reading school leaders the existing staff wellbeing offer which includes access to the Employee Assistance Programme and extends this entitlement offer to include coaching, mentoring or executive support. The wellbeing offer is included as an appendix to this policy.

7.8 Reading Borough Council School leaders at their termly meeting with the Director of Education on 12 January 2024 were consulted on a proposed Reading Borough – wide Parent Carer and Community Acceptable Behaviour approach which has been implemented in practice from 19th February 2024. These expectations are appended to this Framework and will complement a proposed Reading Borough Council Zero tolerance and prevention of abuse to staff policy, being considered for approval in 2024.

8

7.9 Risks can arise because of the School Effectiveness activities undertaken by officers, particularly where more support is need and a RIG is established. The following mitigations are in place to reduce risks:

- Named link officer who gets to know the school well.
- Officers trained in Relational practice as outlined in BFfCs framework for professional practice.
- BFFC guidance for officers working with schools.
- Clear complaints and escalation routes shared with schools.
- All support and challenge activities involve school leaders and provide opportunities for them to share their views and comments.
- Notes of visit provide all recommendations in writing.
- Assessment of barriers and wellbeing risks as part of initial RIG meetings

8. Assessment and identification of schools requiring additional support

8.1 The School effectiveness team use a range of evidence and their professional judgement to identify schools that need more support.

8.2 BFfC recognise that where standards need to improve, time may be needed to fully embed change and secure outcomes in-line with or better than national benchmarks. Schools may not be risk assessed as causing concern where outcomes are poor if improvement trends demonstrate a rapid and sustained upward trajectory.

8.3 BFfC recognise that some schools in Reading have significant contextual challenges with mobile populations, high proportions of children with SEND and children new to English language, which are significantly above national averages. We recognise that these contextual factors do impact attainment at the end of each key stage. Schools with significant contextual challenges can also have elevated safeguarding, attendance and SEND workload that places additional challenges on leader's time and school improvement focus. Recruitment and retention can also be more challenging in such schools. In these cases, a RIG may be established to coordinate support around the school, particularly where best practice approaches to curriculum are not yet embedded, however, where research informed approaches are consistently embedded, a RIG may not be the most effective process. Schools will be consulted about the process where this is the case.

8.3 Though not exhaustive or limiting, any of the following indicators could imply that school leaders are challenged in delivering on one or more of their strategic roles and that the school is causing concern. Where risks are identified, the process for schools causing concern in table 4.7 will be followed.

8.4 Risk indicators: Safeguarding

- The schools safeguarding arrangements and culture are not compliant with statutory duties.

9

- There are concerns from multi-agency partners and or the community and or children and young people about practice in the school and there is sufficient evidence to suggest that these concerns have substance.
- Incidents of bullying and child-on-child abuse are evident and steps to prevent reoccurrence are ineffective.
- Appropriate risk assessments are not in place/ implemented and or risk mitigation is ineffective in preventing further harm.
- Statutory health and safety duties and systems are not compliant and or effective in keeping children and young people and adults safe.
- HR practices are not adequate and risk pupil safeguarding.
- Those responsible for governance do not fulfil their statutory duties in respect of safeguarding or have insufficient oversight.

Mitigating factors when considering support

- Issues relate to administrative errors/ omissions and can be resolved within a brief time.

8.5 Risk indicators: vulnerable children and young people

- Outcomes for Children and young people with educational vulnerabilities are weak in relation to the objectives in EHCPS and or in comparison to relevant benchmarks.
- Children and young people do not receive a high-quality education that is adapted to meet their needs, their curriculum is poorly conceived, sequenced and or implemented.
- Children and young people receive a narrowed curriculum and or are excluded from accessing opportunities enjoyed by their peers.
- Systems for identifying and assessing needs are not fit for purpose causing unnecessary delay in children and young people receiving support.
- Children and young people are disproportionally excluded and suspended to the extent that the school is a negative outlier in terms of national and local benchmarks- leadership actions have not reduced elevated levels of suspensions or exclusion for this group overtime.
- There is a lack of evidence about the reasonable adjustments made by the school or setting to improve outcomes for vulnerable children and young people.
- Staff working with children with SEND have not received support, training and appropriate wellbeing to secure confidence and competence.
- School is an outlier for the number of complaints and concerns received about the support for vulnerable children and young people in its care.
- The school does not engage in multi-agency work to support and safeguard learners.
- Designated leads for safeguarding (DSL) and children and young people looked after (DLCLA), do not fulfil their statutory obligations and or do not receive the necessary support and training to conduct their duties effectively.
- Culture is not inclusive and discriminatory and ableist beliefs underpin policy and practice.
- There is sufficient evidence to suggest that parents/carers of children and young people with vulnerabilities are discouraged from applying for a school place and or attending school full time and or there is evidence that statutory admissions processes have not been followed.

10

- There is sufficient evidence to suggest that off-rolling and or sharp practices are used to discourage attendance and or move children out of a school.
- Significant numbers of children and young people report discriminatory practice that causes distress and or reduces access to learning opportunities enjoyed by peers.

Mitigating factors when considering support

- Leaders can evidence that all national guidance regarding "best practice" is in place and implemented with fidelity.
- Over representation in negative outcomes including attendance, suspension, progress etc are declining rapidly.
- Determined actions to address issues are well planned and leaders can evidence the impact of actions to date in everyday provision.

8.6 Risk indicators- Leadership and management

- Governors do not effectively set the school's strategic direction and or their oversight of school effectiveness is weak.
- School improvement activities are ineffective in improving or securing strong outcomes for children and young people over time.
- Executive leaders are not supported, challenged, or held to account for school performance.
- Staffing structures, roles and responsibilities and schemes of delegation are poorly understood and are failing to deliver against strategic priorities.
- Senior leaders are unable to focus their attention on the education provided by the school due to excessive operational involvement and weak delegation.
- continuing professional development is not achieving a workforce that can deliver high-quality and effective teaching, as a result, coherence and consistency across the school are weak. Children and young people do not benefit from effective teaching and consistent expectations.
- A supportive working environment is not sustained because leaders do not take effective action to manage workload, wellbeing and provide support to all staff. As a result, the school is a significant outlier in data relating to staff absences, retention, grievances, complaints and or tribunals.
- leaders are unable to engage parents and their community thoughtfully and positively in a way that supports children and young peoples' education. leaders are unable to draw boundaries and resist inappropriate attempts to influence what is taught and the day-to-day life of the school.
- leaders' and managers' ambitions do not include those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is not founded on good evidence.
- There is poor fiscal management and oversight, which results in consistent over or underspending of the school's budget beyond or below agreed thresholds.
- There is evidence of serious and or repeated non-compliance with statutory requirements.
- There is high governor turnover or unexplained changes to the FGB constitution and or there is poor attendance, a lack of training and succession planning within the governing body.

11

- the governing body have an excessive involvement in the day-to-day running of the school.
- relationships between governors and the Headteacher/ leadership team are not effective and or appropriate and as a result, fail to secure school effectiveness and community confidence.
- Governors are unable to gain assurance from executive leaders and hold them to account because there are issues in the transparency, clarity, timeliness, and appropriateness of executive reporting.
- Governors are not sufficiently managing risks associated with headteacher performance, stakeholder relationships, strategic priorities, and school improvement plans.
- Leaders have not created an environment and or culture that focuses on children and young people and their best interests.
- People management systems and practices present a significant risk to the school's finances, function and or reputation.
- Leaders' behaviour does not reflect professional standards and or the Nolan Principles of Public Life
- There is evidence that leaders' actions negatively impact other schools and settings and or the local community and that they are unprepared to work towards mutually agreeable outcomes.
- The school or setting has been judged as less than good by Ofsted.

Mitigating factors when considering support

- Lack of impact is related to capacity in the senior team because of recruitment issues and all reasonable actions to recruit are in place.
- Behaviour and or performance of leaders is out of character, linked to unexpected life events and likely to improve where the right support is in place.
- Financial difficulties are a result of unforeseen events and are not related to miss-management.
- Leaders have self-declared as needing support and are engaging with help.
- Ofsted outcomes are unfair / do not match LA evidence.

8.7 Risk indicators: Quality of education

- children and young people do not remember the content they have been taught and as a result, outcomes are below national averages as reflected in results from national tests and examinations and or qualifications obtained.
- Weak outcomes show little improvement overtime.
- Outcomes for disadvantaged children and young people are weak.
- Equalities objectives are not met over time.
- The school's curriculum is not coherently planned and sequenced towards cumulatively sufficient knowledge.
- The curriculum has been narrowed.

12

- The curriculum does not sufficiently meet the needs of children and young people with SEND or those in minority groups. Policy and curriculum may be discriminatory in that children and young people do not have equity in their educational access.
- Planning is weak because of teachers' knowledge of the subject(s) and courses they teach.
- Instruction is not consistently effective and ineffective in a significant minority of classrooms or in a way that presents additional barriers to learning for vulnerable children and young people including those with SEND.
- Teachers and leaders do not use assessment well. Leaders do not understand the limitations of assessment and or use it in a way that creates unnecessary burdens on staff or children and young people and young people.
- Reading is not prioritised to allow children and young people to access the full curriculum offer.
- In Primary Schools and settings, younger children, and those at the initial stages of reading fail to gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, that gives them the foundations for future learning.
- Leaders' self-evaluation is inaccurate because of weak monitoring practices.
- Children and young people are not ready for the next stage of education, employment, or training because of curriculum planning.
- The personal development curriculum is under-developed and does not reflect national guidance or the specific contextual issues of the school. As a result, children and young people are intolerant, have a weak understanding of British Values and receive insufficient support to develop positive relationships with peers and staff.

Mitigating factors when considering support

- School has cohort complexity in more than one of the following areas, (population more than 6% above national averages)
  ➢ SEND
  ➢ Mobile pupils
  ➢ children new to English language
  ➢ Disadvantage
- Progress scores are broadly in line with national averages.
- School is implementing research informed approaches to curriculum quality.
- Behaviour and attendance are a strength.
- There is good evidence that intent and implementation are strong in practice.
- Staff instability is significant and disruptive despite leader's best efforts to support recruitment and retainment.
- Community and parental confidence are strong.

8.8 Risk Indicators: Behaviour and attendance

- Behaviour and relationships policy, practice and culture fail to secure good order and discipline.
- The behaviour curriculum does not teach children the knowledge and skills they need to behave pro-socially and in line with community values and leaders' expectations.

13

- Children and young people struggle to actively participate and progress in learning because their experiences negatively impact their feelings of safety, confidence, self-regulation, trust in adults and relationships.
- Children and young people are exposed to discriminatory and or Sexually Harmful behaviours that are not appropriately addressed.
- There is evidence of off-rolling and or inadequate monitoring of alternative provision/part-time timetables.
- Rates of absence and persistent absence are significant outliers against national and local benchmarks and policy and practice do not reflect national and or local guidance.
- Children and young people are subject to elevated levels of physical interventions that are disproportionate, used to gain compliance and do not diminish in frequency over time.
- Accident and injuries relating to behaviour do not reduce over time.
- The school is a negative outlier in terms of exclusions and suspension data, and this does not reduce overtime.

Mitigating factors when considering support

- Best practice approaches are well implemented.
- The school is a specialist provider and or serves a community with high proportions of children with complex SEND. Though behaviour incidents occur they are very professionally managed.
- Weak attendance reflects that of all neighbouring schools and best practice guidance is well implemented and evidenced.

9 Rapid Improvement Group Meetings

9.1 Rapid Improvement Group Meetings (RIG) aim to enable rapid improvement in locally maintained schools that have been identified to need more support. A RIG provides targeted challenge and support to remove any barriers to swift improvement, and support good outcomes for children. Meetings are not punitive; the intention will be to "do with" school leaders rather than to "do to " school leaders.

9.2 Risks, barriers and Improvement criteria will be identified and negotiated and agreed with the school's governors and Headteacher at an initial RIG meeting. A well-being risk assessment will also be discussed. Once improvement criteria are achieved and any risks mitigated, the RIG group will be disbanded.

9.3 At any stage, intervention may escalate to a warning notice if progress is not sufficient in securing improvement or because school effectiveness has declined.

9.4 A RIG should not be in place for more than three academic terms.

9.5 Headteachers and chairs of Governors are expected to.
- Engage with the process and attend all meetings.
- Prepare and send assurance documents as requested by agreed dates and times.

14

- Address actions arising as priorities.
- Inform the governing body about progress towards meeting agreed improvement criteria.
- Communicate any barriers to progressing actions and any wellbeing concerns at the earliest time to the Director of Education
- Work in good faith with local and regional partners to bring about school improvement.
- Engage with additional assurance and monitoring activities prescribed by the BFfC school effectiveness team to evaluate progress against RIG objectives.

