

# Public Document Pack

## NOTICE OF MEETING

www.rbwm.gov.uk



# SCHOOL IMPROVEMENT FORUM

will meet on

**WEDNESDAY, 8TH MARCH, 2017**

**At 5.00 pm**

in the

**MAY ROOM - TOWN HALL, MAIDENHEAD**

TO: MEMBERS OF THE SCHOOL IMPROVEMENT FORUM

COUNCILLORS DAVID EVANS (CHAIRMAN), NATASHA AIREY (VICE-CHAIRMAN)  
AND MARION MILLS

SUBSTITUTE MEMBERS

COUNCILLORS DAVID HILTON, PAUL LION AND ADAM SMITH

Karen Shepherd - Democratic Services Manager - Issued: 28 February 2017

Members of the Press and Public are welcome to attend Part I of this meeting. The agenda is available on the Council's web site at [www.rbwm.gov.uk](http://www.rbwm.gov.uk) or contact the Panel Administrator **Wendy Binmore** 01628 796251

**Fire Alarm** - In the event of the fire alarm sounding or other emergency, please leave the building quickly and calmly by the nearest exit. Do not stop to collect personal belongings and do not use the lifts. Congregate in the Town Hall Car Park, Park Street, Maidenhead (immediately adjacent to the Town Hall) and do not re-enter the building until told to do so by a member of staff.

**Recording of Meetings** – The Council allows the filming, recording and photography of public Council meetings. This may be undertaken by the Council itself, or any person attending the meeting. By entering the meeting room you are acknowledging that you may be audio or video recorded and that this recording will be available for public viewing on the RBWM website. If you have any questions regarding the council's policy, please speak to the Democratic Services or Legal representative at the meeting.

## AGENDA

### PART I

<u>ITEM</u>	<u>SUBJECT</u>	<u>PAGE NO</u>
1.	<u>APOLOGIES FOR ABSENCE</u>  To receive any apologies for absence.	
2.	<u>DECLARATIONS OF INTEREST</u>  To receive any Declarations of Interest.	5 - 6
3.	<u>MINUTES</u>  To confirm the Part I Minutes of the previous meeting.	7 - 10
4.	<u>EARLY YEARS GOOD DEVELOPMENT</u>  A review of what the issues are for disadvantaged children and what training is to be planned – led by Rita Vasa.	Verbal Report
5.	<u>PRIMARY SCHOOL "TYPICAL BARRIERS"</u>  Building on the last meeting, a look at the types of barriers that had been uncovered in the Royal Borough of Windsor and Maidenhead and example actions – Led by Bronwyn Hamilton Brown.	Verbal Report



This page is intentionally left blank

## MEMBERS' GUIDANCE NOTE

### DECLARING INTERESTS IN MEETINGS

#### **DISCLOSABLE PECUNIARY INTERESTS (DPIs)**

DPIs include:

- Any employment, office, trade, profession or vocation carried on for profit or gain.
- Any payment or provision of any other financial benefit made in respect of any expenses occurred in carrying out member duties or election expenses.
- Any contract under which goods and services are to be provided/works to be executed which has not been fully discharged.
- Any beneficial interest in land within the area of the relevant authority.
- Any license to occupy land in the area of the relevant authority for a month or longer.
- Any tenancy where the landlord is the relevant authority, and the tenant is a body in which the relevant person has a beneficial interest.
- Any beneficial interest in securities of a body where
  - a) that body has a piece of business or land in the area of the relevant authority, and
  - b) either (i) the total nominal value of the securities exceeds £25,000 or one hundredth of the total issued share capital of that body **or** (ii) the total nominal value of the shares of any one class belonging to the relevant person exceeds one hundredth of the total issued share capital of that class.

#### **PREJUDICIAL INTERESTS**

This is an interest which a reasonable fair minded and informed member of the public would reasonably believe is so significant that it harms or impairs your ability to judge the public interest. That is, your decision making is influenced by your interest that you are not able to impartially consider only relevant issues.

