

AGENDA

Meeting: Children's Select Committee
Place: Kennet Room - County Hall, Bythesea Road, Trowbridge, BA14 8JN
Date: Wednesday 6 July 2022
Time: 10.30 am

Please direct any enquiries on this Agenda to Matt Hitch
matthew.hitch@wiltshire.gov.uk, of Democratic Services, County Hall, Bythesea
Road, Trowbridge, direct line 01225 718059 or email matthew.hitch@wiltshire.gov.uk

Press enquiries to Communications on direct lines (01225) 713114/713115.

This Agenda and all the documents referred to within it are available on the Council's
website at www.wiltshire.gov.uk

[Watch the online meeting here.](#)

Pre-meeting information briefing

There will be a briefing session starting at 9.30am, immediately before the meeting.
Its focus will be on Wiltshire's numbers of Children in Care and Child Protection Plans
compared to benchmark and expected range.

Membership:

Cllr Jon Hubbard (Chairman)	Cllr Antonio Piazza
Cllr Jacqui Lay (Vice-Chairman)	Cllr Mike Sankey
Cllr Helen Belcher	Cllr James Sheppard
Cllr Mary Champion	Cllr Jo Trigg
Cllr Carole King	Cllr Mark Verbinnen
Cllr Kathryn MacDermid	Cllr Caroline Corbin
Cllr Kelvin Nash	

Substitutes:

Cllr Trevor Carbin	Cllr Sam Pearce-Kearney
Cllr Daniel Cave	Cllr Martin Smith
Cllr Adrian Foster	Cllr Iain Wallis
Cllr Johnny Kidney	Cllr Ricky Rogers

Cllr Jack Oatley

Non-Elected Voting Members:

Dr Mike Thompson

Clifton Diocesan RC Representative

Non-Elected Non-Voting Members:

Nikki Barnett

Further Education Representative

Ms Sarah Busby

Secondary Head Teacher Representative

John Hawkins

School Teacher Representative

Maisy Humphrey

Children & Young People's Representative

Declan Kiely

Children & Young People's Representative -
Substitute

Catriona Williamson

Primary Head Teacher Representative

Recording and Broadcasting Information

Wiltshire Council may record this meeting for live and/or subsequent broadcast. At the start of the meeting, the Chairman will confirm if all or part of the meeting is being recorded. The images and sound recordings may also be used for training purposes within the Council.

By submitting a statement or question for an online meeting you are consenting that you will be recorded presenting this, or this may be presented by an officer during the meeting, and will be available on the public record. The meeting may also be recorded by the press or members of the public.

Any person or organisation choosing to film, record or broadcast any meeting of the Council, its Cabinet or committees is responsible for any claims or other liability resulting from them so doing and by choosing to film, record or broadcast proceedings they accept that they are required to indemnify the Council, its members and officers in relation to any such claims or liabilities.

Details of the Council's Guidance on the Recording and Webcasting of Meetings is available on request. Our privacy policy can be found [here](#).

Parking

To find car parks by area follow [this link](#). The three Wiltshire Council Hubs where most meetings will be held are as follows:

County Hall, Trowbridge
Bourne Hill, Salisbury
Monkton Park, Chippenham

County Hall and Monkton Park have some limited visitor parking. Please note for meetings at County Hall you will need to log your car's registration details upon your arrival in reception using the tablet provided. If you may be attending a meeting for more than 2 hours, please provide your registration details to the Democratic Services Officer, who will arrange for your stay to be extended.

Public Participation

Please see the agenda list on following pages for details of deadlines for submission of questions and statements for this meeting.

For extended details on meeting procedure, submission and scope of questions and other matters, please consult [Part 4 of the council's constitution](#).

The full constitution can be found at [this link](#).

For assistance on these and other matters please contact the officer named above for details

AGENDA

Pre-meeting information briefing

The meeting will be preceded by a presentation starting at **9.30am** in the meeting room.

Topic: Wiltshire's numbers of Children in Care and Child Protection Plans compared to benchmark and expected range.

All members and substitutes of the Children's Select Committee are welcome to attend.

PART I

Items to be considered while the meeting is open to the public

1 **Apologies**

To receive any apologies or substitutions for the meeting.

2 **Minutes of the Previous Meeting**

To approve and sign the minutes of the previous meeting held on 8 June 2022.

3 **Declarations of Interest**

To receive any declarations of disclosable interests or dispensations granted by the Standards Committee.

4 **Chairman's Announcements**

To receive any announcements through the Chairman.

5 **Public Participation**

The Council welcomes contributions from members of the public.

Statements

If you would like to make a statement at this meeting on any item on this agenda, please register to do so at least 10 minutes prior to the meeting. Up to 3 speakers are permitted to speak for up to 3 minutes each on any agenda item. Please contact the officer named on the front of the agenda for any further clarification.

Questions

To receive any questions from members of the public or members of the Council received in accordance with the constitution.

Those wishing to ask questions are required to give notice of any such questions in writing to the officer named on the front of this agenda no later than 5pm on **Wednesday 29 June** in order to be guaranteed of a written response. In order to receive a verbal response questions must be submitted no later than

5pm on **Friday 1 July**. Please contact the officer named on the front of this agenda for further advice. Questions may be asked without notice if the Chairman decides that the matter is urgent.

Details of any questions received will be circulated to Committee members prior to the meeting and made available at the meeting and on the Council's website.

6 **Regular updates**

Updates on information valuable for the committee, but unlikely to require a decision.

Members of the committee are therefore invited to indicate in advance of the meeting if they would like further information or have questions on these regular updates, so that relevant officers can be invited to attend the meeting.

6a **Update from Wiltshire Youth Voice Representative**

An update including a summary of recent activities of the Wiltshire Youth Union (WYU) and Children in Care Council (CiCC).

6b **School Ofsted Judgements**

An update including information regarding the most recent Ofsted Inspection reports, presenting an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.

6c **DfE Changes - Update from Department for Education (Pages 7 - 18)**

An update on developments relating to children's services arising from the Department for Education.

6d **Working together to improve school attendance - update**

The DfE published new non-statutory guidance in May 2022 to help schools, trusts, governing bodies and local authorities maintain high levels of school attendance. The guidance applies from September 2022.

This regular update is an opportunity for the committee to be aware of the latest requirements for schools, trusts, governing boards and local authorities in maintaining high levels of school attendance, as set out in the guidance.

6e **New ways of working - Directors update**

To receive a verbal update from Directors highlighting any key issues (current or emerging), successes or milestones in their respective areas since the last meeting of the committee.

7 **School Health and Wellbeing survey (Pages 19 - 54)**

The committee is invited to consider the attached report presenting an overview of key findings from pupil responses to the Wiltshire Children and Young

People's School Health and Wellbeing Survey 2021 (May to July).

This may highlight areas the committee would like to receive further information on at future meetings, or information session, or for further scrutiny (task group or rapid scrutiny).

8 **Disadvantaged Learners task group - Executive response** (*Pages 55 - 62*)

To receive the Executive Response to the final report of the Disadvantaged Learners task group.

9 **Overview and Scrutiny Activities Updates** (*Pages 63 - 66*)

The committee will receive updates from active Task Groups, Rapid Scrutiny exercises and the committee's board representatives.

A report by the Senior Scrutiny Officers providing an update on Task Group activity since the last meeting is attached.

10 **Forward Work Programme** (*Pages 67 - 80*)

The Committee is asked to note the attached documents showing the relevant items from the overview and scrutiny forward work programme and the latest version of the strategy list for the Children, Education and Skills directorate.

11 **Date of Next Meeting**

To note that the next scheduled meeting is due to be held on Tuesday **13 September 2022** at County Hall, Trowbridge, starting at 10.30am.

12 **Urgent Items**

Any other items of business which the Chairman agrees to consider as a matter of urgency.

PART II

Items during whose consideration it is recommended that the public should be excluded because of the likelihood that exempt information would be disclosed

Wiltshire Council

Children Select Committee

6 July 2022

DfE Changes – May to June 2022

T Level rollout takes next steps

1. Government publishes draft list of qualifications to be retired due to their overlap with T Levels helping to streamline the options for students [Link](#)

2. **Wiltshire's position:** Wiltshire College, New College Swindon and Bath College are all delivering T-Levels locally with an offer which covers many of the proposed courses to be retired. Our Careers Hub conference took place on the 16th June 2022 and had 49 school careers leaders attend. School careers leaders were provided with a vast array of information regarding the T Level offer for their students to promote in careers sessions and more widely to parents. We were reassured that where there is a need to retain a BTEC this has been fed in to the government consultation.

School food standards: resources for schools

3. Resources to help schools plan and provide healthy food in schools. Change made: Updated 'Checklist for school lunches' so it shows 3 weeks rather than 4 [Link](#)

4. **Wiltshire's position:** Healthy school food is promoted by our local Healthy Schools programme, which links directly to the current national school food standards and related resources. Links to the standards and resources appear on the Healthy Eating page of the Wiltshire Healthy Schools website and within the online Wiltshire Healthy Schools audit. All schools are asked to provide evidence that the meals and other food provided by the school complies with current national school food standards, before achieving Wiltshire Healthy Schools bronze level.

This requirement forms part of a range of other Wiltshire standards that encourage schools to promote healthy weight. The Public Health Team also provide advice and guidance, helping to update our Healthy Schools standards and offering additional support for schools. This support has included the promotion of breakfast clubs, cookery opportunities and the uptake of free school meals. From June 2022 a partnership with Phunky Foods will be supporting 10 targeted schools to further embed healthy lifestyles with a focus on school food.

Increased mental health support for children and young people

5. £10 million to extend senior mental health lead training to reach more schools and colleges [Link](#)

6. **Wiltshire's position:** In 2021 Wiltshire Council, jointly with B&NES and Swindon, developed a new CPD offer of training and network meetings to enable Wiltshire schools and colleges to develop or introduce a whole school or college approach to mental health and wellbeing.

[DfE Senior Mental Health Lead Training BSW : Wiltshire Healthy Schools](#)

This local course was assured by the DfE during 2021, enabling eligible settings that attended to claim a national grant of £1,200. In June 2022, following a deep dive review, the DfE graded the CPD offered in Wiltshire 4/5 meaning, “there is a lot of evidence of meeting the quality principle”. While this course is offered by a range of national providers, most settings in Wiltshire that have accessed the training, have chosen to access the support offered by Wiltshire Council.

To date 2 waves of support have been delivered, training leads from 61 Wiltshire schools and colleges. For cohort 3, beginning in September 2022, 41 schools are currently booked. A fourth cohort will begin in January 2023.

The local support has increased the confidence and ability of those in education settings to implement a coordinated approach to mental health; it has enabled Wiltshire schools and colleges to claim over £122,000 from the DfE to implement this work.

Transforming children and young people’s mental health provision

7. A summary of the delivery of commitments in the transforming children and young people’s mental health provision green paper [Link](#)

8. **Wiltshire’s position:** The take up of Senior Mental health grants is 44% in Wiltshire against a SW average of 45% if the Isles of Scilly are excluded.