10 Warning notices

10.1 As set out in the statutory guidance regarding schools causing concern, Brighter Futures for Children is responsible for issuing warning notices to schools when concerns are judged as evidencing a severe enough concern. Brighter Futures for Children on behalf of Reading Borough Council are committed to doing everything we can to avoid needing to go down this route. When necessary, and after all alterative avenues have been explored, we will undertake action as set out in the Schools Causing Concern statutory guidance. These exceptional; circumstances will as set out in the national guidance be regarding:
- The standards of performance of children and young people and young people at the school are unacceptably low and are likely to remain so
- Or there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance.
- Or The safety of children and young people and young people or staff at the school is threatened (whether by a breakdown of discipline or otherwise)

15

Appendices

Appendix A: 2024-2025 wellbeing support offer for community school leaders

Coaching and mentoring: To enable Reading school leaders to be and feel effective and to enhance wellbeing, all Reading school leaders are entitled to a coaching and mentoring offer. Support is in the first instance agreed between the Governing Board and school leader. Brighter Futures for Children on behalf of Reading Borough Council will broker this support where requested on behalf of Governing Boards.

- Group Intentional Wellbeing Package

- Group Resilient Leadership Package

- 1:1 Coaching Package

- 1:1 Drop in Coaching

Employee Assistance Programme – round-the-clock access to free, impartial and completely confidential support and advice from trained therapists and legal experts. Includes independent advice, information and support through: 24hr/365 day phone service; 6 telephone counselling sessions for each issue each year; coverage for staff and their dependents (including up to 3 months after leaving the organisation); live chat; telephone debt counselling; monthly webinars; online wellbeing portal and mobile app and wellbeing tools

Reading community school leaders can also access the following entitlements:

- Season Ticket Loan – a loan to help with the cost of rail or bus journeys, to and from work

- Cycle salary sacrifice scheme

- Lease car salary sacrifice scheme allowing the lease of a brand new, greener car for three years. The monthly fee includes insurance, servicing and road tax

- Salary sacrifice scheme for Additional Voluntary Contributions (AVCs) to help save for retirement

- Shopping vouchers and money off deals e.g. offers and discounts on days out, health clubs, holidays and breakdown cover

- Eye care – help towards an eye test and glasses

- Life Assurance – three times annual salary (for members of the LGPS)

16

Appendix B: Parent Carer and Community Acceptable Behaviour – statement of expectations

Brighter Futures for Children on behalf of Reading Borough Council strongly believe that our community schools in Reading should be a welcoming and safe place for our children, staff, parents and visitors alike.

Schools have legal responsibilities for the safeguarding and wellbeing of children and staff, and a duty of care to all people who visit a school.

All adults who enter a school site at any time set examples of behaviour and conduct which influence children and young people, and we believe that they should therefore demonstrate high standards of conduct in order to encourage our pupils to do the same. Parents, carers and visitors must show respect to all other parents, carers, children, staff and visitors.

All members of staff have the right to work without fear of intimidation, violence and abuse and we expect parents, carers and other visitors to behave in a reasonable way at all times.

Adults who do not behave in an acceptable manner may be asked to leave the site and the Headteacher has the right to further restrict their access. The expectations of Brighter Futures for Children on behalf of Reading Borough Council in respect of the conduct of parents, carers and visitors to our school are set out below statement of expectations, which also outlines the steps that will be taken where behaviour is unacceptable.

Brighter Futures for Children on behalf of Reading Borough Council will support schools in the consistent application of these expectations, including providing practical, legal or other support to schools as is necessary. Any Reading community school leader or Chair of Governors who requires support regarding these expectations should contact their School Effectiveness lead professional.

Examples of unacceptable behaviour are as follows:

- Shouting at members of staff, either in person or over the telephone;
- Use of offensive language towards other adults, staff or children;
- Physically intimidating members of staff and/or other parents or pupils;
- Approaching someone else's child in order to question or chastise them;
- Physical abuse, threatening, oppressive or aggressive behaviour;
- Using aggressive hand gestures;
- Swearing;
- Pushing;
- Hitting, eg slapping, punching, kicking or poking;
- Breaching the school's security procedures;
- Refusal to leave the school site when asked to;
- Attempting to gain entry to any part of the school in disregard of procedure or without permission;
- Entering the school site under the influence of alcohol or drugs;
- Smoking/vaping/using drugs whilst on school property;

17

- Bringing alcohol onto school premises or excessive consumption of alcohol at school events;
- Bringing dogs, with the exception of Assistance Dogs, on to the school site without the explicit permission of the Headteacher;
- Damaging or destroying school property;
- Displaying any signs and/or handing out notices or messages which could cause unreasonable upset and/or harm to any member of staff, governor, parent or child.

The above list shows examples of unacceptable behaviour, however, this is not exhaustive. Should any of the above occur on school premises, or any other behaviour which is considered unacceptable, including inappropriate behaviour online (see below under Social Media), the school may feel it is necessary to take action by contacting Brighter Futures for Children or the appropriate authorities or considering restricting the offending adult from entering the school premises.

School-related issues which parents or carers may have concerning the school, pupils or their families must be brought to the attention of a member of staff. Parents or carers must not try to resolve any issues themselves by direct action. If issues cannot be successfully resolved by speaking to a staff member, the correct course of action is for parents and carers to use the school's Complaints Procedure.

We expect all communication between parents and the school to be conducted in a polite and respectful manner. Communication may be similarly restricted if it becomes unacceptable, for example, abusive, persistent or threatening emails or text/voicemail/phone messages or other written communication.

Social Media

On occasions some parents are tempted to make comments about the school, school staff, other parents and/or pupils on social media. Social media is not the forum for raising concerns or complaints about the school. If parents have a concern about the school, they can raise their concern directly with the Headteacher and complaints can be raised through the school's Complaints Procedure.

Parents and carers should take care when posting messages on social media. Parents are expected to treat everyone with respect and professionalism – even on social media - and adults should set a good example to their children and other pupils, and not use social media to criticise the school or its staff or pupils or make inappropriate comments.

In the event that any pupil or parent/carer of a pupil is found to be posting inappropriate comments on social media, they will be reported to the appropriate 'report abuse' section of the social media site and consideration will be given to taking further action. Making potentially defamatory, offensive or derogatory comments about others on social media could have legal implications. In addition, threats of violence can lead to a criminal action. The school will also expect any pupil or parent/carer to remove such inappropriate comments immediately.

18

Legal framework

Under Section 547 of the Education Act 1996 it is an offence for any person to be on school premises to cause or permit a nuisance or disturbance. It provides the right to remove and prosecute any person who is believed to have committed an offence.

Whilst a parent or carer of a child attending the school normally has implied permission to be on the school premises at certain times and for certain purposes, this permission may be withdrawn if the parent or carer exhibits behaviour which the Headteacher believes is unreasonable. This also applies to all other individuals invited into the school for other reasons.

In the event of any parent/carer/visitor breaching this Policy then proportionate action will be taken, for example:

- Parents, carers or other visitors exhibiting unacceptable behaviour could have their access restricted which prevents access to the school premises.
- Anyone who has had their access restricted and then ignores the restriction and enters the school site may be removed from the school site and prosecuted, if it is believed they have committed an offence.

The Governing Body, in conjunction with the Headteacher and Brighter Futures for Children will take the lead in authorising the removal of a person believed to be causing a nuisance or disturbance, and, if necessary, will bring legal proceedings against them.

In cases where the unacceptable behaviour is considered to be a serious and potentially criminal matter, the concerns will in the first instance be referred to the Police. This will include any or all cases of threats of violence, and actual violence, to any child, staff, visitor, contractor or Governor of the school. This will include anything which could be seen as a sign of harassment of any member of the school community, such as any form of insulting social media post or any form of social media cyberbullying

19

Appendix C: Operational procedure for Inspections for Headteachers

Prior to Inspection notification

Brighter Futures for Children on behalf of Reading Borough Councill undertake a dynamic risk assessment with school leaders to identify risks and mitigation to support school leaders prepare for inspection

Inspection notification

- ✓ Headteacher contacts Officer to advise of the inspection.
- ✓ ACTION: Contact the Director of Education BFfC to ensure they are aware.
- ✓ ACTION: Ask Headteacher to contact at their convenience to discuss plans for the inspection.
- ✓ KEY QUESTION: Is there any reason you feel a deferral should be considered?
- ✓ KEY QUESTION: What is the best time to contact you to check on your welfare on day one of the inspection?
- ✓ ACTION: make Headteacher aware that the Director of Education BFfC is responsible for Headteacher wellbeing in locally maintained schools.
- ✓ ACTION: Update the Director of Education BFfC via email if any reason for deferral has been shared and to report that no reason has been shared.
- ✓ ACTION: Identify senior officer to accompany you to meeting with inspector. This could include ELT officer outside the School Effectiveness team where effectiveness officers are not available.
- ✓ ACTION: if the school is small (less than 150 pupils) inspection processes such as deep dives can be difficult to manage as teaching staff and leaders may have multiple roles and large teaching commitments. Discuss with leaders any practical on-site support that is needed during the inspection to enable the inspection to run smoothly.

  This could include support from collaborator schools (for example where a subject leader in a partner school has led development of curriculum planning and frequently supports implementation and review alongside leaders in the school being inspected or officer support with administration, scheduling, providing cover for leaders to leave class where supply is not available or other reasonable activities. Officers must be clear on the justification for on-site support and must not hinder inspection activities.

First day of Inspection

- ✓ ACTION: send "good wishes" message with reminder to call at any time if more help is needed- include contact number if not already shared with Headteacher.
- ✓ ACTION: contact Headteacher at agreed time to check on leadership wellbeing through the questions below.
- ✓ KEY QUESTION:
1. Have you or your team manifested any physical signs of distress during this inspection, for example nausea, crying, elevated heart rate, confusion, panic etc.

20

2. Have you or your team experienced behaviours from inspectors that have caused you concern?
3. What has the impact of these behaviours been on you or staff?
4. Do you feel you have the capacity and resources to support your/ staff emotional regulation currently?
5. Is there anything else you need the LA to know in terms of risk assessment?
6. In your view is more support needed at this point to ensure this inspection continues safely and fairly?

✓ ACTION: officers should record all answers and send to the Director of Education BFfC via email – they will advise on next steps which may include further risk assessment.
✓ ACTION: Check in at end of day via text/ email to ask if there is anything you need to know before meeting with inspectors on the following day.
✓ ACTION: Officers should prepare notes in advance of the day two discussion with inspectors regarding strengths and areas for development – these should be in line with previous NOVs and discussions with school leaders.

Second day of inspection

✓ ACTION: Where possible, officers should check in with senior staff, if they are available prior to meeting with Inspectors, to check if anything has changed since day one. If any signs of distress are observed Officers should ask questions 1-6 and contact the Director of Education BFfC for further advice.
✓ ACTION: Officers should attend all meetings with inspectors in person wherever possible and in pairs. Where inspectors indicate concerns, these should be recorded, and responses recorded. Officers should state clearly if their evidence about the school is at odds with inspection findings.
✓ ACTION: officers will not share notes of visit with Inspectors unless the inspector explicitly requests these. (BFfC are obliged to share information in line with Ofsted's code of conduct for partners)
✓ ACTION: Officers should raise with Ofsted any behaviours that have been raised by staff or that they have observed, that cause them concern, including behaviours toward officers. These should be recorded and communicated to The Director of Education BFfC without delay.
✓ KEY QUESTION: Are you aware of any staff that have shown signs of distress during this inspection?
✓ ACTION: any issues raised by Ofsted should be recorded, read back to inspectors, and sent to The Director of Education BFfC without delay.

Final feedback

- ✓ ACTION: Officers should arrive in good time for meetings and where possible check in with School leaders and other staff to check for signs of distress. Officers should make every attempt to speak privately with school leaders before the formal feedback meeting.
- ✓ KEY QUESTION:
1. Have you or your team experienced behaviours from inspectors that have caused you concern?
2. Do you believe the inspection has been conducted fairly with professionalism, courtesy, empathy, and respect?
- ✓ ACTION Officers should keep notes during the feedback meeting, noting the key messages, any points of challenge or disagreement and any conduct issues raised.
- ✓ ACTION Officers should raise at the end of feedback any issues that have been reported, observed, or noted and follow up with school leaders the next day to support them to submit concerns in writing to Ofsted via the complaints process.

Discussions with inspectors

- Officers must behave in accordance with BFFC company values, guidance for Officers providing advice to schools/settings and the Nolan Principles of Public life.
- Officers should be aware of the Ofsted code of conduct including sections on expectations of partners. Ofsted code of conduct - GOV.UK (www.gov.uk)
- Officers must approach discussions with integrity and with the best interests of children and young people first in their mind.
- They should be, transparent and honest about the questions they are asked. This includes providing access to evidence in documentation that will enable the inspector to report honestly, fairly, and reliably about the setting.
- It means not withholding or concealing evidence, or providing false, misleading, inaccurate, or incomplete information.
- Officers should always communicate school strengths to inspectors.
- Officers may communicate the next steps they have discussed with the school, if asked to do so directly by inspectors.
- Officer views regarding school strengths and next steps should reflect the views shared in written communications with school leaders.
- Officers may confirm or counter, issues raised directly by inspectors, in line with evidence outlined in notes of visit and desk top analysis of school effectiveness.
- Officers should not use judgement language such as "good" or "requires improvement" in discussions with inspectors.
- Officers should not comment on local policy, procedure, or events in other schools- this is a matter for the Director of Education.
- Officers should not agree to, or instigate, "off record" comments or conversations with inspectors. Requests for such conversations must be reported to the Director of Education BFfC and reported to Ofsted as a complaint.
- If inspectors indicate they have serious concerns, officers should ask if the school have been made aware. They should confirm if the school have been asked to provide additional evidence for inspectors. Wherever possible, officers should offer support to leaders in producing additional evidence.