#### **DECLARING INTERESTS**

If you have not disclosed your interest in the register, you **must make** the declaration of interest at the beginning of the meeting, or as soon as you are aware that you have a DPI or Prejudicial Interest. If you have already disclosed the interest in your Register of Interests you are still required to disclose this in the meeting if it relates to the matter being discussed. A member with a DPI or Prejudicial Interest **may make representations at the start of the item but must not take part in discussion or vote at a meeting.** The term 'discussion' has been taken to mean a discussion by the members of the committee or other body determining the issue. You should notify Democratic Services before the meeting of your intention to speak. In order to avoid any accusations of taking part in the discussion or vote, you must move to the public area, having made your representations.

If you have any queries then you should obtain advice from the Legal or Democratic Services Officer before participating in the meeting.

If the interest declared has not been entered on to your Register of Interests, you must notify the Monitoring Officer in writing within the next 28 days following the meeting.

This page is intentionally left blank

# Agenda Item 3

## SCHOOL IMPROVEMENT FORUM

MONDAY, 7 NOVEMBER 2016

PRESENT: Councillors David Evans (Chairman) and Marion Mills

Also in attendance: Phil York (Pupil Premium champion from Trevelyan Middle school), Judith street (Headteacher from The queen Anne First school) and Mike wallace (Headteacher from Furze platt Junior School).

Officers: Wendy Binmore, Bronwyn Hamilton Brown and Kevin McDaniel

### APOLOGIES

Apologies were received from Cllr Natasha Airey.

### DECLARATIONS OF INTEREST

None.

### MINUTES

**RESOLVED UNANIMOUSLY: That the minutes of the meeting of the School Improvement Forum held on 1 February 2016 be approved.**

### PUPIL PREMIUM WEBSITE AUDITS

Bronwyn Hamilton Brown and Kevin McDaniel gave a brief presentation to Members and invited guests which included the following key points:

- Trevelyan had quite a few children whose parents were in the armed forces and their attainment in school depended on the stability of the family and how often they were moved around by the armed forces.
- It was noted that deployment was to be kept to a minimum for service personnel with families.
- The amount of Pupil Premium (PP) that a school received depended on the key stage and area.
- Coastal and urban areas had higher rates.
- Farr fewer children were reaching higher levels in education when disadvantaged.
- Inspections would be adapted to ensure that disadvantaged and more able disadvantaged children were a key focus – all inspectors had that as part of their remit.
- PP was high up on Ofsted's inspection list as a priority. St Anne's had an Ofsted inspection last year and the first thing that Ofsted asked about was their PP.
- Inspectors wanted to see historic data on PP.
- Ofsted would want in year data for every year group.
- 89.6% of all schools in the borough were either good or outstanding
- The Borough was above average in all areas and significantly above in some areas although, in the area of writing, that required improvement when it came to expected standards.
- There were 3052 pupils in the Borough who were eligible for Ever 6 (14.4%) which was lower than the national average
- 1270 pupils were eligible for FSM (6%)
- Nationally FSM represented 26% of the whole school population.

- Out of 91 disadvantaged pupils in year one, only 51 achieved the phonics check this year. Overall, 81% of the Borough's children could read the 32 out of 40 words necessary to pass the check.
- The borough was 148<sup>th</sup> out of 151 local authorities for disadvantaged pupils on that measure.
- The phonics test did not mean that the children could not read and many schools would argue that it was not a good way to monitor progress as it did not show the whole picture.
- Schools now used input from the Borough and were working with Bronwyn to work together for all the children in surrounding areas first schools.
- The PP Champion helped to co-ordinate efforts between schools to help pool resources and strategies.
- Bronwyn was working with schools and the focus had been realigned with training and now the Borough's schools were on a different track.
- A higher proportion of disadvantaged children had SEN (approximately 17%) whereas only 7% of non-disadvantaged children had SEN.
- The PP Champion would look at website data to see if anything could be found such as patterns.
- Bronwyn wanted to look at how children that took part in ELSA were doing.