Wiltshire Council is part of the National (NHS) Futures Mental Health Support Teams Community of Practice working group. The coverage of schools/ colleges participating in **Mental Health Support Teams** programme is as below:

- **Wiltshire: 31%**
- National 27%

The Council’s offer as part of the Green Paper is Five to Thrive, which is Trauma Informed Attachment Resilience (TIAR) and emotion coaching training for schools.

To support emotional well-being and resilience with children and young people, professionals, and communities, for the previous 2 years, funded through the FACT board, professionals have been offered trauma informed training through KCA to be Five to Thrive Champions. We currently have over 80 staff across a range of children’s services trained as champions and the same for school-based staff.

Following on from the Wiltshire Five to Thrive Champions training, all schools in Wiltshire are offered free training for up to 4 members of staff in each school as well as 8 schools being offered whole school pilot training. There is growing evidence that trauma informed practice can help to reduce toxic stress and improve resilience. This training aims to upskill professionals to effectively:

- support secure attachment, self-regulation, and resilience, and be trauma informed
- understand the impact of adult responses to the behaviour of children, young people, and families
- use emotional coaching as an approach to empower children to manage their emotions

Senior mental health lead training

9. Find out how your school or college can apply for a grant and access DfE quality assured training to help develop a whole school or college approach to mental health and wellbeing [Link](#)

10. **Wiltshire's position:** Local authorities have an important role to play in promoting the take-up of senior mental health lead training as part of the local mental health and wellbeing promotion and support offer to schools and colleges. Information released by the DfE in May 2022, enables us to compare grant applications from Wiltshire schools and colleges so far with that of those from other LAs.

[Transforming children and young people's mental health provision - GOV.UK \(www.gov.uk\)](#)

Wiltshire take up is better than national and regional probably due to our local offer, which most LAs are not providing, and related promotion.

[DfE Senior Mental Health Lead Training BSW : Wiltshire Healthy Schools](#)

Take up of senior mental health leads grant by eligible settings (2021-2022 financial year)

- **Wiltshire: 44%**
- South West: 42%
- England: 35%

Get financial advice for schools

11. A list of financial advisers for schools that need to buy external financial advice and what school leaders should consider before choosing a supplier [Link](#)

12. **Wiltshire's position:** All schools are able to procure financial advice and support from their own preferred provider. The Department for Education hold a central list of organisations that offer support to schools, which includes Wiltshire Council. The list of providers does not come with any recommendations or endorsements, so is simply a list of organisations that can support schools.

All of Wiltshire's maintained schools purchase their support from the Council's Accounting and Budget Support Team as part of a traded service, offered through Right Choice. The Accounting and Budget Support Team comprises a number of highly experienced school's finance professionals and are the 'go to service' for all maintained schools. In testament to the team, Wiltshire's maintained schools receive a comprehensive and excellent level of service and don't need to look elsewhere for financial advice.

There are no plausible reasons for any of Wiltshire's maintained schools to seek financial advice from anyone other than the Accounting and Budget Support Team. Should any school leaders in Wiltshire require financial advice then they would need to consider the cost, the level of service required and the timeframe involved. The Wiltshire Accounting and Budget Support Team offers a responsive and flexible service which delivers best value for schools.

A number of Academy schools also purchase their financial support from the Accounting and Budget Support Team. However, as schools join Multi-Academy Trust's, the support is usually provided by way of a central team at the Trust.

Wiltshire's Team do provide a traded service to support a small number of school's and Trust's outside of the County including Swindon, Oxfordshire, Hampshire and Berkshire.

Education, health and care plans: England 2022

13. Data on the number of children and young people with a statement of special educational needs (SEN) or education, health and care (EHC) plan in England [Link](#)

14. **Wiltshire's Position:** the percentage of children and young people with an EHCP in Wiltshire is 4.1%; with the national percentage at 4.0% and the South West percentage at 4.1%. The percentage growth in the number of EHCPs is shown in the table below:

EHC plans/Statements of SEN (percent) for '01- Pupils in all schools, by type of SEN provision - including independent schools and general hospital schools - 2016 to 2022' in England, South West and Wiltshire between 2015/16 and 2021/22

		2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
South West	Wiltshire	2.7	2.9	3.0	3.3	3.7	4.0	4.1
England		2.8	2.8	2.9	3.1	3.3	3.7	4.0
South West		2.7	2.7	2.8	3.0	3.3	3.8	4.1

School capital funding

15. An overview of school capital funding, who it's for, current and past allocations, how it's calculated and spending guidance [Link](#)

16. **Wiltshire's position:** The latest updates include the 2022/23 financial year allocations and the related grant terms for School Condition Funding. Wiltshire has been allocated £2,496,984 to improve the condition of community, VC and Foundation schools. This is a reduction of £407,349 from the 2021/22 allocations. The reduction is partly due to schools converting to academy status as academies receive condition funding direct from the DfE. The methodology for calculating allocations has also changed. The programme of works for 2022/23 was approved by Cabinet in February 2022, however a proportion of the funding is held as contingency to address urgent school repairs throughout the year.

The Council also receives Basic Need Funding for the creation of new pupil places. The DfE allocate this funding based on our pupil number projections. Wiltshire has been allocated £5,384,469 for 2022/23, £0 for 2023/24 and £1,210,612 for 2024/25. In February, Cabinet approved several projects to create additional pupil places and these projects are now progressing. The declining funding allocation is mainly due to the reduction in the birth rate across much of Wiltshire which is reducing the demand for primary school places.

Delivery of air cleaning units and CO2 monitors until 6 May 2022

17. Summary of air cleaning units and CO2 monitor deliveries to state-funded education settings, including early years, schools and further education providers up to 6 May 2022 [Link](#)

18. Wiltshire's position: A Central Government initiative following the repercussions of the pandemic and the future risk mitigation. As of 6 May there were 8017 air cleaning units and 386,059 CO2 monitors delivered across England to state-funded education settings. This release sets out the number of air cleaning units and CO2 monitors delivered by the Department for Education to state-funded education settings up until 6 May 2022.

The data shows the cumulative number of air cleaning units and CO2 monitors delivered using administrative data from its delivery partners. The data covers education settings in England and includes early years, schools and further education providers.

No regional data is available to state Wiltshire's position for this release.

Levelling up premium payments for teachers

19. Mathematics, physics, chemistry and computing teachers can claim payments for teaching in eligible state-funded secondary schools in their first 5 years [Link](#)

20. Wiltshire's position: The Department for Education have established a scheme to enable Early Careers Teachers to claim payments for teaching certain core subjects in eligible state-funded secondary schools in their first 5 years of teaching. The subjects for which the premium can be claimed are

- Mathematics
- Physics
- Chemistry
- Computing

The premium can be claimed by teachers from the start of the 2022-23 academic year and provides up to £3,000 in funding. The eligibility criteria to be able to claim the funding include

- Work as a teacher in a state-funded secondary school
- 50% or more of the teaching time must be delivering one of the stated subjects
- Have Qualified Teacher Status (QTS)

The scheme will run for the next 3 academic years to support with the recruitment and retention of newly qualified teachers in these key subjects.

Condition Improvement Fund

21. Information for eligible academies, sixth-form colleges and voluntary aided (VA) schools about the Condition Improvement Fund (CIF) [Link](#)

22. Wiltshire's position: The Condition Improvement Fund (CIF) is an annual bidding round for eligible academies, sixth-form colleges and voluntary aided (VA) schools to apply for capital funding. The priority for the fund is to address significant condition need, keeping education provider buildings safe and in good working order. This includes funding projects to address health and safety issues, building compliance and poor building condition.

Six Wiltshire schools were successful in the 2022/23 bidding round, including Bishop Wordsworth Grammar School, Chirton Primary School and Bishop Canning's Primary

School. Projects range in size from toilet refurbishments to new blocks to replace old mobiles. We are aware that a number of other bids from Academies in Wiltshire were unsuccessful.

Reception baseline assessment: equality impact assessment

23. Equality impact assessment of the reception baseline assessment (RBA) [Link](#)

24. **Wiltshire's position:** We have had no queries from schools around the reception baseline assessment (RBA) about equality and inclusion. We would agree with the report that children with SEND and EAL (English as an Additional Language) are likely to do less well during this assessment particularly if the child has recently arrived from another country or has had limited pre-school experience. As an LA we do not receive any data on the RBA and so this is difficult to know for sure but as these children reach the end of KS2 there is likely to be some data linking the baseline assessment and their outcome at the end of KS2.

Flexible working in schools

25. Updated non-statutory guidance for employers and staff who want to make arrangements for flexible working [Link](#)

26. **Wiltshire's position:** Right Choice contains all the model policies and procedures that support flexible working and recognises the benefits it can bring to the organisations, teams and individual employees. The policies and procedures are updated on a regular basis.

Keeping children safe in education

27. Statutory guidance for schools and colleges on safeguarding children and safer recruitment [Link](#)

28. **Wiltshire's position:** A full review of the new guidance has been undertaken by the Schools Safeguarding Effectiveness team. Training and support for schools has also been updated and headlines shared in the term 6 heads briefing.

KCSIE has changed its terminology from peer-on-peer abuse to child-on-child abuse to better reflect that abuse between children can occur at any age, not just between children of the same age. Staff in schools and colleges are encouraged to challenge inappropriate behaviour between students and to recognise that downplaying certain behaviours can lead to an unsafe culture that normalises abuse.

School's child protection policies need to include explicit information on how the school deals with child-on-child abuse. The policy is expected to reflect the school's approach to online safety and remote education.

All school curriculums should include a focus on preventative education, as well as being targeted to individual pupils needs and vulnerabilities.

New information has been added to explain the impact of domestic abuse including the potential short-term and long-term detrimental impact on children's health, wellbeing, and

ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships

LGBTQ+ Children and Young People: There is a greater emphasis on risks for LGBTQ+ children and/or those that are perceived to be. Staff are reminded that LGBTQ+ inclusion is part of the statutory relationships and sex education curriculum.

Governors and proprietors are now expected to fully understand the role of the Designated Safeguarding Lead – and a job description is included within the guidance.

Recruitment: KCSIE clarifies that Curriculum Vitae should only be accepted alongside full application forms. It also suggests that schools should consider conducting online searches as part of their due diligence during the recruitment process.

Allegations against staff: The guidance now makes clear that schools and colleges can choose who low-level concerns about staff are reported to, so long as it is clear in their policies. All staff should be aware of how to handle low-level concerns, allegations against staff and whistleblowing, with KCSIE 2022 being clear that this information should be contained in the staff behaviour policy (also known as the code of conduct).

The DfE Sexual Violence and Sexual Harassment guidance has been incorporated into KCSIE 2022. This means that what was non-statutory guidance becomes statutory.

There is increased emphasis on staff being able to identify the indicators of serious youth violence including reducing attendance, changes in friendship groups and performance concerns. Education settings are encouraged to reach out to their local violence reduction

Schools Bill: policy statements

29. Information explaining measures in the Schools Bill, which was introduced to Parliament in May 2022 [Link](#)

30. **Wiltshire's position:** The Academy Trust Standards bill was introduced to parliament in May 2022. It aims to consolidate and simplify the regulatory framework for academies by introducing a 'common rulebook' of statutory trust standards. It means that Academy trusts will be subject to a set of statutory requirements to which they can be held to account by parents and pupils. Although initially the government have said that the standards will initially mirror existing requirements, there will be the introduction of additional requirements over time. It introduces new intervention powers to enhance the government's ability to challenge and resolve concerns regarding management. It also introduces additional requirements regarding attendance policies, complaints processes and a collaborative standard. The aim of the bill is to move to a fully trust-led school system. The academy standards regulation will be debated in Parliament before they come into force, from September 2023 at the earliest. The government are launching a formal regulatory review to establish an appropriate model for regulating a fully academised school system.