22

- If officers are uncomfortable with the behaviour of Inspectors, they should respectfully raise their concern and report this to the Director of Education at BFfC without delay. This includes instances where officers feel the behaviour of inspectors towards them has fallen short of Ofsted's code of conduct.

Following inspection

- Brighter Futures for Children, on behalf of Reading Borough Council, will offer to challenge an Ofsted inspection during, and after an inspection, where there is an evidence base that the judgement or process of inspection is not fair and balanced, rather than solely on the published Education Inspection Framework criteria.
- Brighter Futures for Children will engage with the school leadership team and Governing Board, offering professional and legal advice as to the options regarding any challenge process the school may wish to make themselves.
- Brighter Futures for Children, on behalf of Reading Borough Council, will offer to collate feedback from school staff on inspection conduct to evaluate with Ofsted Code of Conduct on a school's behalf, and will provide tools and resources for schools to collate feedback for themselves.
- Following an inspection, dynamic risk assessment will continue in line with Reading Borough Council HR policy.

23

This page is intentionally left blank

Adult Social Care, Children's Services and Education Committee **20 March 2024**	**Reading** Borough Council *Working better with you*

Title	School place planning update for children with Special Educational Needs and Disabilities
Purpose of the report	To make a decision
Report status	Public report
Report author	Brian Grady, Director of Education
Lead Councillor	Graeme Hoskin, Lead Councillor for Children Ruth McEwan, Lead Councillor for Education and Public Health
Corporate priority	Thriving Communities
Recommendations	1. That the continued roll-out of the Additionally Resourced Provision programme across Reading is noted 2. That an ACE Task and Finish Group be established to receive updates on the options for the development of new special school provision. 3. That ACE Committee delegates the formation and agreed membership of the Task and Finish Group, to the Assistant Director of Legal and Democratic Services in consultation with the Lead Member for Children's Services, the Lead Councillor for Public Health and Education and the Leader of the Council

1. Executive Summary

1.1. Brighter Futures for Children on behalf of Reading Borough Council has statutory duties to promote the wellbeing, safety and achievement of Reading children and to promote high standards that help all children to fulfil their potential. The School Place Planning Strategy 2022-2027 appended to this report sets out how Brighter Futures for Children on behalf of Reading Borough Council delivers sufficient school places in the context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Reading children.

1.2. The Strategy confirms that there are more than sufficient primary school places, and with the delivery of the new secondary academy, River Academy from September 2024, sufficient secondary places, for the duration of the Strategy. The Strategy has been updated with the latest capacity and census data and is added as a background paper to this report.

1.3. In contrast to the sufficiency challenge of previous years, and reflecting the national context of school place demand, the focus is shifting from the need for plans to deliver an increasing number of mainstream school places across phases, to:

- securing a sustainable school system of sufficient mainstream school places through effective school organisation and;

- meeting the rising challenge of sufficiency of specialist provision for children with Special Educational Needs and Disability (SEND) provision and the pressures on the Dedicated Schools Grant High Needs Block.

1.4. Mirroring the national picture, Reading is experiencing significant demand and financial pressures regarding school places for children with SEND. Significant progress has been made over the past year in securing more local school places for children with SEND in Additionally Resourced Provision in local mainstream schools. Development of further new provision for children with SEND is necessary, to both deliver sufficiency and to help reduce the financial pressures on the Dedicated Schools Grant. Based on current plans, it is predicted that Reading will be short 234 places for children with SEND who require a non-mainstream setting from September 2024. This report sets out proposals to deliver these places by utilising spare capacity in primary schools in Reading, exploring changing the designation of primary school provision to special provision, and sets out time frames for next steps.

2. Context and current position

2.1. Participation in the Department for Education Delivering Better Value programme has enhanced our needs analysis and financial projections. This enhanced analysis is Based on projected EHCP numbers and planned mitigations regarding demand and provision, from September 2024, Reading would need 1184 places for children and young people with EHCPs outside of mainstream school places.

2.2. Children with SEND who need more specialist education than can be provided in mainstream settings, can access education through either an Additionally Resourced Provision (ARP) or a special school. ARPs provide additional specialist facilities on a mainstream school site for a small number of pupils, (ARPs in Reading are planned to be up to 40 places). ARPs typically provide for a specific need such as speech, language and communication needs (SLCN), moderate learning disability (MLD), hearing or visual impairment (HI/ VI) or autism (ASC). ARPs vary widely in how they are delivered, reflecting the local approach to inclusion. Pupils can spend a varied amount of their time in mainstream classes, accessing a mainstream curriculum, attending the ARP facilities for individual support, to learn a specific skill (for example braille for VI pupils), to receive medical or therapeutic support or to access specialist equipment. Pupils in an ARP are on the roll of the mainstream school.

2.3. Special schools are schools which are "*specially organised to make special educational provision for pupils with SEND*" (section 337 of the Education Act 1996). The number of places in a special school usually ranges from around 50 (often catering for a broad range of needs including pupils with profound and multiple learning difficulties (PMLD)) to over 250 (often for ambulant pupils with moderate learning difficulties) and cater for all ages. Special schools vary widely in the curriculum and programmes of study they offer, in some the curriculum is mainstream while in others it can be quite different. Life skills and developing personal independence plays a big part.

2.4. Special schools and ARPs require more area per pupil place than mainstream schools because: pupils are taught in smaller groups, averaging around 8 to 12 and as low as 4 to 6 where pupils need extensive support; staff to pupil ratios are higher, particularly in a special school where 2 or 3 teaching assistants or support staff work alongside the teacher or give support in a separate space; and multi-agency meetings are common during the school day requiring confidential meeting rooms (these can involve several people in special schools). These areas can also be used for the delivery of individual intervention and therapy sessions.

2.5. As of academic year 2022/2023, there were 6 ARPs in Reading schools, representing 101 places (41 primary, 60 secondary). There were no ARP places for children with SLD, complex ASC or SEMH needs in Reading or special school satellite provision. a further 116 places have been successfully secured and have led to an avoidance of at

least 10 independent special school places since September 2023 (a cost avoidance of circa. £490,000/annum).

2.6.   Work has been undertaken with school leaders and Governing Boards to further increase Additionally Resourced Provision capacity across all key stages and priority geographical areas within Reading. As set out in the table below, there are now 408 ARP places either established or planned, including a number of places where initial conversations have confirmed initial expressions of interest for further capacity for September. The creation of additional ARP places (assuming an average cost of £24,500, and a difference between this and the average independent placement (£77,000) of £52,500) is expected to avoid spending of circa £9.8m/annum.

2.7.   Timeframes for establishing new special school provision mean that independent non-maintained special school (INMSS) places will continue to be needed in the short term.

2.8.   From September 2024, if all proposed ARPs open, and if Hamilton school increases its intake to 64 children, there will be 800 places available for children in ARPs (408) and MSS (392). New all-through INMSS provision is currently being explored, with a possible 140 places in total for which Reading children would be given priority from September 2024. Plans are therefore in place to secure 940 places in INMSS/ARP/MSS for Reading children, against a projected need of 1184 places, leaving a shortfall of 244 places. At any one time, there are typically 4% of children with an EHCP in Alternative Provision (generally owing to the children being Looked After and awaiting a permanent placement, and/or owing to insufficiency of suitable places), the 244 projected shortfall is expected to be reduced by circa. 10 places. This leaves a current projected shortfall of 234 places.

2.9.   Our most significant areas of need at primary level are ASC and SLCN, with SEMH and MLD just behind. At secondary, this shifts to our largest areas of need being ASC and SEMH, with MLD next and SLCN significantly reduced (a factor most likely attributable to children either having been diagnosed with ASC or their unmet SLCN needs now presenting as SEMH needs). Many of our primary children with ASC as their primary area of need meet the criteria for SLD as there is a significant cohort who are pre-verbal and need support with personal care needs e.g. toileting and feeding.

Name of provision	MAT or Maintained	Location	Need	Capacity	Age range	Established/New/Proposed
Table of Additionally Resourced Provision Established, New and Planned						
Blessed High Faringdon	Maintained	West	ASC	40	11Y-16Y	E
Christ the King	Maintained	South	ASC	21	5Y-11Y	E
Southcote	Maintained	West	SLCN	12	5Y-11Y	E
Kings Academy Prospect	MAT	West	MLD	11	11Y-16Y	E
Katesgrove	Maintained	Central	SLD	10	4Y-11Y	N - Sept. 23
Southcote - Dragonflies	Maintained	West	SLD	10	4Y-11Y	N - Sept. 23
SMAS Bumblebees	MAT	West	SLD	12	4Y-11Y	N - Jan 24
SMAS The Hive	MAT	West	MLD/SEMH	11	4Y-11Y	E
Oxford Road	Maintained	West	SLD	10	4Y-11Y	N - Sept. 23
Wilson	Maintained	West	SLD	12	4Y-11Y	N - Sept. 23
Highdown	Maintained	West	VI	5	11Y-16Y	E
EP Collier	Maintained	Central	SLCN	12	4Y-11Y	E
Whitley Park - Oaks	Maintained	South	MLD	20	TBC	N - April 24
Whitley Park - Acorns	Maintained	South	SLD	20	4Y-8Y	N - April 24
Norcot	Maintained	West	MLD	10	3Y-4Y	E
Norcot	Maintained	West	SLD	12	3Y-4Y	N - Sept. 23
Snowflakes	Maintained	North	ASC	12	3Y-4Y	E
Dingley's Promise	PVI	East	PMLD	18	0Y-4Y	E (but 6 places added Sept. 23)
Blagdon	Maintained	South	SLD	12	3Y-4Y	N - Sept. 23
The Wren	MAT	West	ASC & SEMH	12	11Y-16Y	N - Sept. 24
TVS@Ridgeway (satellite)	MAT	South	ASC	21	4Y-13Y	N - Sept. 24
River Academy	MAT	North	MLD	35	11Y-16Y	N - Sept. 24
Thameside Garden Room	Maintained	North	MLD	8	4Y-11Y	E
Thameside Rainbow Room	Maintained	North	SLD	10	4Y-11Y	E
Manor	Maintained	West	SLD	10	4Y-11Y	N - Sept. 24
New Christ Church	MAT	Central	SLD	12	4Y-11Y	N - Sept. 24
Micklands	Maintained	North	TBC	10	4Y-11Y	P
Redlands	Maintained	East	TBC	10	4Y-11Y	P
Alfred Sutton	Maintained	East	TBC	10	4Y-11Y	P
			Total places	408		

3. Strategic asset review of schools

3.1. Using a Strategic Asset Review approach has identified options to convert spare capacity in Reading primary schools to Special School provision, potentially adding the places needed to meet demand.

3.2. Our strategic approach to reviewing our school assets has focused on three main dimensions: school standards and attainment, school spare capacity and school financial stability.

3.3. **School standards and attainment:** The Reading Annual School Standards and Attainment report for academic year 2021/2022, presented to Adult Social Care, Children's Services and Education Committee on 12 July 2023 provided the first publicly published attainment data for three years. It identified that Reading children were clearly impacted from the loss of schooling during the period of the pandemic. This is reconfirmed by the Annual School Standards and Attainment report being presented to this ACE committee for academic year 2022/2023, where Key Stage results still demonstrate a need for improvement. Increased support and challenge to schools with outcomes below or at national averages has been put in place and longer-term work to build school leadership capacity and school to school partnerships is underway. Ensuring we maximise school resources through the most effective school organisation and partnerships are priorities for the year ahead.

3.4. **Spare Physical School Capacity:** A school asset management strategy approach has been adopted, which has mapped spare capacity in Reading schools by planning area. This mapping also identified temporary buildings on school sites, which are not included in the formal capture of spare school capacity. Removing or reusing temporary buildings has been taken into consideration in delivering increased numbers of Additionally Resourced Provision, alongside considering the overall formal spare school place capacity. Aggregation of reducing classrooms has enabled some school sites to develop Additionally Resourced Provision and gives options to repurpose school sites for special school provision.

3.5. **Financial viability and sustainability:** There are a number of Reading primary schools facing financial difficulty, predominantly due to either falling pupils rolls or the higher cost associated with the increased number of pupils with SEND. The school organisation approach set out in the School Place Planning Strategy has a commitment to promote federations between schools, both to address any quality issues and to address the future financial viability of particularly smaller and one form of entry primary schools. This includes a stated commitment to work towards the amalgamation of separate infant and junior schools. Attainment data, combined with a financial and school place planning context indicate the need for an amplifying of this principle and a heightened priority. Federating community schools could increase leadership capacity and formalise school to school support. By consolidating the functions needed to efficiently manage schools across a federation, and by strengthening school leadership through the appointment of Executive Headteachers supported by Heads of School, both sustainable models of school provision and strengthened leadership can be secured.