The Website audit findings showed up a number of areas for improvement which included:

- The initial review included first, middle, junior and primary schools
- Most sites displayed adequate information about attainment and progress
- Revised requirements meant that schools needed to substantially improve the information displayed about: barriers to attainment, external barriers, strategies chosen (based on evidence), intentions of how impact of expenditure would be measured, analysis of impact on outcomes.
- Some websites were compliant but with minimal information.
- Bronwyn went into Furze Platt junior School (FPJS) two times per year to help with their monitoring and production of data for PP
- FPJS held a university week at school to teach the children about careers and raise their aspirations. It was about exposing the children to the world outside.
- Schools could work with universities and the BCA to show children what they could aspire to.
- Trevelyan was a large school which was embracing opportunities to develop aspirations and organised events for people to go in and raise the aspirations for their children, they also had pupils from other schools go to them to use their facilities such as art sessions that they did not usually have access to.
- Trevelyan avoided stigma of PP students as they did a lot of different activities for different reasons such as sports, so as children came and went throughout the day for various activities, it prevented PP students from standing out.

How RBWM provide support:

- At least one day core offer, which often includes:
  - Gap analysis
  - Website compliance checks and subsequent support
  - Staff awareness training
  - NQT and schools direct training
  - Data analysis
  - Book scrutiny
  - Governors and SLT being challenged
  - Pupil voice interviews
  - Middle leader and PP champion support groups

GOOD PRACTICE WITH PUPIL PREMIUM



Three guest speakers addressed the Forum with their ideas for good practice with pupil premium. The guest speakers were Phil York, Pupil Premium Champion from Trevelyan Middle School; Judith Street, Headteacher from the queen Anne First School and Mike Wallace, Headteacher from Furze Platt Junior School. They shared their stories of wider opportunities, pupil premium award letter for outcomes, pastoral and individualised support and quality websites. The main points of their discussion included:

- Queen Anne First School:
  - Judith Street stated that 7% of her pupils received PP. she knew them well and could easily meet with parents and families to learn all the barriers to learning.
  - She had put time into looking at all the barriers and had linked with play therapists and carried out constant reviews.
  - Parents were engaged and each intervention was bespoke to each child. She recognised individual needs.
  - Bronwyn also gave suggestions if Judith got stuck or needed additional input.
- Trevelyan Middle School:
  - Phil York looked to other schools to share information which helped make transitioning easier for PP children, especially when leaving first school to go up to middle school.
  - He noticed that when the school were carrying out book checks, they were not looking at book checks across all subjects so they were not getting the whole picture. That had since changed and now they look at the children individually with all their books across all subjects.
  - With transitions, the school puts together sheets to track interventions every year for children with PP. therefore, when a PP child leaves the school, the next school has a complete picture of progress, a bit like a SEN Passport. They also add the child's aspirations.
  - Trevelyan looked to find a child's strengths and work with them to improve attainment.
- Furze Platt Junior School:
  - Mike Wallace was quite open and Bronwyn was regularly involved and on hand to provide advice and guidance.
  - There were no more expectations or excuses and it was more a case of looking more at what could be don't and not at why the situation was the way it was.
  - By having a PP Champion, it kept PP as high visibility to the rest of the school.
  - Parents don't always engage due to their own phobia's of schools and their own previous experiences of schools. Furze Platt juniors work with parents to break down barriers and invite them in at a time convenient to the parents so that it can be a partnership and not an us vs them issue.
  - The schools work well in their groups but can always benefit from external advice and guidance.
  - Bronwyn is very good at looking at the gaps and helping us close them.

Bronwyn stated she was trying to drive communications between schools with vulnerable children and not just the SEN children.

The meeting, which began at Time Not Specified, finished at Time Not Specified

CHAIRMAN.....

DATE.....

This page is intentionally left blank