Implementing school system reform in 2022 to 2023

31. This implementation plan outlines the next steps following the schools white paper [Link](#)

32. **Wiltshire's position:** The implementation framework outlines the immediate steps to deliver the white paper outcomes, specifically focussing on the academic year 2022/2023. Phase one is to support EIA's (Education Investment Areas) of which Wiltshire has **not** been

identified. It also identifies 'test and learn projects' to set up new LA-established MATs (multi-academy trust) – for which Wiltshire is registering. The framework aims to support MATs in considering how to grow and develop, maintained schools and single academy trusts looking for information on joining a MAT. LA's to work with the government to further develop local school systems and Dioceses to explore their approach in developing diocesan and mixed article MATs.

EIA's form part of the governments 'levelling up agenda'. 55 EIAs have been identified through the lowest rates of combined KS2 and KS4 attainment, existing Opportunity Areas or areas identified for additional school improvement support. Within this a subset of 2424 areas will become priority EIAs. Within EIAs schools judged as 'less than Good' (subject to consultation and parliamentary approval) may be issued with an academy order.

New LA-established MATs. Wiltshire is preparing to register interest in establishing an LA-established MAT. We have consulted our maintained schools as to whether in principle, they would join the trusts and have had a favourable response.

Converting remaining schools and moving to a fully trust led system in a local area. The white paper announced, subject to parliamentary approval, new powers enabling the secretary of state to bring LA maintained schools into the academy system where requested by the LA. The government are inviting expressions of interest to LAs and dioceses who wish to work with them to move at scale to a fully trust led system, this may include LA-established MATs where there is insufficient capacity of established strong trusts.

The government have established a new Regions Group in the department for education (September 2022) led by nine regional directors. Each regional director will be supported by and advisory board. This replaces the Regional Schools Commissioner role.

The White paper outlines each MAT having at least 10 schools or 7,500 pupils.

The role of the LA. The white paper describes a changing role for LAs – 'championing the best interests if children in their area'. LAs will be the focal point for place based planning.

We are currently working with our maintained schools to support them in understanding the implications of the white paper.

Pupil absence in schools in England: autumn term 2021

33. Absence statistics on the levels of overall, authorised and unauthorised absence in state-funded schools [Link](#)

34. **Wiltshire's position:** Absence Data published for Autumn Term 2021 by DfE

	National Absence	South West Absence	Wiltshire Absence
Overall Absence	6.9%	7.4%	7.1%
Primary	5.7%	5.9%	5.6%
Secondary	8.2%	9.1%	8.8%
Special	12.8%	13.4%	13.2%

Persistent Absence (PA) – pupils with less than 90% attendance

DfE published data Autumn term 2021

	National PA (by enrolment)	South West PA (by enrolment)	Wiltshire PA (by enrolment)
Primary	19.5%	20.8%	19%
Secondary	27.7%	31.6%	31.2%
Special	39.4%	42.4%	42.5%

Wiltshire primary schools have performed similarly or better for both overall absence and persistent absence compared to national and regional data. Wiltshire secondary schools have performed better than other schools in the South West region for overall absence and persistent absence but are not performing as well when compared to national data. Wiltshire special schools have performed better than other schools in the South West region for overall absence but the persistent absence data for Wiltshire special schools is higher.

Attendance has been impacted by Covid 19, and case rates in the South West have been higher than national during parts of this academic year. It should be noted that Wiltshire special schools had more absence recorded (3.3%) due to Covid 19 illness than national (2.7%) and regional (2.6%) schools. Covid 19 illness impacted Wiltshire primary and secondary schools at the same rate as for schools nationally, but there was less impact than that felt by primary and secondary schools in the South West.

Unauthorised absence (that for which the school has not agreed the absence) is lower than both national and South West regional data across all schools in Wiltshire, which is positive. The Education Welfare Service continues to respond to unauthorised absence, taking legal interventions where appropriate to do so and to support schools with their strategic approaches to managing absence.

Pupil Premium

35. Updated 'Pupil premium: overview' to reflect that free school meal eligibility now includes children in all households with no recourse to public funds [Link](#)

36. Wiltshire's position: Schools and not the LA claim for the Pupil premium. If eligible, then the pupils will also be eligible for the Covid recovery premium too. The schools are required to record these pupils as part of their census returns to the DfE, after the families have completed a self-declaration to confirm eligibility. There is a closing date of the 8th July for claims.

No data is available for Wiltshire School applications, and no enquiries have been received from schools in Wiltshire to date.

The eligibility criteria is listed as below:

Eligible groups

These groups include, but may not be limited to children of:

- Zambrano carers
- families who have no recourse to public funds with a right to remain in the UK on grounds of private and family life under Article 8 of the European Convention on Human Rights
- families receiving support under Section 17 of the Children Act 1989 who are also subject to a no recourse to public funds restriction
- a subset of failed asylum seekers supported under Section 4 of the Immigration and Asylum Act 1999
- Chen carers
- families holding a [BN\(O\) passport](#)
- spousal visa holders
- work visa holders
- student visa holders
- those with no immigration status

The maximum income threshold differs based on your location and the number of children that your family has.

Thousands more school and sixth form places to be created

37. Up to 75 new free schools including sixth forms, specialist and alternative provision [Link](#)

38. **Wiltshire's position:** Wiltshire is intending to submit a bid for a free school. The closing date is 7 July 2022.

Reviews of education, health and care (EHC) plans: proposed timescales

39. We're seeking views on the deadline for a local authority issuing proposals to amend an education, health and care plan following a review [Link](#)

40. **Wiltshire's position:** This consultation closes on the 12 August 2022. The SEND Board will be submitting a response. The consultation is seeking views on 2 points:

Local authorities have various duties over when and how they must review an individual's Education, Health and Care plan. We are consulting on whether they should:

- have an additional four weeks after review meetings to finalise any changes they propose to a plan; and
- have to circulate material for a review meeting a week earlier than currently.

A new approach to area SEND inspections

40. Ofsted and the Care Quality Commission seek your views on proposed changes to the way they jointly inspect area SEND arrangements from 2023 [Link](#)

41. **Wiltshire's position:** This consultation closes on 11 September 2022. Ofsted and CQC have identified the following weaknesses during inspections:

- flaws, inconsistencies, and delays in the identification of children and young people's needs

- not enough of a system-wide focus on providing high-quality universal education, health, and care services
- a lack of clarity about who is responsible for what between organisations, resulting in fractures in the way that professionals in these services work together

The aim is to introduce a new framework to promote further improvement in the SEND system by:

- focusing not just on whether statutory obligations have been met but on the impact that a local area partnership's SEND arrangements has on the experiences and outcomes of children and young people
- strengthening accountability and driving continuous improvement by introducing:
 - an ongoing cycle of inspections, which includes full inspections, monitoring visits and annual engagement meetings
 - 3 inspection outcomes, which provide clearer information about how an area is performing, what needs to improve and who is accountable
 - an expectation that all areas produce and publish a strategic plan for SEND, which is updated following inspection
- gathering more evidence directly from children and young people and their families, ensuring that their views and experiences are central to our inspections
- looking more closely at arrangements for children and young people in alternative provision
- including social care inspectors in our inspection teams, so that we can gain a more holistic view of the impact of SEND services in an area

There are 9 proposals:

1. Focusing more on impact
2. Criteria for evaluation
3. Inspection outcomes
4. Making recommendations in reports
5. Updating and publishing strategic plans following an inspection
6. Gathering more evidence directly from children and young people and their families
7. Including alternative provision
8. Introducing monitoring inspections
9. Introducing engagement meetings

This page is intentionally left blank

Wiltshire Children and Young People's School Health and Wellbeing Survey 2021

Overview report



Contents

Introduction	3
Focus of this report	3
Summary of Findings	4
Methodology	7
Response Demographics.....	8
Overall response rate.....	8
Types of school.....	8
Schools and deprivation.....	8
Table 1. Primary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data.....	9
Table 2. Secondary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data.....	11
Gender.....	11
Age or year group	11
Ethnicity	11
Vulnerable groups.....	11
Figure 1: Vulnerable groups	12
Emotional Wellbeing	13
Figure 2: Warwick-Edinburgh Mental Wellbeing Scale mean score	13
Figure 3: Is there at least one adult at school who cares about you as an individual? .	14
Figure 4: Have you been bullied in the last year?	14
Figure 5: How often have you self-harmed?	15
Figure 6: How often have you been so worried about something you cannot sleep at night?	15
Figure 7: How would you describe being at school? I worry about going to school Response: agree/strongly agree.....	16
Figure 8: Is it easy to access mental health support at school?	16
Healthy lifestyles.....	17
Figure 9: About how much physical activity or exercise do you do over a week (in and out of school).....	17
Figure 10: Do you wash your hands after going to the toilet? (Only asked of the primary school sample).....	17
Figure 11: Do you wash your hands before eating a meal? (Only asked of the primary school sample).....	18
Figure 12: How often do you eat breakfast?	18
Figure 13: How often do you eat snacks such as sweets, chocolate, biscuits & crisps?	19
Figure 14: How often do you drink still (tap or bottled) water?	19
Risky behaviours.....	20
Figure 15: Do you smoke cigarettes (i.e., tobacco, NOT vaping/e-cigarettes)?.....	20

Figure 16: Do you drink alcohol?	20
Figure 17: Have you ever tried illegal drugs?.....	21
Figure 18: Have you ever had sex (sexual intercourse)?	21
Figure 19: The last time you had sexual intercourse did you or your partner use any form of contraception or take any precautions? Sexually active respondents.	22
Figure 20: How comfortable would you be using sexual health and contraceptive services?.....	22
Figure 21: Have you spent any of your money on any of the following gambling activities in the past 12 months?.....	23
Community Safety.....	24
Figure 22: How safe do you feel at school, at home and from crime?.....	24
Figure 23: How safe do you feel riding your bike on the roads? Primary.	24
Figure 24: Have you or anyone in your immediate family ever been a victim of domestic abuse or domestic violence?	25
Figure 25: Have you ever been a victim of abuse from a boyfriend/girlfriend?	25
Figure 26: Do you feel you can say no to having sexual activity? Those who have had sexual intercourse.	26
Figure 27: Have you ever been involved in sharing messages or pictures of a sexual nature on the internet or on your phone?.....	26
School Experience	27
Figure 28: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]?.....	27
Table 3: How would you describe being at your school? (Strongly agree/agree)	27
Figure 29: How useful has the careers advice that you have had been in helping you to plan for the future?	28
Figure 30: Overall, how confident about your future do you generally feel?	29
Table 4: Are there any areas in your life that you feel you need more support or knowledge with?.....	29
More Information.....	31
Acknowledgements.....	31

Introduction

The Wiltshire Children and Young People's School Health and Wellbeing Survey aims to develop a better understanding of Wiltshire's children and young people's experiences of life, both inside and outside school. The survey helps schools to identify areas for improvement and address issues raised by their own pupils. It also provides evidence to influence the development of services provided by Wiltshire Council and their partners that improve the health and wellbeing of young people in the county. The survey was commissioned by Wiltshire Council and carried out by Foster and Brown Research Limited.