3.6. Planning area summaries and actions are set out below. A map of primary school locations which also identifies forms of governance can be found in Appendix 2.

3.7. **Planning Area North: Caversham Park; Caversham; Emmer Green; Micklands; St Annes RC; St Martins RC; Thameside; The Heights; The Hill.**

- (11.4% surplus place capacity against DfE recommended 5%).

- The highest proportion of schools facing financial difficulty (all but two of the schools facing financial difficulties 4 experiencing school place issues/falling rolls; one school where children with SEND are contributing to finance pressures).

- The highest proportion of schools with modular building capacity, beyond the formal surplus place capacity

- Lowest area of SEND need, so although there is spare building capacity, consideration of use to meet needs of children with SEND would involve transport cost calculation

- 8/9 of schools are at national or above KS2 RWM (the one school below national average is the one school impacted by high proportions of children with SEND)

Actions:

- *Expansion of Thameside Additionally Resourced Provision, utilising spare capacity*

- *New Additionally Resourced Provision at Micklands, utilising spare capacity*

- *Explore development of new special school to utilise spare capacity*

- *Consider Federating, freeing up spare capacity and contribution from north area schools to school standards /school to school support (Single Academy schools and two VA Diocese Schools in terms of local school governance context).*

3.8. **Planning Area East: Alfred Sutton; Katesgrove; New Town; Redlands; St John's.**

- (4.5% surplus place capacity against DfE recommended 5%).

- One school facing financial difficulty

- 3/5 of schools are at national or above KS2 RWM

  Actions:

- *Expansion of Katesgrove Additionally Resourced Provision*

- *New Additionally Resourced Provision at Alfred Sutton and Redlands, utilising spare capacity*

- *Resource sharing agreement secured as a precursor to Federation between Alfred Sutton and Redlands.*

3.9. **Planning Area Central West Schools: All Saints CE Infants; All Saints Junior; Battle; Civitas; Coley; EP Collier; Oxford Rd; Southcote; St Mary All Saints; Wilson**

- (8.5% surplus place capacity against DfE recommended 5%).

- 5/9 of schools are at national or above KS2 Reading Writing Maths

  Actions:

- *Expansion of Additionally Resourced Provision utilising surplus place capacity at EP Collier,Oxford Road, St Mary All Saints, Wilson.*

3.10. **Planning Area West Schools: Church End; English Martyrs; Manor; Meadow Park; Moorlands; Park Lane; Ranikhet; St Michael's Primary School**

- (16.1% surplus place capacity against DfE recommended 5%).

- One of the highest areas of SEND need

- One school facing financial difficulty due to School organisation – falling rolls

- Reading Borough Council maintained primary special provision, Holybrook Special School, is in this planning area but is significantly site restricted.

- 5/8 of schools are at national or above KS2 RWM

  Actions:

- *New Additionally Resourced Provision at Manor, utilising spare capacity*

- *School reorganisation options, including Federations to consider developing school to school support to increase consistency of standards*

- *Development of new special school options, or the expansion of Holybrook Primary School, including through spare capacity.*

3.11. **Planning Area South Schools: Christ the King; Geoffrey Field Infants; Geoffrey Fields Junior; New Christchurch; Palmer; Ridgeway; Whitley Park**

- (22.6% surplus place capacity against DfE recommended 5%).

- One of the highest areas of SEND need

- 0/6 of schools are at national or above KS2 RWM

   Actions:

- *Development of new special school options, including through spare capacity*

- *New Additionally Resourced Provision at Whitley Park, utilising spare capacity*

- *Development of new provision options needs to consider south planning area as a priority.*

- *The RBC Social Inclusion Board and Place Based Pilots work on reducing inequality are focusing community-based actions in this area and BFfC officers are working to support the maximum impact of this work for local schools.*

3.12. It is important that all options to create new special school provision are considered fairly and equitably. The three areas of consideration in developing a shortlist of options have been school standards and attainment; the needs of children with SEND; and School financial sustainability. Change options have been prioritised to the three highest ranked opportunity areas: North, West and South. Options have also been restricted to community schools as they are the schools where we are able to make decisions.

3.13. As is set out in the report above, significant progress has been made to secure sufficient school places for children with SEND in Reading through ARPs; however, the creation of an additional state-maintained special school provision within the borough is a critical next step towards sufficiency. A new special school would bring a number of benefits, not least the controllability of place costs. However, there are significant challenges in establishing new special school provision.

3.14. Where a local authority identifies the need for a new school, section 6A of Education and Inspections Act 2006 places the local authority under a duty to seek proposals to establish an academy (free school) via the 'free school presumption. Academisation would lead to the loss of a Reading Borough Council asset (school site) on a peppercorn rent for 120 years.

3.15. However, it is possible to apply to the Secretary of State for 'consent to publish' proposals to establish a new school under section 10 of EIA 2006. With Secretary of State consent, local authorities may publish proposals under section 10 for a community, community special, foundation or foundation special school to replace one or more existing maintained school. In addition, under section 11 of EIA 2006, certain proposals for a new maintained school can be made outside of competitive process and without requiring the Secretary of State's consent. Other proposers e.g. a diocese or other relevant religious authority or charitable trust, may publish proposals for a new foundation, voluntary controlled or foundation special school which replaces one or more foundation or voluntary schools with a religious character. Further legal advice will be sought on school opening options to inform decision making.

3.16.   Should a suitable school site be confirmed, it may be an option to expand an existing special school to share the identified school premises, adopting a satellite approach, as an alternative to establishing a new academy.

3.17.   The option of establishing a satellite school at a Reading secondary school, potentially offering an additional 40 secondary school places, is also being explored.

3.18.   Closures of schools are deeply challenging and traumatic events for local communities. Resistance of the current community to change is a clear risk. This risk can lead to local campaigns to save local schools through academisation of local community schools.

3.19.   Site suitability and adaptability are currently being tested and capital and consultation timelines need to be planned into any final proposal, alongside community engagement. Additionally, plans to manage the expertise and recruitment challenges will need to be addressed, as well as establishing whether local school leadership teams are willing to lead special provision as opposed/or in addition to mainstream provision.

3.20.   It is proposed that an ACE Task and Finish Group be established to receive updates on the options being considered for the development of a new special school, prior to further update reports to ACE Committee.

4.   Contribution to Strategic Aims

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

- Healthy Environment
- Thriving Communities
- Inclusive Economy

4.2.   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

4.3.   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.

4.4.   The approach being taken to deliver sufficient school places for children with SEND contributes to both the 'Thriving Communities' and 'Inclusive Economy' strategic aims. It 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 approach seeks to reduce inequality within society.

4.5.   As reported to ACE Committee through the Annual School Standards report, the approach set out on this report contributes to our work with schools tackling a range of risks of disadvantage, removing physical and non-physical barriers for Reading children to engage in learning for example by ensuring our schools focus on developing inclusive curricula and inclusive learning.

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. 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_2 emissions as the use of taxis to transport children with SEND out of Reading to access provision could be reduced. In addition to this, if existing capacity in mainstream provision were adapted for more specialist provision and made accessible to children with SEND in Reading, this could obviate the need for the construction of new buildings, further limiting the carbon impact of school place provision.

6. Community Engagement

6.1. Extensive informal pre-statutory consultation and formal statutory consultation will need to be undertaken for any significant change to school organisation.

6.2. Dedicated engagement sessions will need to be held with the parents of current pupils impacted by any proposed change, Reading Families Forum and Special United, Reading's forum for children and young people with Special Educational Needs and Disability.

6.3. The consultation will include impact monitoring proposals, so that Councillors can be assured of the impact of any newly adopted Policy and amend it if there was deemed to be an adverse impact on disadvantaged families, pupils with protected characteristics or any other at risk group.

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 relevant to the decision, and will be undertaken as proposals are developed further.

7.3. The decisions being sought will have a positive differential impact on people with protected characteristics of age and disability (access to school provision for children with SEND).

8. Legal Implications

8.1. Reading Borough Council holds a duty under the Education Act 1996, Section 14 to provide sufficient school places for local children.

8.2. Where a local authority identifies the need for a new school, section 6A of EIA 2006 places the local authority under a duty to seek proposals to establish an academy (free school) via the 'free school presumption.

8.3. It is possible to apply to the Secretary of State for 'consent to publish' proposals to establish a new school under section 10 of EIA 2006. With Secretary of State consent, local authorities may publish proposals under section 10 for a community, community special, foundation or foundation special school to replace one or more existing maintained school.

8.4.   Under section 11 of EIA 2006 certain proposals for a new maintained school can be made outside of competitive process and without requiring the Secretary of State's consent. Other proposers, e.g. a diocese or other relevant religious authority or charitable trust, may publish proposals for a new foundation, voluntary controlled or foundation special school which replaces one or more foundation or voluntary schools with a religious character.

8.5.   The procedural requirements for carrying out a closure or a significant change for a local authority maintained school are set out in statutory guidance, underpinned by the Education and Inspections Act 2006 (EIA 2006) as amended by the Education Act (EA) 2011 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 20133 (the Establishment and Discontinuance Regulations).

9.   Financial Implications

9.1.   As identified through the DBV programme and as evidenced in the further enhanced modelling set out in Appendix 1, it is predicted that Reading would be short of places for children with SEND who require a non-mainstream setting from September 2024.

9.2.   Participation in the DfE Delivering Better Value programme established a future demand and financial forecast which confirms a significant financial pressure for the Dedicated Schools Grant, driven through the significant increase in Education Health and Care Plans from April 2022, and the increased demand pressures leading to more INMSS places being used, in the absence of other more cost effective school places being available.

9.3.   The financial implications arising from the proposals set out in this report relate to the Dedicated Schools Grant High Needs Block. In December 2022, HM government extended the Statutory Override for the Dedicated Schools Grant until 2025-26. This means that Reading Borough Council does not need to account for the current budget pressures in the Dedicated Schools Grant High Needs Block within the overall Reading Borough Council accounts. However, Reading Borough Council retains responsibility for the DSG and to ensure that the deficit is managed as effectively as possible, a High Needs Block Deficit Management Plan has been developed and agreed by the Reading Borough Council's Director of Finance and the Executive Director of Children's Services. The Plan is subject to monthly monitoring and will be the subject of future updates to ACE Committee.

10.   Timetable for Implementation

10.1.   Statutory processes must be followed for opening and closing schools. For the opening of a new school, there is an expectation from the Department for Education that the time between the publication of a proposal and its proposed date of implementation should be less than three years.

10.2.   The proposed ACE Committee Task and Finish Group would convene following the March 2024 ACE Committee, initially for a period of six months with the intention of further updates on proposals being brought forward for the summer and autumn ACE Committee dates for any relevant decisions.

11.   Background Papers

11.1.   School Place Planning Strategy 2022-2027, December 2023 refresh

Appendices

Appendix 1: SEND place planning needs analysis update

Appendix 2: Maps of Reading Primary provision and numbers of Education Health and Care Plans by area

FINANCIAL IMPLICATIONS

The financial implications arising from the proposals set out in this report relate to the Dedicated Schools Grant High Needs Block.

In December 2022, HM government extended the Statutory Override for the Dedicated Schools Grant until 2025-26. This means that Reading Borough Council does not need to account for the current budget pressures in the Dedicated Schools Grant High Needs Block within the overall Reading Borough Council accounts.

1.   Revenue Implications

There are currently no General Fund implications of this report, as stated above.

2.   Capital Implications

Reading Borough Council received a grant of £6.2m for capital spending on SEND projects since 2020, with £1.2M allocated to projects by the Reading Borough Council Property and Assets Team over the past two years. Requests for capital works received from schools to deliver Additionally Resourced Provision places, totalling £849,200, have been considered on a business case basis through the SEND Strategy Steering Group and by the Reading Borough Council Assistant Director for Property and Assets. The business cases focus on three key areas: safe and appropriate outside space, toilet facilities (to include changing facilities) and works to improve acoustics. Investing capital grant with maintained schools who open ARPs, will create a network of high-quality specialist provision distributed across Reading and, it is proposed, enable the overwhelming majority of children with SEND to attend their local school.

Capital Programme reference from budget book: page line	2023/24 £000	2024/25 £000	2025/26 £000
Proposed Capital Expenditure			TBC
Funded by DfE SEND Capital Grant		£849	TBC
Total Funding			

Appendix 1: SEND place planning needs.

The current situation in SEND 0-25

As of November 2023, there were 1959 CYP aged 0-25 with EHCPs for whom BFfC is responsible. This represents an increase in EHCPs of 12% since January 2023. If EHCP numbers continue to rise at this rate, we anticipate there being 2194 EHCP plans by September 2024. As previously reported to SEND QAIC (October 2023), this projected increase is supported by data collected by the EY team, who have already identified 44 children due to start Reception in September 2024 who are either already in the EHCNA process, or for whom evidence is being gathered ahead of an EHCNA request being made.