All schools in Wiltshire were invited to take part in the voluntary survey, which was carried out in 2020 (January to March) and 2021 (May to July). In 2020, 57 schools took part and there were nearly 6,000 responses, but the survey was cut short due to the pandemic. In 2021, two months after the end of the third national lockdown and a gradual lifting of Covid regulations¹, all schools were again invited to participate in the survey and 7,499 pupils were involved from 77 schools – 65 primary and 13 secondary. Of these schools, 4 were independent.

Although no sampling method was used, the large number of children and young people and different schools involved, means that we can have some confidence that the responses are representative of Wiltshire's children and young people. To get an idea of representation in the 2021 survey, see the demographic section below for an overview of the survey population characteristics and school representation in terms of type and deprivation. A similar survey was also carried out in 2017 and 2015. This allows us to begin to track how behaviours have changed over time.

The survey was completed online by pupils in year groups 4, 5, 6, 8, 10 and 12 and took advantage of the additional capabilities that online surveys bring, including accurate sliding response questions and presenting questions to a respondent based on their previous answers. There were three versions of the questionnaire designed separately for primary, secondary and Year 12/Further Education (FE) college pupils, plus adaptations for children and young people with special educational needs. The questions covered a wide range of aspects of young people's lives, including healthy lifestyles, learning experiences, relationships, wellbeing, safety, risky behaviours, aspirations, and support requirements.

Schools have been given access to their own data, which they can compare to an overall Wiltshire proportion for the appropriate school phase, created using 2021 survey data. This means that they can make informed decisions about how to support the health and wellbeing needs of their pupils and use the data to monitor the impact of interventions.

Focus of this report

This report presents an overview of key findings from pupil responses to the survey 2021 (May to July) and includes some comparison to the 2020 survey (January to March) and the 2017 (January to April) survey results where appropriate.

In addition to this overview report, in-depth thematic reports are being produced on Community Safety, Emotional Health, Healthy Lifestyles, Risky Behaviours, School Experiences and Vulnerable Groups to provide more detailed information on the survey findings.

¹ [Timeline of UK government coronavirus lockdowns and restrictions | The Institute for Government](#)

Summary of Findings

The initial findings from the 2021 survey are generally positive, although some concerns remain. In some cases, the 2021 results are similar to the 2017 results and different to the 2020 school survey results. It is likely that 2020 and 2021 results were impacted by COVID-19 and the resulting regulations, which may have affected the school experience, support provided and learning for all pupils.

Emotional Wellbeing

- Emotional health and wellbeing scores on the Warwick-Edinburgh Mental Wellbeing scale (WEMWS) remain within a healthy range across all year groups (all above 42). **Females** had lower scores on the WEMWS than males, with secondary females scoring just outside the healthy range.
- Around **72%** of primary pupils and **79%** of year 12/FE pupils believed there was at least one adult in the school who cares about them. In secondary school phases, there was notable variation between year 8 and 10 (**59%** and **94%** respectively).
- **24%** of primary, **19%** of secondary and **8%** of year 12/FE pupils had been bullied sometimes or more frequently in the past year. Frequency has decreased by **5%** since 2017 for year 12/FE pupils.
- Self-harm remains a concern: **14%** of year 8, **13%** of year 10 and **15%** of year 12/FE pupils reported self-harming monthly, weekly, or daily. Proportions have increased by **5%** for year 8 pupils since 2017. Females were much more likely to report having self-harmed compared to males.
- **28%** of primary, **31%** of secondary and **34%** of year 12/FE pupils reported feeling worried about something so much that they cannot sleep at night. Worry at night has increased by **8%** for year 12/FE pupils and **10%** for secondary pupils since 2017.
- **26%** of primary, **35%** secondary and **33%** year 12/FE pupils were worried about going to school. These proportions have increased by approximately **8%** for secondary and year 12/FE pupils since 2017.
- **68%** primary, **43%** secondary and **51%** year 12/FE pupils found it easy to access mental health support at school.

Healthy Lifestyles

- **49%** of primary school pupils, **54%** of secondary school pupils and **39%** of year 12/FE pupils reported exercising 6 or more hours per week. Proportions have increased slightly for secondary and year 12/FE pupils since 2017.
- **80%** of primary school pupils always wash their hands after going to the toilet. This reduces to **35%** for pupils always washing their hands before eating.

- **82%** of primary school pupils eat breakfast usually or every morning. This proportion decreases to **59%** for secondary pupils and again to **47%** for year 12/FE pupils. Secondary females were less likely to eat breakfast often compared to males.
- **77%** of children drink water 3 or more times a day.
- **Over 4 in 10 (40%)** pupils in each school phase eat unhealthy snacks 3 or more times a day. For primary school pupils, this is a **10%** increase from the 2017 survey.

Risky Behaviours

- **11%** of year 12/FE and **4%** of secondary pupils smoke cigarettes weekly/daily. This is a **10%** decrease since 2017 for year 12/FE pupils. **28%** of secondary and **39%** of year 12/FE pupils want to stop smoking.
- **10%** of secondary pupils and **29%** of year 12/FE pupils reported drinking alcohol weekly/daily. The proportion of year 12/FE pupils drinking alcohol at least monthly has decreased by **13%** since 2017.
- **7%** of secondary and **19%** of year 12/FE had ever tried illegal drugs. The secondary proportion is much lower than a 2018 national survey which found that **24%** of 11- to 15-year-old had taken illegal drugs.² The proportion for year 12/FE pupils has decreased by **9%** since 2017.
- **6%** of secondary school and **35%** of year 12/FE pupils reported having had sexual intercourse. This is an **11%** reduction since 2017 for year 12/FE pupils. **14%** of year 12/FE pupils were under the age of legal consent the first time they had sexual intercourse.
- **38%** of secondary and **27%** of year 12/FE pupils did not use contraception or take precautions the last time they had sex. This is an **8%** increase for secondary pupils since the 2017 survey. Approximately **half** of sexually active pupils were comfortable using sexual health services. **Males** were more comfortable than females in secondary school phases, though the opposite was true in year 12/FE phases.
- **28%** of primary, **36%** of secondary and **32%** of year 12/FE pupils reported having spent their money on gambling activities in the past year. **Males** were much more likely to have gambled than females.

Community Safety

- Approximately **90%** of children in each school phase felt safe at home
- Over **80%** of pupils in primary and year 12/FE school phases felt safe or very safe at school. This dropped to **63%** for secondary school pupils. This same pattern was

² [Smoking, Drinking and Drug Use among Young People in England 2018 \[NS\] - NHS Digital](#)

observed in the previous surveys. Safety at school has improved by **6%** for year 12/FE pupils since 2017.

- **52%** of primary, **55%** of secondary and **63%** of year 12/FE pupils felt safe/very safe from crime. Feelings of safety from crime have improved by **5%** for primary school respondents since the 2020 survey.
- **62%** of primary school pupils felt safe/very safe riding a bike on the roads.
- Most children or their family members had not been a victim of domestic abuse or violence. **8%** of secondary and **14%** of year 12/FE pupils reported that they had been a victim of abuse from a boyfriend or girlfriend. **Females** were more likely to report that they had been a victim of domestic abuse or relationship abuse than males.
- **67%** of secondary and **80%** of year 12/FE pupils felt they could always or most of the time say no to sexual activity. **Males** were less likely to report this than females.
- **34%** of year 8, **46%** of year 10 and **46%** of year 12/FE pupils reported that they had been involved in sharing messages or pictures of a sexual nature on the internet or on their phone. **Females** were more likely to report this than males.

School Experience

- **68%** of primary, **39%** of secondary and **50%** of year 12/FE pupils felt happy at school most of the time in the last week. The proportion for secondary school children has decreased by **13%** since the 2017 survey.
- **26%** of primary, **35%** of secondary and **33%** of year 12/FE pupils worry about going to school often. All proportions have increased since the 2017 survey.
- **67%** of primary pupils get enough help at school with emotional support. This drops to **25%** for secondary pupils and **38%** of year 12/FE pupils.
- Over **3 in 5** secondary and year 12/FE pupils felt stressed about school work. For secondary pupils, this proportion (65%) is an increase of **8%** since 2017.
- **27%** of secondary and **42%** of year 12/FE pupils found careers advice useful. These proportions have decreased since 2017, particularly for secondary pupils (decrease of **11%**).
- **68%** of primary, **42%** of secondary and **44%** of year 12/FE pupils felt confident about the future. All proportions have decreased since 2017.

Methodology

The survey was designed as an online questionnaire and adapted for specific ages; hence 3 different versions of the survey were created. All were compatible with schools existing IT systems. Schools were sent information for staff and pupils in advance on how to run the survey and clarifying question wording where necessary, for example, the definition of bullying. The questionnaires were completed on-line using schools' and colleges' computer resources in a normal lesson period. The surveys were designed carefully, using a professional graphic designer to ensure age appropriacy and pupil engagement. There were also adaptations for children and young people with special educational needs.

The surveys were age appropriate, though most questions were cross comparable and consisted of:

- A primary phase survey aimed at years 4, 5 and 6
- A secondary phase survey aimed at years 8 and 10
- A post-16 survey aimed at year 12 in schools, colleges, work based learning, or other settings

Through "smart programming" pupils were asked relevant question for example if they did not report smoking, they were not asked any of the questions related to smoking. Pupils took on average 25 minutes to complete the survey, which fitted well into a standard lesson period.

Each survey is anonymous. No data that could be traced to an individual is held on the database. Schools with children and young people with special needs were offered individual logins to enable each pupil to work at their own pace. These logins were not linked to the final data to protect the pupil's identity.

Response Demographics

This section gives an overview of the demographics for the 2021 survey.

Overall response rate

After excluding a few partial records, the database contains responses from 7,499 Children and Young People (CYP) which provides a powerful pupil voice telling us about the lives they lead, their daily habits, their fears, and aspirations. 77 schools took part Wiltshire schools took part in 2021.

Types of school

The secondary and year 12/FE respondents were taken from 13 of the 77 schools. 31% (4) of these were independent schools. This is a slightly higher proportion to the proportion of independent schools in Wiltshire that have secondary aged pupils (25%).³ The primary school respondents were taken from 65 different schools, 6% (4) of which were independent schools. This is a similar proportion to the proportion of independent schools in Wiltshire that have aged primary pupils (6.8%).⁴ This suggests that the representation from independent schools in the 2021 survey roughly matches the overall representation of independent schools in Wiltshire. The remaining schools were academy or LA schools. No special schools took part in the survey.

Schools and deprivation

To gauge the level of representation in the survey from different schools in relation to deprivation, the proportion of children eligible for free school meals (FSM) has been used as a measure. This is a widely used measure as an indicator of deprivation, found to be a reliable indicator of low socioeconomic status.⁵ The term 'eligible' used here refers to those who meet the eligibility criteria and make a claim.⁶ Data was taken from the summer term 2021 school census to coincide with the dates that the survey was completed. Proportions of pupils eligible for FSM for all Wiltshire non-independent schools were ranked, with 1 being the highest proportion of FSM pupils, indicating higher deprivation. The tables below display the rankings, only for those schools which took part in the 2021 survey, alongside the proportions. Year 12/FE pupils are not eligible for free school meals so tables only detail primary and secondary schools.

The primary schools involved in the survey cover a fairly wide range of different levels of deprivation, as shown by the variation in the FSM rankings. On the other hand, for secondary schools, the top 9 highest deprived schools in terms of proportion of FSM pupils did not take part in the 2021 survey.

³ [All schools and colleges in Wiltshire - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](#)

⁴ [All schools and colleges in Wiltshire - GOV.UK - Find and compare schools in England \(compare-school-performance.service.gov.uk\)](#)

⁵ Chris Taylor (2018) The Reliability of Free School Meal Eligibility as a Measure of Socio-Economic Disadvantage: Evidence from the Millennium Cohort Study in Wales, British Journal of Educational Studies, 66:1, 29-51, DOI: [10.1080/00071005.2017.1330464](https://doi.org/10.1080/00071005.2017.1330464)

⁶ [Complete the school census - Data items 2022 to 2023 - Guidance - GOV.UK \(www.gov.uk\)](#)

Table 1. Primary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data

School	Proportion of pupils eligible and claiming FSM	Rank out of all Wiltshire primary schools (203)
River Mead School	58.62%	1
Studley Green Primary School	47.87%	4
Longford CofE (VC) Primary School	44.73%	5
Corsham Regis Primary Academy	37.58%	10
St Martin's CofE Voluntary Aided Primary School	36.49%	12
Holbrook Primary School	26.58%	27
Old Sarum Primary School	24.69%	29
Five Lanes Primary	24.66%	30
Ludgershall Castle Primary School	23.10%	34
Saint Edmund's Roman Catholic Academy Calne	22.73%	35
St Peter's Church of England Academy, Chippenham	22.58%	36
Bellefield Primary and Nursery School	21.92%	37
Fynamore Primary School	20.54%	42
Amesbury Church of England Voluntary Controlled Primary School	20.27%	44
Redland Primary School	18.39%	50
Fitzmaurice Primary School	18.15%	51
Staverton Church of England Voluntary Controlled Primary School	18.15%	52
St Bartholomew's Church of England Primary School Wootton Bassett	17.80%	56
Westbury Leigh CofE Primary School	17.24%	59
Grove Primary School (The)	17.11%	60
St Joseph's Catholic Primary School Malmesbury	16.66%	62
Nursted Primary School	15.46%	73
Greentrees Primary School	14.39%	80
Wansdyke Community School	14.10%	82
Sutton Benger Church of England Aided Primary School	12.35%	95
Forest & Sandridge Church of England Primary School	12.32%	98
Queen's Crescent School	11.74%	100
St George's Catholic Primary School, Warminster	11.11%	103
Dinton CofE Primary School	10.98%	106
Bowerhill Primary School	10.97%	107
St John's Catholic Primary School Trowbridge	10.35%	112
St Andrew's Church of England Voluntary Aided Primary School Laverstock	10.14%	114
Malmesbury Church of England Primary School	9.43%	118

Cherhill C of E Primary School	9.36%	120
Clarendon Junior School	9.29%	121
Pitton Church of England Voluntary Aided Primary School	9.09%	124
Coombe Bissett Church of England Primary School	8.85%	125
Brinkworth Earl Danby's Church of England Primary School	8.07%	138
Neston Primary School	7.46%	140
Langley Fitzurse Church of England Primary School	7.44%	141
Kington St Michael Church of England Primary School	7.35%	145
Aldbury & West Grimstead Church of England Primary School	7.22%	146
Hilmarton Primary School	7.14%	147
St Nicholas Church of England Primary School, Porton	7.04%	148
St Nicholas Church of England VC Primary School Bromham	6.81%	151
Winterslow Church of England Aided Primary School	6.70%	153
Holt Voluntary Controlled Primary School	6.33%	156
Great Bedwyn Church of England School	6.00%	161
North Bradley CofE Primary School	5.55%	168
Woodford Valley CE Primary Academy	5.26%	171
Bulford St Leonard's CE (VA) Primary School	5.00%	176
Dauntsey's Academy Primary School	4.62%	178
Crudwell CofE Primary School	4.03%	186
Christ Church Church of England Controlled Primary School	3.37%	190
Winterbourne Earls Church of England Primary School	3.19%	191
Colerne CofE Primary School	3.08%	194
Stanton St Quintin Primary School	2.94%	195
Baydon St Nicholas Church of England Primary School	2.83%	197
Box Church of England Primary School	2.38%	199
Newton Tony Church of England Voluntary Controlled School	1.20%	203

Source: Summer term school census 2021.

Table 2. Secondary schools involved in the 2021 survey: FSM eligibility and school ranking based on summer 2021 school census data

School	Proportion of pupils eligible and claiming FSM	Rank out of all Wiltshire secondary schools (30)
Abbeyfield School	15.22%	10
Wyvern College	14.75%	11
Wellington Academy (The)	12.38%	15
Bradon Forest School	11.17%	18
Royal Wootton Bassett Academy	9.46%	22
Hardenhuish School	7.87%	24
St Laurence School	7.63%	25
South Wilts Grammar School	2.16%	30

Source: Summer term school census 2021.

Gender

3,580 (47.7%) of the pupils identified themselves as female and 3,843 as male (51.3%).

Age or year group

The primary phase survey (year groups 4,5 and 6) had a total of 4,181 respondents (55.8%). The secondary phase survey (year groups 8 and 10) had a total of 2,258 respondents (30.1%) and the year 12/FE phase survey had 1,060 respondents (14.1%).

Ethnicity

80.8% (5,972) of the pupils described themselves as “white British”, 4.8% (323) did not want to say and 14.8% (1,096) described themselves as from another ethnic background. Of these, 193 described themselves as “white other” and 64 as “white Irish”. Overall, 269 children and young people identified themselves as from Asian or mixed Asian backgrounds, 238 from black African or Caribbean or mixed black backgrounds and 35 as travellers or gypsy/Roma. Other ethnic groups were represented by 297 responses. The 2020/21 Wiltshire school census found that 84.4% of pupils were white British, slightly higher than the proportion in the survey data.⁷

Vulnerable groups

Figure 1 illustrates the percentage of respondents who reported being from a certain grouping, termed ‘vulnerable groups’ throughout the reports. The term ‘vulnerable group’ refers to those who the evidence indicates to be at greater risk of poor outcomes compared

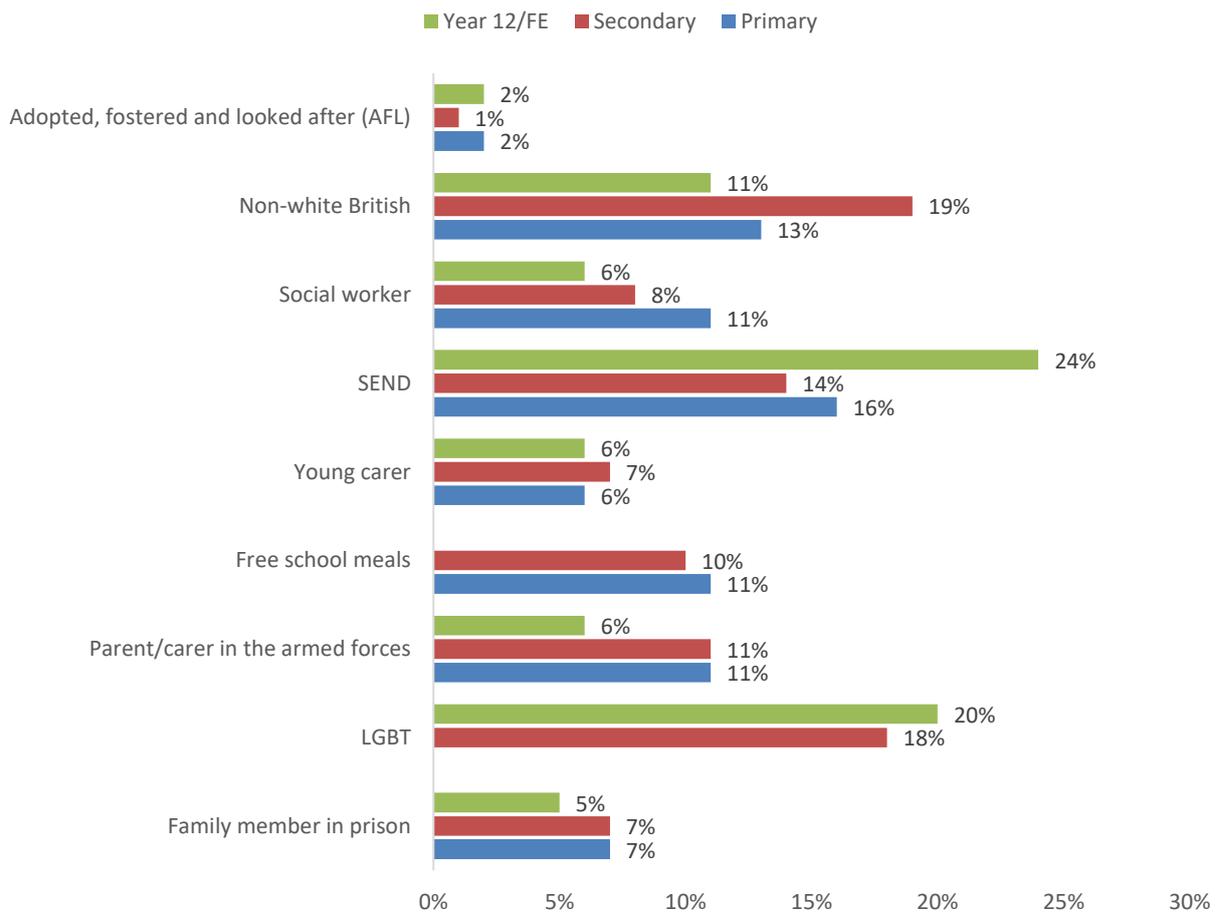
⁷[Schools, pupils and their characteristics, Academic Year 2020/21 – Explore education statistics – GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

to the general population. Through the survey, participants were invited to identify with one or more of the following groups: (the groups are non-exclusive):

- Having a family member in prison – now or in the past
- Being lesbian, gay, bisexual and/or trans (LGBT)
- Being adopted, fostered or looked after by the local authority (AFL)
- Having a parent/carer in the armed forces
- Being part of a family with a social worker
- Have free school meals or knew they were eligible
- Being a young carer
- Having a special educational need
- Having a disability
- From a minority ethnic group.

Those who reported having a special educational need and those who reported having a disability were grouped together (SEND) due to significant crossovers between the two and wide recognition of the term 'SEND'. It is important to note that the AFL group in all school phases represents a relatively small sample size.