Based on current data from the SEN2 EHCP forecast 2022-23 in Reading on average 46% of CYP with an EHCP aged 0-25 have their needs met in mainstream provision. This leaves 54% of children with an EHCP in Reading placed in: alternative provision (AP) (4%), independent non-maintained special schools (INMSS) (5%), maintained special schools (MSS) (37%) and additionally resourced provisions (ARPs) (8%).

Based on projected EHCP numbers for September 2024, from September 2024, Reading would need 1184 places for CYP with EHCPs outside of mainstream settings. From September 2024, **if** all proposed ARPs open, and **if** Hamilton school increases its intake to 64 children, there will be 800 places available for children in ARPs (408) and MSS (392). The breakdown of ARP places by age is 64 EY, 232 primary and 112 secondary places. Currently, an ARP place costs on average £22,500/place. From September 2024, this will average at £24,500/place/annum (as schools on old SLAs are brought into line with new ARPs). MSS places are more variable in terms of price but £35,000/place is a reasonable assumption. Fewer children are eligible for transport at an ARP/MSS because most children would be under distance to their nearest ARP (especially as the number of ARPs across Reading increases).

New all-through INMSS provision is currently being explored, with a possible 140 places in total for which Reading children would be given priority from September 2024. These places average at £77,000/child (plus transport costs where applicable).

This means that there will be 940 places available in INMSS/ARP/MSS for Reading children, but a projected need of 1184 places, leaving a shortfall of 244 places. As at any one time, there are typically 4% of CYP with an EHCP in AP (generally owing to the CYP being CLA and awaiting a permanent placement, and/or owing to insufficiency of suitable places), the 244 projected shortfall could be 'mitigated' by circa. 10 places. This still leaves a projected shortfall of 234 places.

Our most significant areas of need at primary level are ASC and SLCN, with SEMH and MLD just behind. At secondary, this shifts to our largest areas of need being ASC and SEMH, with MLD next and SLCN significantly reduced (a factor most likely attributable to children either having been diagnosed with ASC or their unmet SLCN needs now presenting as SEMH needs). Many of our primary children with ASC as their primary area of need meet the criteria for SLD as there is a significant cohort who are pre-verbal and need support with personal care needs e.g. toileting and feeding.

Our secondary schools have a lower proportion of children with EHCPs than our primary schools (34% vs. 58% respectively). We have an increased need for ARP/MSS provision at a secondary level, and work is underway to establish the most effective model: ARPs at secondary may not be appropriate for children with significant additional needs (especially sensory needs) owing to curricula and environmental constraints. Satellite schools are being explored as an alternative for secondary, with one KS3 satellite provision opening September 2024.

A refined view: the current situation in SEND 5-16 (statutory school age)

Brighter Futures for Children on behalf of Reading Borough Council remains responsible for CYP with EHCPs aged 0-25 and, as per the above, place planning must consider the needs of this group accordingly and data relating to this group reported on. However, it is a concern of this author that the 0-25 data set can lack refinement and is liable to greater variance whilst simultaneously failing to focus on our most significant cohort – children of statutory school age. Below, only data relating to children of statutory school age (5-16) is displayed and modelled, in contrast to the 0-25 data detailed above, to provide colleagues with a more granular understanding of the challenges facing SEND in Reading.

Live (as of 30/11/23) data was used to populate a '2023' column in Tables 1, 2 and 3 (thus ensuring these data points have a high level of accuracy). A figure of 12% was then assumed for year-on-year growth in EHCPs (by total and per placement type). 12% was chosen as this is our current annual growth figure and 2023 is not felt to be an anomalous year (e.g. it is not a 'Covid' year – years that were included in the DBV data set and could plausibly be said to account for the under-projections resulting from that work).

Table 1, below, contains a yearly (2023-2030) breakdown by placement type of where our children of statutory school age with EHCPs are/are likely to be placed. An annual increase of 12% (by total and per placement type) has been assumed.

Table 1. A breakdown by placement type of where our children of statutory school age with EHCPs are/are likely to be placed, assuming consistent growth in demand of 12% year on year.

	2023	2024	2025	2026	2027	2028	2029	2030
ARP	130	146	164	184	206	231	259	290
Special School	403	451	505	566	634	710	795	890
INMSS	130	146	164	184	206	231	259	290
Mainstream	690	773	866	970	1086	1216	1362	1525
AP (unplaced)	10	11	12	13	15	17	19	21
Total	1363	1527	1711	1917	2147	2405	2694	3016

Figure 1, below, represents the data in Table 1 graphically.
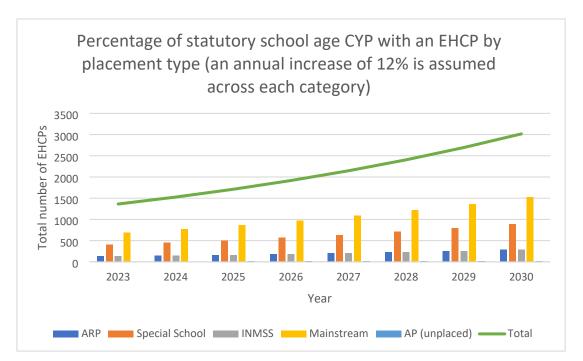
Figure 1: A line graph illustrating the breakdown of placement types for children aged 5-16 with an EHCP

What is of note when 5-16 data is compared to 0-25 data, is that the proportions of children placed in each type of placement vary. There are significant cost implications associated with this variance. For children aged 0-25, the placement breakdown types are as follows:

- 46% mainstream,
- 4% AP,
- 5% INMSS,
- 37% MSS and,
- 8% ARPs.

However, for children aged 5-16 the breakdowns are as follows:

- 51% mainstream,
- 0.7% AP,
- 9.5% INMSS,
- 30% MSS and,
- 9.5% ARP.

The data relating to projected need in special (MSS, ARPs and INMSS) was then compared to current and projected capacity within special, with both mitigated and unmitigated 'supply' projections provided.

It should be noted, that for the 'mitigated supply' assumptions, the 110 places added in MSS have assumed 10 places being added to Hamilton school and a 100 place special school being created on the site of a Reading primary school. It should be further noted, that conservative growth in ARPs followed by a flat-lining (when all schools who would like to participate can be assumed to have opted in) is also assumed. It may be that these assumptions are overly conservative. However, a rough calculation of the potential capacity of either of the identified primary sites suggests the assumptions are plausible.

Table 2: A table depicting actual and projected need for 5-16 places in special, with an assumed mitigation of sustained growth of ARPs and the addition of 110 places in MSS.

	2023	2024	2025	2026	2027	2028	2029	2030

ARP places available	161	344	364	384	404	404	404	404
MSS places available	403	413	513	513	513	513	513	513
Total places available	564	757	877	897	917	917	917	917
ARP places needed	130	146	164	184	206	231	259	290
Children in INMSS	130	146	164	184	206	231	259	290
Special School places needed	403	451	505	566	634	710	795	890
Total places needed	663	743	833	934	1046	1172	1313	1470
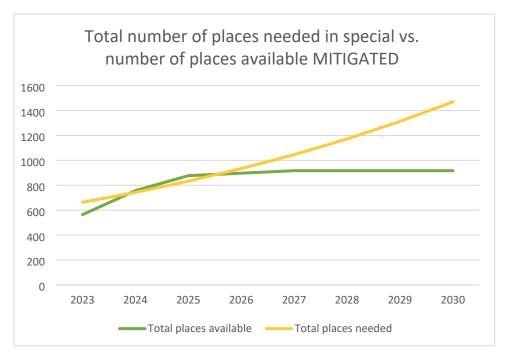
Figure 2: A line graph depicting the disparity between supply (mitigated) of, and demand for, places in special for children aged 5-16.

This mitigated forecast – which still shows a *significant disparity between supply and demand from mid-2025 onwards* – can now be compared with the unmitigated supply forecasts illustrated in Table 3 and Figure 3 below.

Table 3: **A table depicting actual and projected need for 5-16 places in special, with no assumed mitigation.**

|	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**	**2030**
ARP places available	161	344	344	344	344	344	344	344
MSS places available	403	413	413	413	413	413	413	413
Total places available	564	757	757	757	757	757	757	757
ARP places needed	130	146	164	184	206	231	259	290
Children in INMSS	130	146	164	184	206	231	259	290
Special School places needed	403	451	505	566	634	710	795	890
Total places needed	663	743	833	934	1046	1172	1313	1470

Figure 3: A line graph depicting the disparity between supply (unmitigated) of, and demand for, places in special for children aged 5-16.

As can be seen in Figure 3, with no mitigation, demand for special school places for children of statutory school age will exceed demand *in a sustained way* from early 2024. To be clear, demand **has** already exceeded supply, and the only reason that we are not facing large numbers of unplaced children with EHCPs in Reading is because mainstream schools are holding onto children whilst they wait for places in special, and children are being placed in INMSS.

The mitigated forecast shows a shortfall of 553 places in special by 2030. This compares to the unmitigated forecast of a shortfall of 713 places in special. Whilst both shortfalls are significant, a difference of 160 additional places in MSS and/or ARPs equates to a cost avoidance of £7,520,000/annum.

It is proposed that the combined impact of the RISE team, changes in the way that we fund Reception and Year 1 children and the uncoupling of ARPs from the EHCP system will mitigate demand for EHCPs. However, it is unlikely that the impact of these changes on demand for EHCPs will be felt before mid-2024.

Table 4, below, contains a yearly (2023-2030) breakdown by placement type of where our children of statutory school age with EHCPs are/are likely to be placed. However, instead of assuming consistent growth of EHCPs (as per Table 1), Table 4 models decreasing demand for EHCPs, based on the combined assumed impact of the RISE service, the proposed changes to funding for children with high needs in Reception and Year 1 and the impact of more money being given to schools overall (via ARP funding).

Table 4. A breakdown by placement type of where our children of statutory school age with EHCPs are/are likely to be placed, assuming decreasing demand for EHCPs year on year.

Growth Rate (%)		12	10	8	6	4	4	4

	2023	2024	2025	2026	2027	2028	2029	2030
ARP	130	146	160	173	183	191	198	206
Special School	403	451	496	536	568	591	615	639
INMSS	130	146	160	173	183	191	198	206
Mainstream	690	773	850	918	973	1012	1053	1095
AP (unplaced)	10	11	12	13	14	15	15	16
Total	1363	1527	1679	1814	1922	1999	2079	2162

Figure 4, below, represents the data shown in Table 4 graphically.
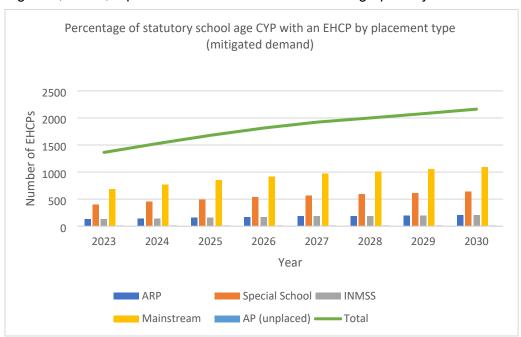
Figure 4: A line graph illustrating the breakdown of placement types for children aged 5-16 with an EHCP, assuming mitigated demand year on year.

As can be seen in Table 4 and Figure 4, even a conservative estimate of the impact of mitigating demand for EHCPs has the potential to reduce the Company's financial liabilities e.g. for INMSS places significantly. What is more interesting, however, is if the projected impact of mitigating supply (by increasing ARP and MSS places) is combined with the projected impact of mitigating demand for EHCPs. Table 5(below) and Figure 5 (below) both model these combined projections.

Table 5: A table depicting actual and projected need for 5-16 places in special, with assumed mitigation of both supply of places and demand for EHCPs.