Figure 1: Vulnerable groups



The extent to which the pupils surveyed in 2021 identified with these groups:

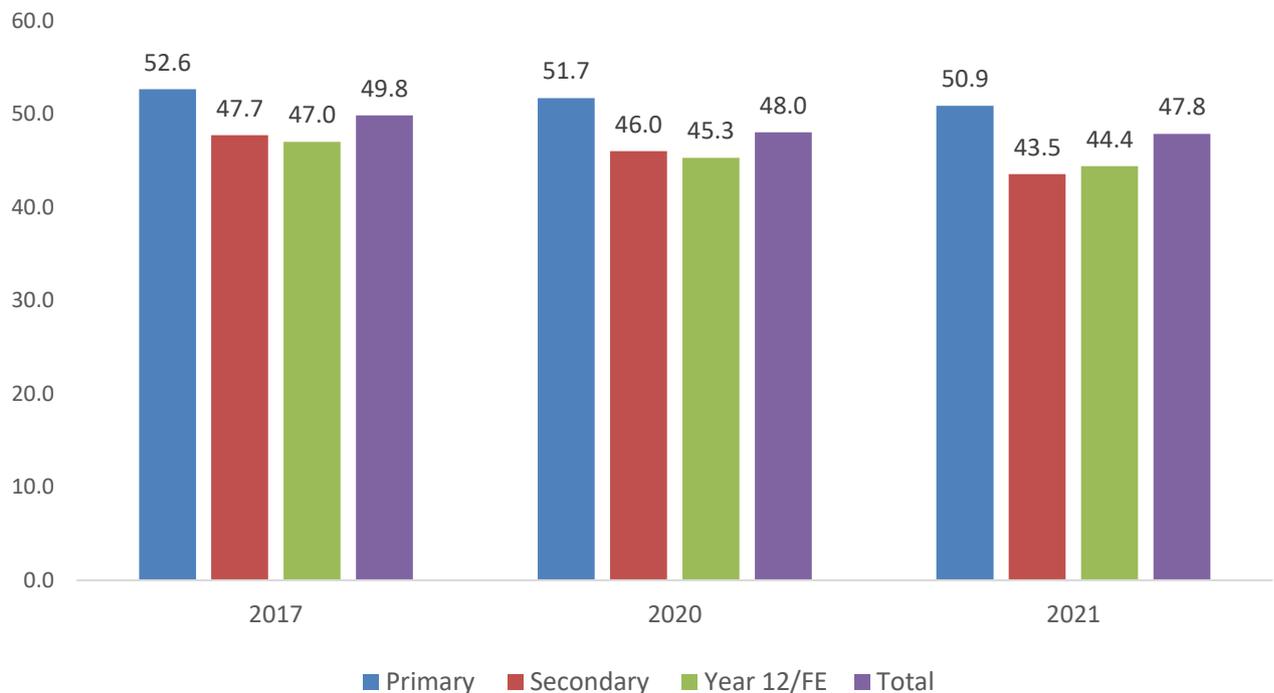
- 53% identified at least one of the groups - 50% (2090) of primary pupils, 58% (1309) of secondary pupils and 55% (583) of year 12/FE pupils.
- 7% identified with 3 or more vulnerable groups - 6% (242) of primary pupils, 9% (201) of secondary pupils and 7% (69) of year 12/FE pupils.

Results for those identifying with these groups are compared to the overall Wiltshire samples in the subsequent themed reports. Due to a lack of available data, it is difficult to determine whether the proportion of each group is representative of the Wiltshire population.

Emotional Wellbeing

The Warwick-Edinburgh Mental Wellbeing Scale (WEMWS) was developed by researchers at the Universities of Warwick and Edinburgh, with funding provided by NHS Health Scotland, to enable the measurement of mental well-being of adults in the UK and has been validated for use in children as well. Scores range between 14 and 70. A score between 42 and 60 is believed to represent a relatively healthy mental wellbeing score. In the 2021 sample, the respondents mean score was 47.8, which falls in the healthy mental wellbeing range. This is similar to the 2017 and 2020 results (Figure 2). In all school phases, females had a lower WEMWS score than males, with secondary females scoring just outside the healthy range (41.1).

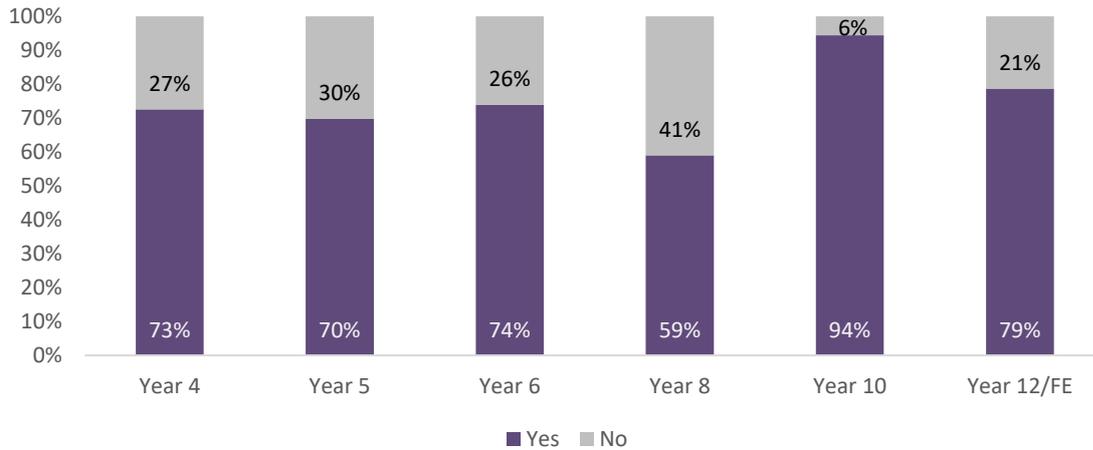
Figure 2: Warwick-Edinburgh Mental Wellbeing Scale mean score



Approximately 72% of primary pupils believed there was at least one adult in the school who cares about them and 79% of year 12/FE pupils reported the same. (Figure 3). There was clear variation in secondary school phases, where 94% of year 10 pupils believed that there is at least one adult at school who cares about them compared to only 59% of year 8 pupils reporting the same. Proportions were the same in 2020.

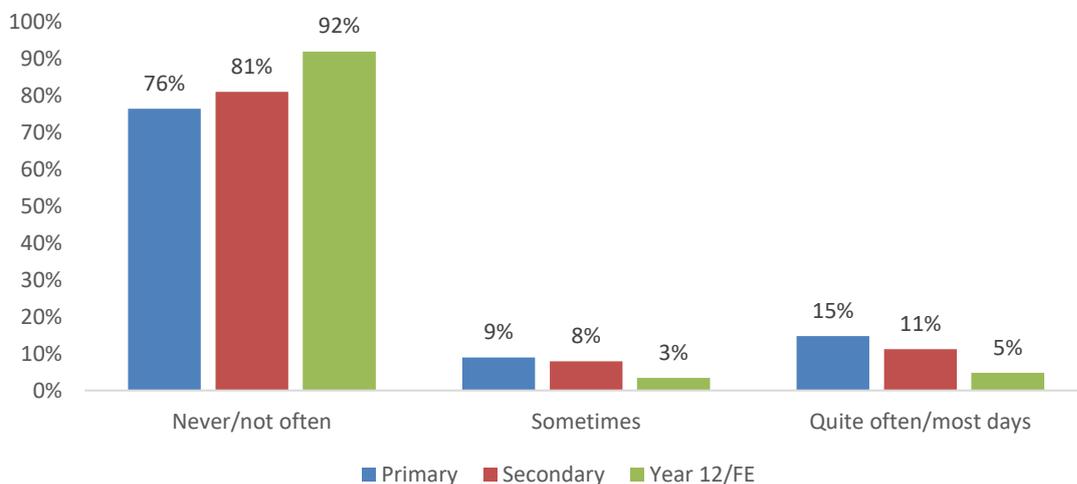
This question was new for 2020 and had not been trialled elsewhere before (2017 survey). It was created to capture a sense of meaningful connection to the adults at a school. In the detailed reports this question will be cross tabulated to other items of wellbeing to explore the ability of the question to measure what we assume to be related concepts.

Figure 3: Is there at least one adult at school who cares about you as an individual?



In 2021, 24% of primary school, 19% of secondary school and 8% of year 12/FE pupils reported that had been bullied sometimes or more frequently in the past year (Figure 4). 2021 survey results were similar to 2017 and 2020 survey results for secondary school pupils. However, in the primary school sample, proportions have fluctuated. In year 12/FE school phases, proportions have decreased slightly (13% in 2020 and 2017). Verbal bullying was the most common type of bullying.

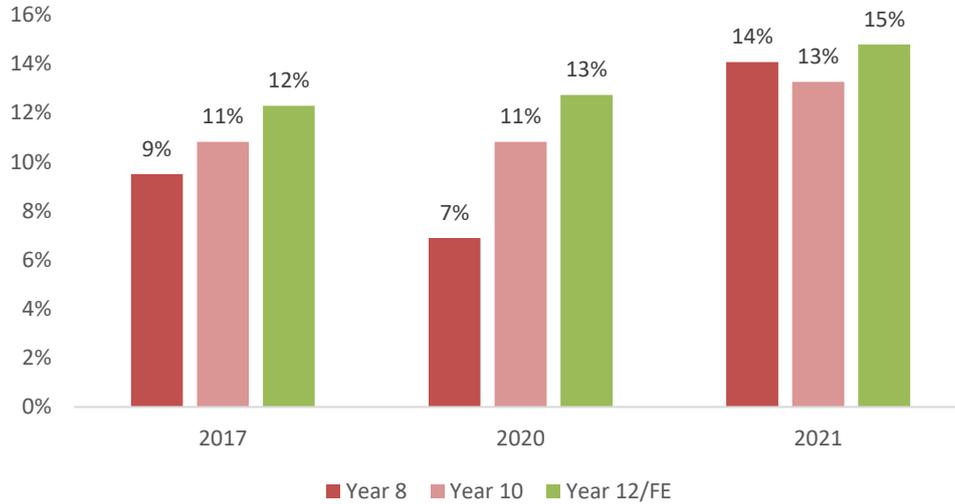
Figure 4: Have you been bullied in the last year?



In 2021, 23% of the year 8 pupils, 20% of year 10 pupils and 33% of the year 12/FE reported having ever self-harmed or taken an overdose at some point in their lives. Females were much more likely to report this than males. 14% of year 8, 13% of year 10 and 15% of year 12/FE pupils self-harmed monthly, weekly, or daily (Figure 5). For year 8 pupils, this is quite a notable increase when compared to previous years.

Figure 5: How often have you self-harmed?

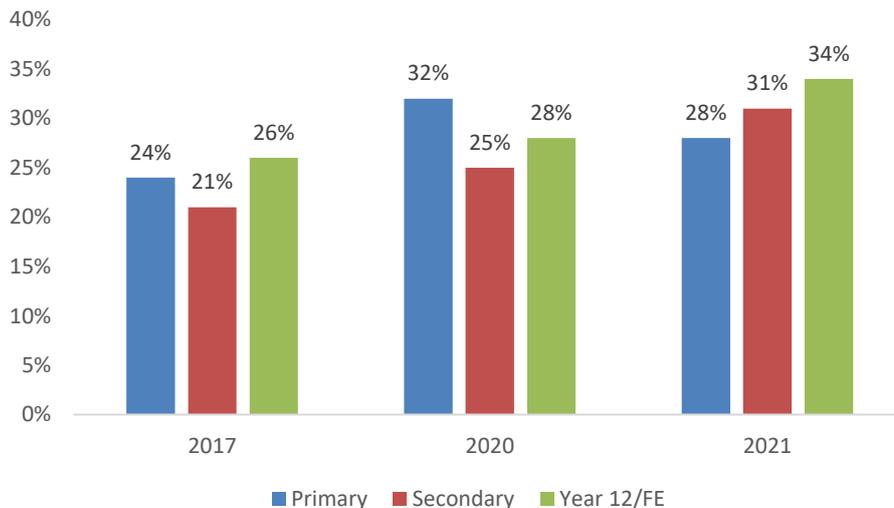
Response: Monthly, weekly, daily.



28% of primary school pupils, 31% secondary school pupils and 34% year 12/FE students reported feeling worried about something so much that they cannot sleep at night usually/most of the time. Proportions of children feeling worried often in primary school phases have fluctuated over the past few surveys, while secondary school and year 12/FE proportions have increased (Figure 6).

Figure 6: How often have you been so worried about something you cannot sleep at night?

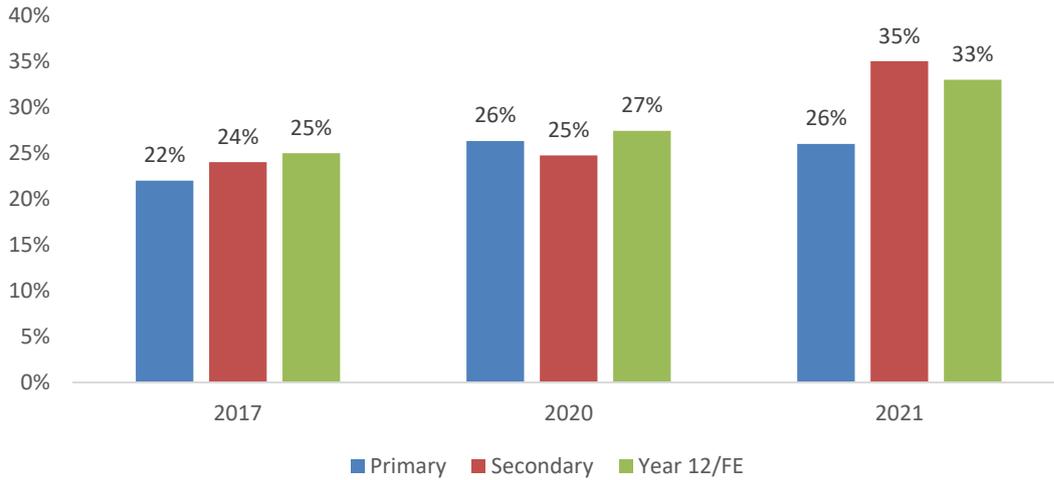
Response: Usually/most of the time.



The majority of students from all school phases were not worried about going to school (Figure 7). This was particularly true in primary school phases. However, 26-35% of pupils/students were worried. It may be the case that increase in worry about going to school is partially due to the impacts of Covid-19 pandemic. Proportions of worry about going to school have increased across all school phases since 2020 and 2017 (Figure 7). In all school phases, females were more likely to report being worried about going to school than males.

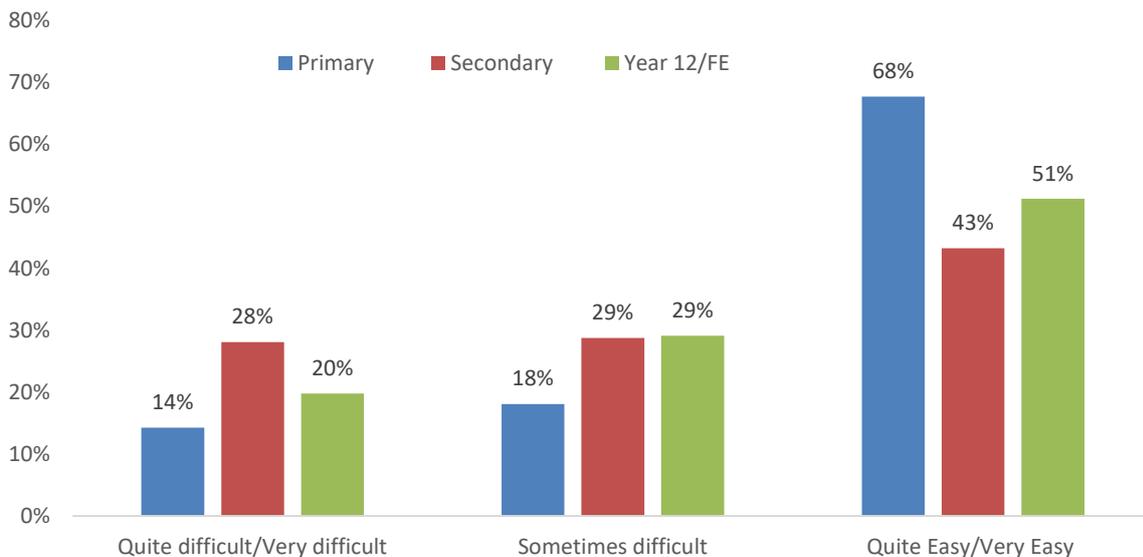
Figure 7: How would you describe being at school? I worry about going to school

Response: agree/strongly agree.



Pupils were also asked if they can easily access mental health support at school (Figure 8). 68% of primary school pupils, 43% from secondary school and 51% reported they found it quite easy or very easy reported that its easy to access mental health support. Proportions were relatively similar in 2020, though dropped by 4% for secondary pupils. This question was not asked in 2017.

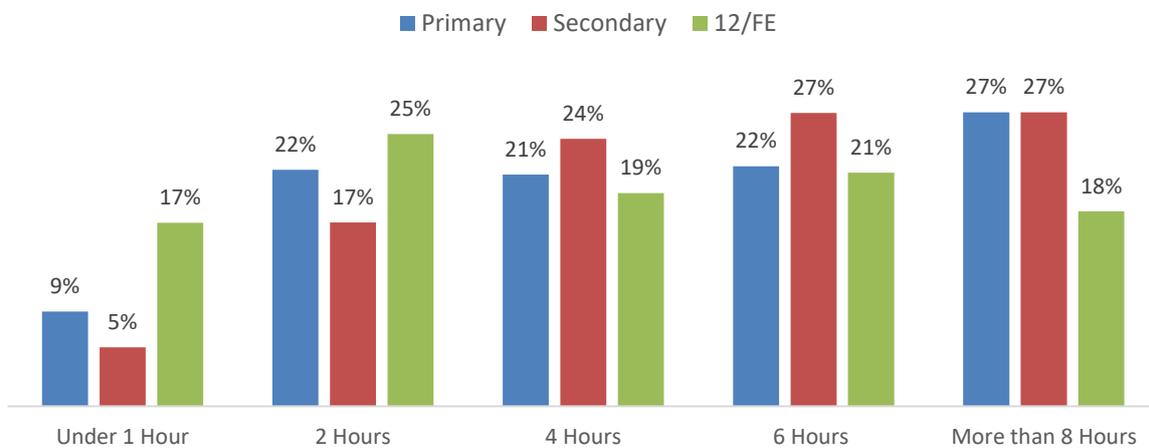
Figure 8: Is it easy to access mental health support at school?



Healthy lifestyles

It is recommended that children and young people do 7 hours of exercise or more each week. Response options were not directly comparable to the national guidance, but the 2021 survey results showed that 49% of primary school pupils, 54% of secondary school pupils and 39% of year 12/FE pupils reported to exercise 6 or more hours per week (Figure 9). Nationally, between 2020 and 2021, 44.6% of children and young people (aged 5 to 16) met the guidelines for taking part in sport and physical activity for an average of 60 minutes or more a day.⁸ The results were similar to the 2017 and 2020 results, though proportions have increased over the years for secondary (49% in 2017) and year 12/FE pupils (32% in 2017). In all school phases, males undertook more physical activity than females.

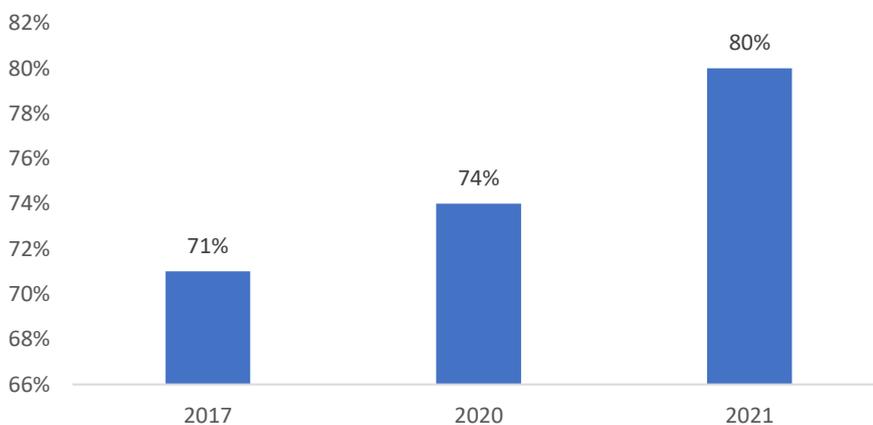
Figure 9: About how much physical activity or exercise do you do over a week (in and out of school)



4 in 5 pupils responded that they always wash their hands after going to the toilet. There has been a gradual increase in frequent hand washing over the years (Figure 10). These changes may be due to COVID-19 where washing hands regularly was encouraged to avoid the spread of virus.

Figure 10: Do you wash your hands after going to the toilet? (Only asked of the primary school sample).

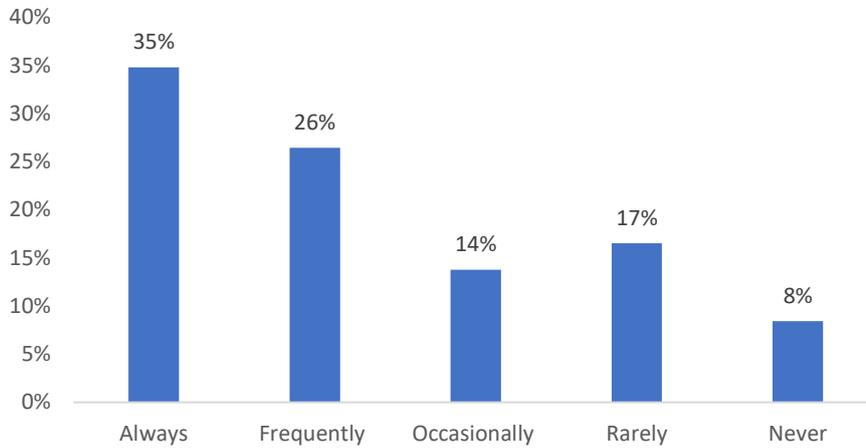
Response: Always.