	2023	2024	2025	2026	2027	2028	2029	2030
ARP places available	161	344	364	384	404	404	404	404
MSS places available	403	413	513	513	513	513	513	513
Total places available	564	757	877	897	917	917	917	917
ARP places needed	130	146	160	173	183	191	198	206
Special School places needed	403	451	496	536	568	591	615	639
Children in INMSS	130	146	160	173	183	191	198	206
Total places needed	663	743	816	882	934	973	1011	1051
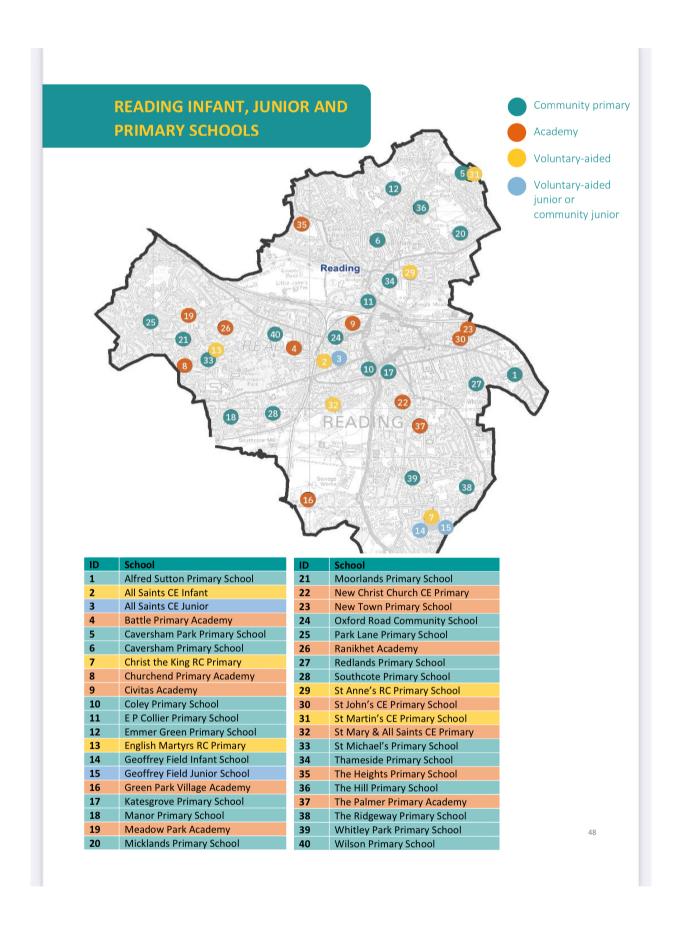
Figure 5: A line graph depicting the disparity between supply of, and demand for, places in special for children aged 5-16, assuming mitigated supply and demand.
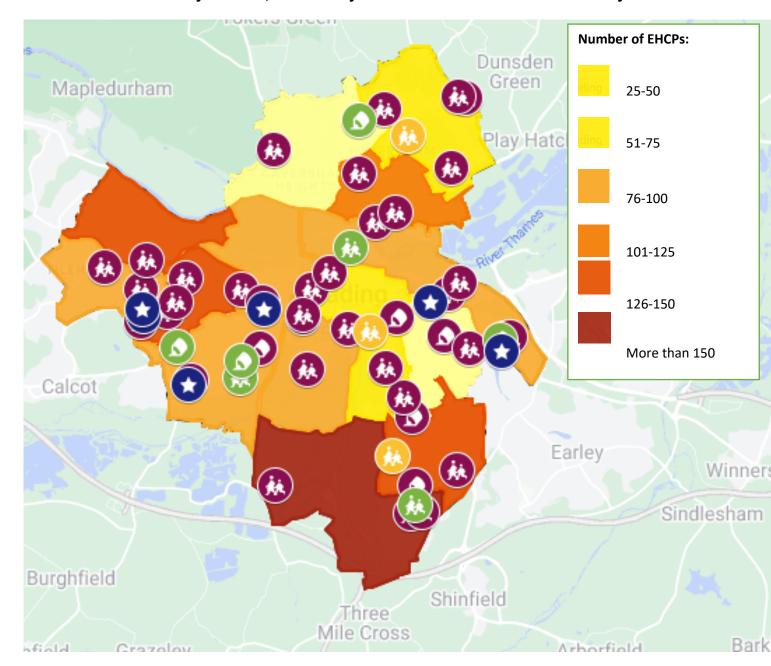
As can be seen in Table 5 and Figure 5, mitigating both supply and demand is the only projected scenario in which Reading achieves sufficiency of places in special (albeit for a relatively short period of time).

It is inferred from the modelling in Table 5 and Figure 5, that Reading will continue to have significant capacity issues, and associated financial implications, unless sustained efforts are taken to **both** increase supply of places in special and reduce demand for EHCPs.

Appendix 2- Maps of Reading Primary provision and numbers of Education Health and Care Plans by area

READING INFANT, JUNIOR AND PRIMARY SCHOOLS

- ● Community primary
- ● Academy
- ● Voluntary-aided
- ● Voluntary-aided junior or community junior

ID	School	ID	School
1	Alfred Sutton Primary School	21	Moorlands Primary School
2	All Saints CE Infant	22	New Christ Church CE Primary
3	All Saints CE Junior	23	New Town Primary School
4	Battle Primary Academy	24	Oxford Road Community School
5	Caversham Park Primary School	25	Park Lane Primary School
6	Caversham Primary School	26	Ranikhet Academy
7	Christ the King RC Primary	27	Redlands Primary School
8	Churchend Primary Academy	28	Southcote Primary School
9	Civitas Academy	29	St Anne's RC Primary School
10	Coley Primary School	30	St John's CE Primary School
11	E P Collier Primary School	31	St Martin's CE Primary School
12	Emmer Green Primary School	32	St Mary & All Saints CE Primary
13	English Martyrs RC Primary	33	St Michael's Primary School
14	Geoffrey Field Infant School	34	Thameside Primary School
15	Geoffrey Field Junior School	35	The Heights Primary School
16	Green Park Village Academy	36	The Hill Primary School
17	Katesgrove Primary School	37	The Palmer Primary Academy
18	Manor Primary School	38	The Ridgeway Primary School
19	Meadow Park Academy	39	Whitley Park Primary School
20	Micklands Primary School	40	Wilson Primary School

48

Mainstream Primary Schools, Additionally Resourced and numbers of EHCPs by area

Number of EHCPs:
- 25-50
- 51-75
- 76-100
- 101-125
- 126-150
- More than 150

Reading School Place Planning Strategy

2022 – 2027

October 2023 update

☐ **For decision**   ☒ **For discussion**   ☒ **For information**

☐ **Comments obtained**

SUMMARY

As the champion for all children and young people in the Borough, Brighter Futures for Children on behalf of Reading Council has statutory duties to promote the wellbeing, safety and achievement of Reading children and to promote high standards that help all children to fulfil their potential. Reading Council also holds the statutory duty to ensure sufficient school places for Reading children. This strategy sets out how we will deliver sufficient school places in the context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Reading children.

Contents

1. Introduction

As the champion for all children and young people in the Borough, Brighter Futures for Children on behalf of Reading Council has statutory duties to promote the wellbeing, safety and achievement of Reading children and to promote high standards that help all children to fulfil their potential. Reading Council also holds the statutory duty to ensure sufficient school places for Reading children. This strategy sets out how we will deliver sufficient school places in the context of the Council's statutory duties, ensuring that school place delivery supports the achievement of the best outcomes for Reading children.

Reading Context

The quality of education provision in Reading is high. As of September 2023, Ofsted had judged the overall effectiveness of 93% of Reading schools as good or outstanding. This is 1% higher than the proportion of good and outstanding schools nationally and 1% lower than the same cohort of schools in the Southeast.

Reading's schools have agreed a Strategic Framework for School Effectiveness, 2022-2025. The Framework out priorities and actions to ensure that we maintain high quality education provision for all pupils in Reading schools.

Within this context, the School Place Planning Strategy sets out Reading Borough Council and Brighter Futures for Children's approach to school organisation, to deliver the best quality of education provision to support the best outcomes for Reading children. The Strategy outlines the projected demand for school places in Reading based on the latest forecasts.

This Strategy sets the following expectations

• All Reading schools to be good or outstanding,

• Reading Borough Council, Brighter Futures for Children and local schools work together to meet the challenge of providing sufficient school places

• All schools operate in good quality, safe premises

• Children are educated close to home

• Schools work with and are connected to the local communities they serve

• The Council and schools work in partnership to effectively meet the needs of children with Special Educational Needs and Disabilities

• The Council and schools make efficient use of resources, Brighter Futures for Children and schools make efficient use of resources

2. Executive Summary

Demand for Primary Places

Demand projections (based on school census) indicate that demand for Reception will remain at current rates for the next five years, with a peak in 2024/25 linked to a high birth year. This means that Reading will continue to have spare places across the system and that at a borough-level there is

sufficient capacity to meet any increase in demand for mainstream primary places. While overall demand is forecast to remain at current levels, in some areas of the borough demand is forecast to reduce. The local authority, therefore, will continue to support particular schools where necessary in managing the impacts of reduced pupil numbers with measures such as temporarily reducing admission numbers or repurposing accommodation. The School Place Planning Strategy identifies a number of areas where primary places will be kept under review to ensure that provision is sustainable over the next five years.

Demand for Secondary Places

Demand for places in Year 7 has been increasing steadily and this is expected to continue as the significant growth in pupil numbers in the primary phase in Reading continues to progress into the secondary phase with sufficient school places until a surplus that reduces below the 5% operating margin in 2027/28. However, the latest forecasts indicate slower growth than previously anticipated, with small fluctuations. There are small fluctuations expected but overall growth is around 6% in the next 7 years. The current forecasts indicate that there are sufficient secondary school places to meet forecast demand up to 2029/30 in all year groups, a 5% or over operating margin is confirmed by projections.

Demand for Special Provision

Demand for places that meet the needs of children and young people with SEND is increasing due to increased diagnosis and the expansion of the age range to 25. The prevalence of Social, Emotional and Mental Health, Autism Spectrum Disorder (ASD) and children with Severe Learning Disability (SLD) continue to rise and, as more children survive premature birth or severe disabilities, the number of children of school age presenting with significant additional needs is also increasing. At present we are unable to meet the following areas of need in Reading:

- Assessment places for children arriving in Reading with very significant levels of need but previously unknown to services – including those from overseas.
- Community special school placements
- Placements for children displaying anxiety and emotionally based school avoidance
- SEMH provision for secondary age girls
- Children with failed placements in specialist provision displaying a significant level of dysregulation

There are insufficient local places for Reading children with SEND for children of both primary and secondary age and the 16-25 age group. To meet this demand and reduce dependence on out-of-borough independent special schools, which are expensive and can mean stressful journeys for vulnerable children and limit the access of children and their families to support networks, Reading is planning to commission additional primary and secondary special places to cater for pupils through special school expansions and new Additionally Resourced Provision. In addition, Oak Tree Special School sponsored by The Maiden Erlegh Trust has opened in September 2023, providing 75 places for Reading children aged 5-18. There is a need for the borough to develop post-16 SEND provision to meet demand for places for young people with SEND, in particular young people aged 16-25 with complex learning difficulties.

3.1 Pupil Projections: Where do the projections come from?

The projections that Reading use are developed by Brighter Futures for Children and are informed by school census collected in January each year; live birth data; GP data, ONS population data; DfE cross-border movements data; ONS migration data; and local housing data.

The projection model calculates the number of children resident in each ward who are expected to attend schools in each planning area by each national curriculum year from Reception to Year 13. The number of children projected for each new intake is calculated as an average of the proportion of children in those wards that attended the school in the previous 5 years multiplied by the ward level age population data. This helps to smooth out any unusual variations that are unlikely to reoccur each year. For other year groups the model calculates the current proportion of children in the ward attending the school and applies this to the ward level population data. School level projections are then aggregated to planning area projections and Borough totals.

The methodology also takes account of the percentage of children who historically move into the following academic year in an area. This is particularly important in Reading where there is a high level of pupil mobility and migration to schools in other boroughs.

The Reading forecast is based upon several assumptions. It is important to understand these assumptions when using the forecast. All estimates have been rounded to a multiple of five.

The forecast is designed to predict the total enrolment in schools. The initial forecast is formulated by applying the cohort survival method to the school census data. This method assumes historical year group rollover rates can be projected forward for future year groups. This initial forecast is adjusted for cross-border movement trends, housing trends and planned new schools using a Bayesian inference framework.

The Primary school reception forecast is based on live birth data. The relationship between live birth data and primary reception enrolment is very strong. The r-squared value is 0.92. Historically, the live birth data for Reading is erratic. This is largely because Reading is a small unitary authority. This makes forecasting future birth rates exceptionally difficult. While live births in Reading have dropped for some subsequent years, the rate of decrease appears to be levelling off. Consequently, the forecast assumes that the number of live births will remain stable for years 3 - 5 of the primary school forecast.

Historically Reading has been a net exporter of pupils meaning we export more than we import. However, for the last 5 years in primary schools and the last 10 years in secondary schools this trend is reversing. The forecast assumes that net number of pupils attending Reading primary schools is increasing in a linear manner. The forecast has been adjusted to reflect the spike in numbers of pupils attending secondary schools in other authorities due to the delay with the building of the new secondary school.

The forecast assumes that the number of houses being built in Reading will increase linearly each year. The primary pupil yield is assumed to be 0.3 and the secondary pupil yield is assumed to be 0.16

The projections are a good indicator of place need, but they remain a statistical model which should be seen as a valuable tool rather than a definitive position. There are a number of factors which can lead to the projections being revised up or down:

• Underlying data, such as birth rates and migration patterns and the impact of local regeneration projects, can change significantly in a short period of time.

• Secondary projections are more secure as they largely take account of children already in the system. However, the percentage of children who historically change schools during the academic year is a particularly important factor in Reading where there is significant cross-border movement regarding secondary pupils, and patterns of demand may change if pressures on secondary places in neighbouring boroughs lead to an increase in demand beyond that in the current projections.

• The Local Authority monitors both current and emerging local and national factors, such as Brexit and the COVID-19 pandemic, that can impact on school place demand by changing migration patterns. It is difficult to predict the impact of these factors on demand for school places and in particular demand from families of Eastern European origin. Demand at schools that serve these communities will be closely monitored.

3.2   What are primary and secondary planning areas and why do we have them?

The Council has a duty to provide a "reasonable offer" of a school place to all children. In the primary phase a "reasonable offer" is one that is within 2 miles of home for children under 8 years old. By dividing the Borough into five primary planning areas officers can more easily ensure that places are provided near to where children live. However, they are only a guide to help officers. In reality children can travel across planning areas to attend school, particularly when they live close to the borders.

Secondary aged children can be expected to travel longer distances to school. A reasonable offer for a secondary place is one that is within 3 miles of home, which given the size of Reading and the good transport links mean that children can travel to any school. However, secondary planning areas allow the Council to understand localised pressures for schools and where additional places would help more children attend a school near to where they live.

3.3   How does BFfC forecast demand for special provision?

In order to understand demand for special school places, the Council and Brighter Futures for Children analyse current and historical data to track trends in the number of children and young people aged 0-25 with EHCPs. This includes assessment of pupil numbers by year group and type of need, as well as the type of provision attended. Analysis of trends is used to predict likely future patterns of demand. Reading Council and Brighter Futures for Children are partnering with DfE as part of the national Delivering Better Value programme, which will enhance the current approach to modelling future need.

3.4   **How does BFfC and the Council manage spare places?**

When demand for school places falls significantly and the number of spare places increases, this can cause difficulties for individual schools, in particular with regards to managing school budgets. Where this occurs, the Brighter Futures for Children and the Council analyses a range of local data, including recent intakes, parental preferences, availability of places within the local area and school standards, before recommending strategies that support schools within a local area to ensure the sustainability of provision. Strategies could include reducing admission numbers on a temporary basis, encouraging schools to work collaboratively to support the efficient use of budgets and repurposing spare capacity, for example to establish Additionally Resourced Provision to support children with SEND.

3. Approach to School Organisation

Reading's approach to school place organisation is set out below:

1. We will work with schools to put in place strategies to manage changing demand and support schools within a local area to ensure the sustainability of provision.
2. We will only undertake expansions at schools where there is evidence of high quality of provision and where leadership is secure.
3. We will develop local capacity to sponsor or promote new schools
4. We will consider how community benefits from school facilities can be maximised when we expand or build new schools.
5. We will build inclusive provision into expansion and new school proposals and work with neighbouring authorities on the planning of special school places.
6. We will promote federations between schools, both to address any quality issues and to address the future viability of one form of entry primary schools, and will work towards the amalgamation of separate infant and junior schools.
7. After assessing educational suitability, schemes for expansion or new schools will be judged in terms of value for money, deliverability and strategic fit with wider investment programmes

4. Overview of LA wide factors and trends

The Office for National Statistics shared that the 2022 school census data shows notable decreases in enrolment in nursery and primary schools and alternative provision compared to previous years. The ONS are anticipating this to be a temporary change, as a result of the pandemic, rather than a longer-term change. Data updated in 2023 indicates that this downward trend is continuing. Childcare and early years provider survey, Reporting year 2022 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)

Locally we are working closely with school leaders and partners to evaluate the impact of these changes to see if there is a merit in considering this data as a form of intelligence to inform future pupil predictions. Presently it is not considered to be a realistic estimate of pupil population due to the expected temporary nature of this as a result of the pandemic, rather than a long-term change to trend.

The number of reception places required for 2024 is predicted to decrease slightly from 1,855 in 2022 to 1845 continuing to 1820, before a peak to 195, linked to the high birth year in 2020, then falling slightly over 2025, 26 and 27 to 1,880. There has been an increase in on-time reception applications for 2023, from 1,838 in 2022 to 1,877 this year.

The number of Year 7 places for 2024 is predicted to increase from 1,562 in 2022, to 1,775 in 2024. A peak in 2027 to 1840 is predicted followed by gradual decline to 1,760 in 2028 and 1,745 in 2029.

Late applications are a combination of the following:

1. Completely late applications (i.e. parent/carer made no "on time" application)
2. Changes of preference – where an "on time" application was made, but parent/carer then submits subsequent application(s) with alternative preferences

Primary 2023/24: 245 applications have late preferences

Secondary 2023/24: 248 applications have late preferences

New to Country migration, including Ukranian schemes have remained high this year, with receipt of 1,423 applications compared to 778 in 2021/22 of primary pupils.

Reading Local Authority plan on an overall minimum 5% surplus in order to accommodate in year admissions. We are reviewing planning for in-year admissions and consequently will be considering revising overall minimum planning surplus in future years, including benchmarking with other neighbour and statistical neighbour LAs. We are currently running at 9.5% of surplus places across primary, this is a 3% reduction from last year's SCAP. Within overall surplus places there are some pressure points in specific year groups in identified planning areas (for example the East planning area is under pressure, and in 2024 - 2026 a deficit is predicted between 2% and 4.5% in year 5).

At 2022/23, the actual number of pupils for primary schools in all Reading planning areas was 13,401. This presented a surplus of 1889 places (12.4%). At 2023/24, the projected number of pupils for primary school sin all Reading planning areas is 13,385. The projects a surplus of 1915 places (12.5%). From 2013/14 until 2027/28, the projected number of pupils for primary schools in all Reading planning areas increases by 17% and in 2027/28 the projected surplus is 12.2%

At 2022/23, the actual number of pupils for secondary schools in all Reading planning areas was 9,645. In 2023, the projected number of pupils is to increase to 9,960, resulting in an expected surplus of 1,093 places (10.2%). From 2013/14 until 2029/30 the projected total number of pupils for secondary schools within all Reading planning areas increases by 68.4%.

Within overall surplus places, there are variances in place availability across planning areas (for example between 2% and 3% surplus in year 8 in West and East planning areas). As with the primary phase, we are reviewing planning for in-year admissions and consequently will be considering revising overall minimum planning surplus in future years, including benchmarking with other neighbour and statistical neighbour LAs.

The DfE confirmed approval of an 8-form entry secondary school (River Academy) in 2019, which will eventually provide 1,200 additional places in total, plus sixth form. The opening of this school has been delayed from September 2021, to September 2024. The net capacity in September 2024 – September 2028 will increase to 12,418 (for 2022, it is 10,636) however, the full capacity of a new school must be

factored into the SCAP forecast. The actual additional capacity in 2024 will be 240 places created with the opening of the River Academy for year 7 pupils in 2024. The predicted capacity in use in 2022 is 10,363.

This new school build is due to rebalance the deficit of places within the Secondary North planning area. Pupils struggle to travel to schools with excess capacity in the West and East due to the distance.

5. The Need for Secondary Places

Secondary Totals

NCY	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
7	1562	1540	1775	1715	1695	1840	1760	1745
8	1562	1595	1575	1810	1750	1730	1875	1795
9	1582	1570	1605	1585	1820	1760	1740	1885
10	1706	1700	1695	1725	1710	1945	1885	1865
11	1458	1705	1700	1695	1725	1710	1945	1885
12	982	995	1110	1140	1145	1150	1150	1305
13	793	855	865	955	980	990	990	990
Total	**9645**	**9960**	**10325**	**10625**	**10825**	**11125**	**11345**	**11470**

Planning Area: Secondary North (Highdown)

NCY	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30
7	250	245	440	405	420	450	420	420
8	250	250	245	440	405	420	450	420
9	250	250	250	245	440	405	420	450
10	280	245	245	245	240	435	400	415
11	240	280	245	245	245	240	435	400
12	166	170	200	175	175	175	170	310
13	139	145	150	175	155	155	155	150
Total	**1575**	**1585**	**1775**	**1930**	**2080**	**2280**	**2450**	**2565**

5.1 Approximately 40% of year 7 pupils currently leave Reading to attend out-borough schools due to lack of availability in North Reading, relying on their attendance at other schools in areas such as Oxfordshire. This has been an average % over multiple years of data collection of cross-border movement.

5.2 In conjunction with cross border migration figures, loss of net capacity due to the ending of the bulge class at Highdown, a minimum of 6 forms of entry in the newly opening school in 2024 are expected to absorb the number of secondary pupils requiring a school place in the north (approx. 180 pupils).

Planning Area: Secondary East (Maiden Erlegh in Reading; Reading Girls'; JMA)

Academic year	Secondary						
Forecasts	7	8	9	10	11	12	13
2023/24	525	540	515	485	465	145	80
2024/25	525	545	545	505	485	190	95
2025/26	525	545	550	535	505	195	125
2026/27	510	545	550	540	535	205	125
2027/28	570	530	550	540	540	215	135
2028/29	550	590	535	540	540	220	140
2029/30	550	570	595	525	540	220	145

The projected number of year 7 pupils for 2022 was 525. This projected a surplus of 15 places (2.8%). The trajectory across the period between 2023 and 2029 has some small rise and fall of expected places but forecast is generally stable between 2023 and 2025, with a decrease in 2026 by 15 places to 510, then increased in 2027 by 60 places to 570.

From 2013/14 until 2029/30, the projected number of year 7 pupils for schools in Secondary East planning area increases by 143.4%. by 2027/28 a 5.6% deficit of year 7 places is forecast. When looking at all placements for year 7 in the East in 2027/28, the overall year 7 placements is currently showing 3% surplus across Reading.

The net capacity for all secondary pupils in the East planning area increases from 2023 – 2029 by 14.2%. In 2022, the net capacity is 2,755, rising consistently to 3,145 in 2029. In 2023 there is a 2% surplus in places, but with the growth of the population, there is a predicted deficit across secondary school places in the East from 2024 at -3%, growing to -10% in 2028. The figures were underestimated in 2022 which accounts for the large rise.

The year 12 data for 2022 predicts 25 places for a projected 120 pupils, a 480% deficit. The forecast from 2023 to 2029 predicts an increase in year 12 pupils by 51.7%. Although a large deficit, data shows that pupils typically move onto colleges rather than staying in school for sixth form.

John Madejski Academy (870/6905) in the East planning area is undersubscribed. The spare capacity is typically used to meet overall need for school places. The need in-year for divert placements from 2024 in areas such as the North will reduce with the River Academy opening but this will take some time for the additional year groups to grow through the school.

Reading Girls' School (870/4003) is a single sex Academy which has been growing in popularity over the years. The school is currently predicted to be full for their upcoming year 7 classes.

Maiden Erlegh School in Reading (870/4001) is reliably over-subscribed.

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

There is pressure identified on overall the capacity in the East from 2024. However, the picture of secondary school places across Reading identifies between a 12% and 18% overall surplus between 2024-2029.

There is an overall net surplus when all planning areas are considered together when considering year 12 places, with between 14% and 18% through year 2023 – 2027. With young people growing in independence related to travel, pupils can attend post-16 provisions in another planning areas if the East is full at that time.

Please indicate relationship with issues and solutions in other planning areas (including identification of the planning area)
There is a relationship with cross-border schools in Wokingham Borough Council such as Oakbank or The Bulmershe school. Pupils migrate between Reading and these Wokingham schools regularly. Parental feedback and patterns of reduced availability of secondary school places in Wokingham will be mitigated by the availability of school places in this planning area, including at JMA.

Planning Area: Secondary Selective (Kendrick; Reading School; Reading Girls' School)

Academic year	Secondary						
Forecasts	7	8	9	10	11	12	13
2023/24	280	280	285	420	370	480	470
2024/25	280	285	280	430	420	480	465
2025/26	280	285	285	420	430	545	465
2026/27	280	285	285	430	420	555	525
2027/28	280	285	285	430	430	545	535
2028/29	280	285	285	430	430	555	525
2029/30	280	285	285	430	430	555	535

The projected number of pupils for year 7 from 2022 – 2028 was expected to be 280, with no fluctuation. The capacity in use and net capacity remain the same also with 278 places with 280 pupils. This creates a deficit of 0.7%, but the predicted pupils are rounded to the nearest whole number. All selective schools are at capacity and are extremely popular within Reading.
The year 12 data shows a fairly consistent pupil projections for 2022 – 2024, at between 500 and 495. This is expected to increase from 2025 and until 2028, where this growth is by 14.1%. There is minimal deficit in places expected from 2022- 2024, but with the increase in expected capacity in use, from 2025, the deficit too increases to between 12 and 14%.
The number of pupils across all year groups within the Selective planning area grows gradually from 2,485 in 2022, to 2,790 in 2028. This is an increase across 7 years of 12.3% with a projected deficit of 6.7%.
Actions (current and planned) to address shortage/excess of places.
There are no current plans to address the deficit of selective places, however, the Kendrick School successfully consulted to increase their PAN by 32 to 128 from September 2021.
Relationship with other planning areas
All selective schools have a significantly wider catchment area, resulting in children from numerous different Local Authorities being on roll. Over 50% of our selective school population are children living in another borough.

Planning Area: Secondary West (The Wren School; King's Academy Prospect; Blessed Hugh Faringdon Catholic School)

Academic year	Secondary						
Forecasts	7	8	9	10	11	12	13
2023/24	490	525	520	550	590	200	160
2024/25	530	500	530	515	550	240	155

2025/26	505	540	505	525	515	225	190
2026/27	485	515	545	500	525	210	175
2027/28	540	495	520	540	500	215	165
2028/29	510	550	500	515	540	205	170
2029/30	495	520	555	495	515	220	160

The total projected number of year 7 pupils in the West planning area in 2022 was 500. This was predicted to remains stable for 2023, and rise by 5% in 2024 to 525 pupils. Between 2025 and 2028, this number is expected to fall until a rise in 2027 to 500 places once more, then gradually fall until 2028 by 9.5% to 475 places.

The net capacity in this area is due to remain as it is, with 558 year 7 places available to pupils between 2022 and 2028. The surplus of school places is expected to rise over this period from 15% to 19.2%.

The year 12 data shows that there is a high surplus of places, with the predicted pupils on roll of schools for this stage being 165 in 2022 with 504 places available (339 place surplus/ 67.3%). From 2022 – 2028, the numbers stay relatively consistent with a small peak in 2024 to 205 pupils, reducing again gradually to 2028 to 170 pupils and a surplus of 67%. The predicted increase in year 12 places in use in the 7 year forecast is 3%.

The total capacity in use across the planning area is forecast to decrease from 2021 (2,910) by 15 pupils to 2,895 in 2022. This trend is expected to continue and reduce gradually the pupils in school across the area to 2,725 in 2028. This is a decrease of 5.9% through the 7 year forecast, and the surplus is due to increase from 25.5% to 29.4%. The net capacity is due to remain the same at 3,798 pupils each year between 2022 and 2028.

Actions (current and planned) to address shortage/excess of places.
There are no current plans to amend the capacity within the West. Kings Academy Prospect (870/5410) is undersubscribed, and accommodates pupils from within the West planning area, and also some from other planning areas.
Relationship with other planning areas
There is a relationship with cross-border schools in West Berkshire such as Little Heath School or Theale Green School. Pupils can migrate between Reading and these West Berkshire Schools.

6 The Need for Primary Places

Primary Totals

Academic year	Primary						
Forecasts	Reception	1	2	3	4	5	6
2023/24	1820	1880	1930	2025	1840	1895	1995
2024/25	1950	1850	1890	1930	2025	1860	1915
2025/26	1870	1985	1860	1890	1930	2040	1880
2026/27	1880	1905	1995	1860	1890	1945	2060
2027/28	1880	1915	1915	1995	1860	1900	1965

Planning Area: North Primary. Schools: Caversham Park; Caversham; Emmer Green; Micklands; St Annes RC; St Martins RC; Thameside; The Heights; The Hill.

Academic year	Primary

Forecasts	Reception	1	2	3	4	5	6
2023/24	355	365	385	400	385	375	410
2024/25	390	360	365	375	400	385	370
2025/26	370	395	360	355	375	400	380
2026/27	375	375	395	350	355	375	395
2027/28	375	380	375	385	350	355	370

In 2023, the projected number of reception pupils was 355. This projects a surplus of 85 places (19.3%). This is an increase in surplus against 2022, which presented 50 places as surplus (11.4%).

The areas in use reception places in 2023 at 355 are forecast to rise in to 390 in 2024, and a stable prediction following a slight reduction from 2025 – 2027 to 375. The increase in places in use coincides with the analysis of live birth rates increasing.

At 2022/23 the actual number of pupils for primary schools in the North planning areas was 2,743. This presented a surplus of 337 (10.9%). The projected number of pupils for primary schools is projected to decrease to 2,675 for 2023. This projects a surplus of 405 places (13.1%). The projected number of pupils for primary schools in the North planning area is predicted to have consistent demand.

Net capacity for this planning area is expected to remain stable through 2022 – 2026.
The Heights Primary School (870/2017) which opened in 2016 has moved to its permanent site in September 2021, but has remained at net capacity of 350 at this time.

There are excess places, notably within a select number of schools; Caversham Park (870/2233), Micklands (870/2234), St Martin's (870/3360), St Anne's (870/3302)

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

Work will be undertaken by RBC and BFfC to support schools in this area to manage reduced demand to ensure schools are sustainable, which could include encouraging schools to work collaboratively to manage resources.

There is no pressure on reception or primary places in North planning area within the forecast between 2023 – 2027. There has been little improvement to the overall pupil numbers in the schools with excess places as identified in the past, which has led to a more robust review of options appraisal around these schools.

A financial review of the schools has been conducted to understand the impact of low pupil numbers. PAN review and school organisation options, including Federations to consider freeing up spare capacity and to ensure sustainability are in progress.

Planning Area: East Primary. Schools: ASPS; Katesgrove; New Town; Redlands; St John's.

Academic year	Primary						
Forecasts	Reception	1	2	3	4	5	6

2023/24	295	310	320	330	320	330	340
2024/25	325	300	310	325	330	335	345
2025/26	310	330	300	315	325	345	350
2026/27	310	315	330	305	315	340	360
2027/28	310	315	315	335	305	325	355

In 2023, the projected number of reception pupils was 295. This projects a surplus of 35 places (10.6%). This is an increase in surplus against 2022, which presented 15 places as surplus (4.5%).

The areas in use reception places are forecast to rise slightly in 2024 by 30 places, with a fairly consistent reduction in 2025 – 2027 to 310. The increase in places in use coincides with the analysis of live birth rates increasing.

At 2022/23 the actual number of pupils for primary schools in the East planning areas was 2,230. This presented a surplus of 80 places (3.5%). The projected number of pupils for primary schools is projected to increase to 2,245 for 2023. This projects a surplus of 65 places (2.8%). There is an increase in projected places in 2024, resulting in a reduction in surplus to 2.2% but then no significant increases or decreases in surplus places between 2024 to 2027 (average 0.7%).

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

There is no pressure on reception or primary places in the East planning area within the forecast between 2022 – 2026, although the projected surplus for this area is predicted to fall under the 5% overall guideline for surplus capacity. We will monitor the volume of in-year applications to ensure sufficiency going forward.

Katesgrove Primary (870/2226) will provide 10 placed for September 2023 in an additionally resourced provision, but no spare capacity will be gained until 2024/25.
The area appears to continue dropping in spare capacity, especially in NCY 3. This planning area has the least schools compared to other planning areas. There is sufficient capacity in neighbouring planning areas to absorb any additional need for pupil places and this will be explored.

Please indicate relationship with issues and solutions in other planning areas (including identification of the planning area)

No significance to report

Planning Area: South Primary. Schools: Christ the King; Geoffrey Field Infants; Geoffrey Fields Junior; New Christchurch; Palmer; Ridgeway; Whitley Park

Academic year	Primary						
Forecasts	Reception	1	2	3	4	5	6
2023/24	400	395	380	390	320	345	350
2024/25	390	415	395	370	390	320	350
2025/26	375	405	415	385	370	385	325
2026/27	375	390	405	405	385	365	390
2027/28	375	390	390	395	405	380	370

In 2023, the projected number of reception pupils was 400. This projects a surplus of 35 places (8%). This is a reduction in surplus against 2022, which presented 56 places as surplus (12.9%).

The areas in use reception places are forecast to fall slightly in 2024 by 10 places, with a continual small decline and stable numbers from 2025 – 2027.

At 2022/23 the actual number of pupils for primary schools in the South planning areas was 2,548. This presented a surplus of 617 places (19%). The number of pupils for primary schools is projected to increase from the year 2023 to 2,580 gradually through to the year 2026 to 2,715. The forecast shows that a 4.8% increase is then expected in 2027 by 0.4% to 2,705.

From 2023 – 2027, the projected number of reception pupils decreases by 6.3%. There is a predicted surplus of in 2023 of 8%, this is forecast to rise until 2027 to 13%.

Net capacity for this planning area is expected to remain fairly stable through 2022 – 2027.

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

This is the only planning area that does not appear to be affected by the higher birth rate year, but capacity growing in the area.

There is no pressure on reception or primary places in the South planning area within the forecast between 2023 – 2027, although the projected surplus for this area is the highest amongst all primary planning areas.

This surplus takes into account the capacity that has been created by the Green Park Village Academy opened in 2020, but with places not yet filled due to the yearly NCY increase. The school will have year 3 pupils from September 2023.

The Ridgeway Primary School (870/2020) reduced its PAN by 30 in 2020, which coincided with Green Park Village Academy opening.

Additional work is continuing to be undertaken with primary schools in this planning area, to explore if surplus capacity can be used to deliver additionally resourced provision for pupils with SEND.

A financial review of schools has been conducted to understand the impact of low pupil numbers, and appropriate actions are being taken to support school sustainability.

Work will continue to be undertaken by RBC and BFfC to support schools in this area to manage reduced demand to ensure schools are sustainable, which could include additional temporary reductions to published admission numbers and encouraging schools to work collaboratively to manage resources.

Options are being explored with The Ridgeway on developing satellite provision.

Net capacity for this planning area increases at a more rapid rate than other planning areas.

Please indicate relationship with issues and solutions in other planning areas (including identification of the planning area)

The South planning area can provide additional capacity for any preference that is needed from Central West.

Planning Area: Central West Primary. Schools: All Saints CE Infants; All Saints Junior; Battle; Civitas; Coley; EP Collier; Oxford Rd; Southcote; St Mary All Saints; Wilson

Academic year	Primary						
Forecasts	Reception	1	2	3	4	5	6
2023/24	405	430	445	475	440	440	460
2024/25	445	410	435	455	480	440	445
2025/26	430	450	415	445	460	480	445
2026/27	430	435	455	425	450	460	485
2027/28	430	435	440	465	430	450	465

In 2023, the projected number of reception pupils was 405. This projects a surplus of 65 places (13.8%). This is an increase in surplus against 2022, which presented 47 places (10%).

The areas in use reception places are forecast to increase in 2024 by 40 places, with a stable decrease in 2025 – 2027 to 430. The increase in places in use coincides with the analysis of live birth rates increasing.

At 2023/24 the actual number of pupils for primary schools in the Central West planning areas was 3,068. This presented a surplus of 262 places (7.9%). The projected number of pupils for primary schools is projected to increase gradually through to 2026 to 3,140 before a small decline in 2027 to 3,115. The forecast shows that from 2023-2027 the in use primary school places increases by 0.6% and the surplus places fluctuates across the period, finishing on 6.5%.

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

There is no pressure on reception or primary places in the Central West planning area within the forecast, although last year the overall surplus places are forecast to reduce to 3.9% by 2026. There is a pressure in NCY 3 from 2023/24, and ongoing from 2024/25 which impacts NCY 4. The overall updated forecast ensures at least a 5% surplus over the next 5 years.

To address this surplus in mainstream places and meet the needs of the growing SEND cohort, additionally resourced provisions have been confirmed within a number of schools.

St Mary and All Saints (870/2035) will provide 122 places between September 2023 and January 2024. This will create an overall increase in SLD places by 11, as 11 of these are formalised places within the provisions.

Oxford Road (870/2016) will be providing 12 places, with no additional capacity until 2024/25.

Wilson (870/2024) will provide 10 places, with no additional capacity until 2024/25.
Southcote (870/2027) will provide an additional 8 places from September 2023

Please indicate relationship with issues and solutions in other planning areas (including identification of the planning area)
Diverts are available in other planning areas

Planning Area: West Primary. Schools: Church End; English Martyrs; Manor; Meadow Park; Moorlands; Parklane; Ranikhet; SMPS

Academic year	Primary						
Forecasts	Reception	1	2	3	4	5	6
2023/24	365	380	400	430	375	405	435
2024/25	400	365	385	405	425	380	405
2025/26	385	405	370	390	400	430	380
2026/27	390	390	410	375	385	405	430
2027/28	390	395	395	415	370	390	405

In 2023, the projected number of reception pupils was 365. This projects a surplus of 70 places (16.1%). This is a reduction in surplus against 2022 but overall remains the same percentage of surplus places.

The areas' in use reception places from 2024 are forecast to increase to 400 in 2024, a and then reduce slightly in 2025 to 385 and a slight increase to 390 from 2026 – 2027. The increase in places in use coincides with the analysis of live birth rates increasing.

At 2022/23 the actual number of pupils for primary schools in the West planning areas was 2,812. This presented a surplus of 443 (13.6%). The projected number of pupils for primary schools is projected to decrease to 2,790 for 2023. This projects a surplus of 465 (14.3%).

The forecast predicts a continual declining in in-use places from 2023 to 2027 by 1.1% to 2,760 with an average surplus of between 8% and 11%.

Actions (current and planned) to address shortage/excess of places. Include the number of places to be added or removed in each school and by what date.

There is no pressure on reception or primary places in the West planning area within the forecast between 2023 – 2027.

Additional work is continuing to be undertaken with primary schools in this planning area, to explore if surplus capacity can be used to deliver additionally resourced provision for pupils with SEND.

There have been excess places, such as within Ranikhet Academy (870/2025), but action has been taken to reduce their PAN from 60 to 30 in September 2020.

A financial review of the schools has been conducted to understand the impact of low pupil numbers, and appropriate actions are being taken to support school sustainability.

Work will continue to be undertaken by RBC and BFfC to support schools in this area to manage reduced demand to ensure schools are sustainable, which could include additional temporary reductions to published admission numbers and encouraging schools to work collaboratively to manage resources.

Please indicate relationship with issues and solutions in other planning areas (including identification of the planning area)
No significance identified to report