⁸[Physical Activity - Data - OHID \(phe.org.uk\)](https://www.phe.org.uk/data/physical-activity)

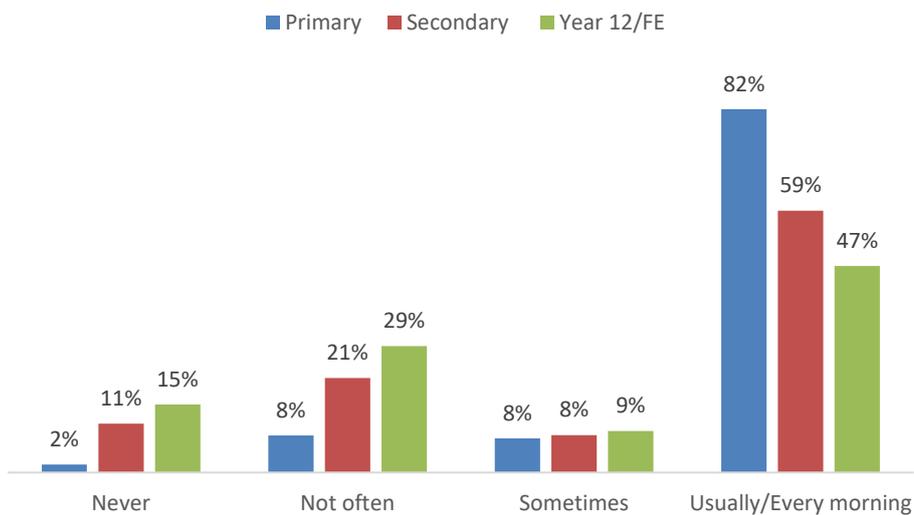
1 in 3 primary school children reported always washing their hands before eating a meal which is similar to the 2020 and 2017 surveys (Figure 11).

Figure 11: Do you wash your hands before eating a meal? (Only asked of the primary school sample)



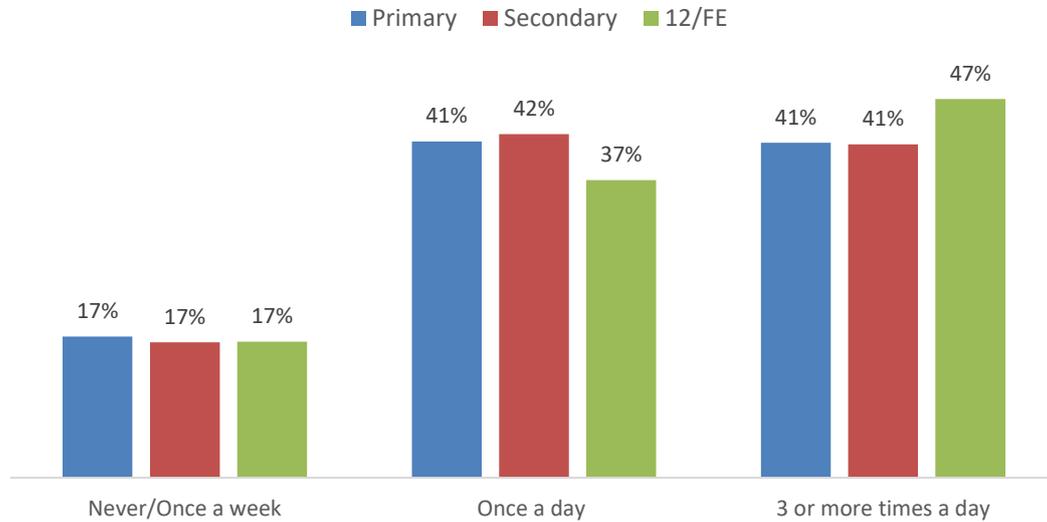
82% pupils in primary school phases eat breakfast usually or every morning (Figure 12). This decreased with the school year, where 59% of secondary school pupils and 47% of year 12/FE pupils reported eating breakfast usually or every day. Compared to the 2020 and 2017 data, there was a slight decrease in 2021 in the proportion of secondary school respondents reporting that they usually or every morning have breakfast (64% in 2017 and 65% in 2020). Secondary females were less likely to eat breakfast often compared to males.

Figure 12: How often do you eat breakfast?



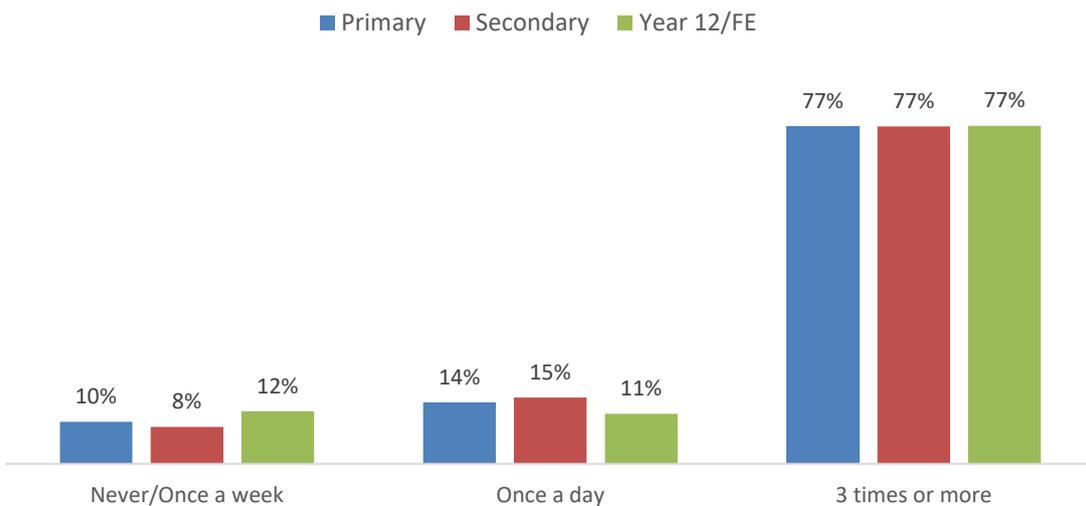
Survey findings suggest that at least four in ten (40%) pupils eat 3 or more snacks per day (Figure 13). Since 2017 and 2020 there has been an increase in those eating snacks 3 or more times a day amongst primary school pupils (32% in 2017 and 35% in 2020).

Figure 13: How often do you eat snacks such as sweets, chocolate, biscuits & crisps?



The British nutrition foundation recommends that children drink 6-8 glasses of fluid per day (120-150ml for children and 250-300ml for older children and young people). They recommend water as it hydrates without extra energy or risk of harm to teeth. Most (77%) pupils responded that they drink water frequently (Figure 14). The results were very similar to the 2020 and 2017 survey results for primary and secondary pupils but have increased for year 12/FE pupils (70% in 2017, 78% in 2020).

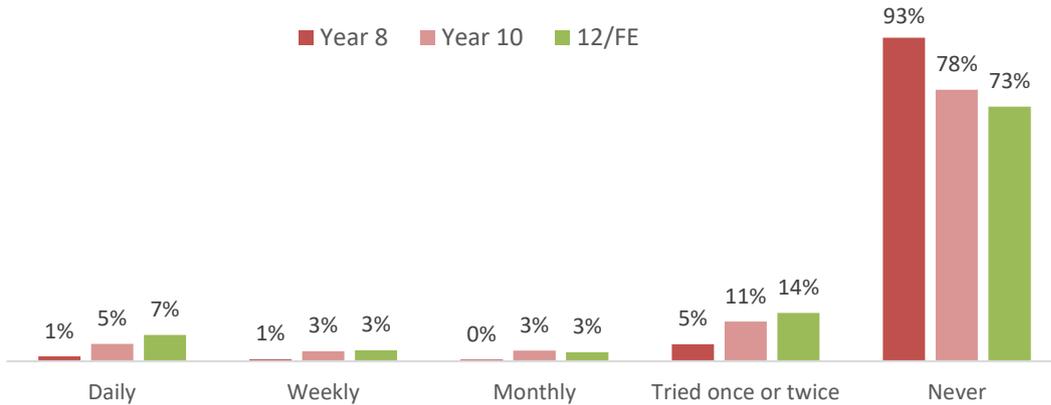
Figure 14: How often do you drink still (tap or bottled) water?



Risky behaviours

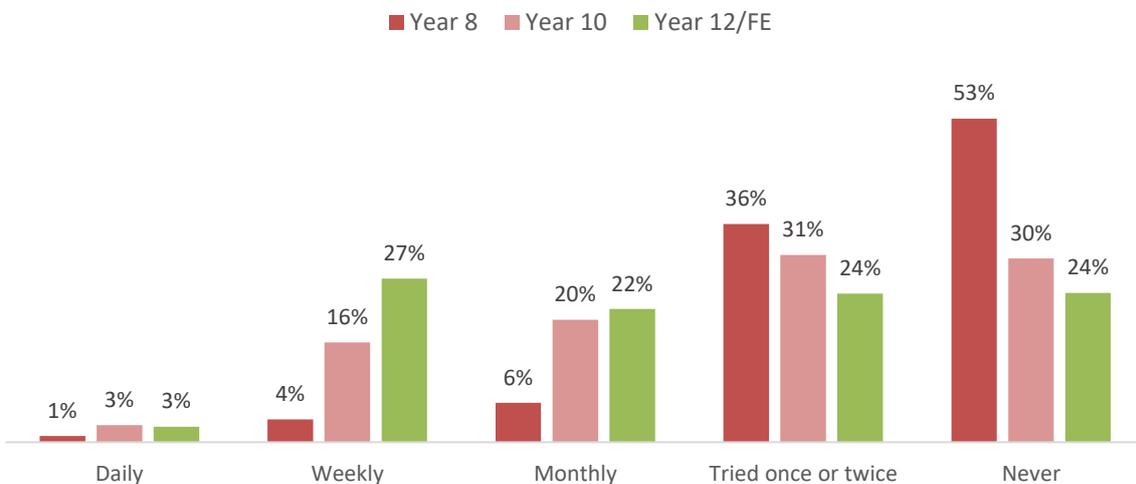
Almost 100% of primary children had never smoked a cigarette, hence are not included in the graph below. Most (93%) of the year 8 pupils reported never having smoked a cigarette (Figure 15). This reduced to 8 out of 10 for year 10 pupils, with 5% reporting smoking daily. For year 12/FE pupils, 73% that they have never smoked and 7% reported smoking daily. 28% of secondary and 39% of year 12/FE pupils wanted to stop smoking. For year 12/FE pupils, 2021 shows a decrease in the proportion of pupils smoking daily (17% in 2017 and 14% in 2020).

Figure 15: Do you smoke cigarettes (i.e., tobacco, NOT vaping/e-cigarettes)?



97% of primary pupils had never tried alcohol or tried it once or twice so are not included in the graph below. The proportion of pupils who drink alcohol on a weekly/daily increases with year group/age. 5% of year 8 pupils, 19% of year 10 pupils and 30% of year 12/FE pupils reported that they drink on a weekly basis or more frequently (Figure 16). Half of year 12/FE pupils drink alcohol at least monthly. These results do not differ substantially from previous years though the proportion of year 12/FE children reporting drinking alcohol at least monthly has decreased since 2017 (64%) and 2020 (59%) to 51% in 2021.

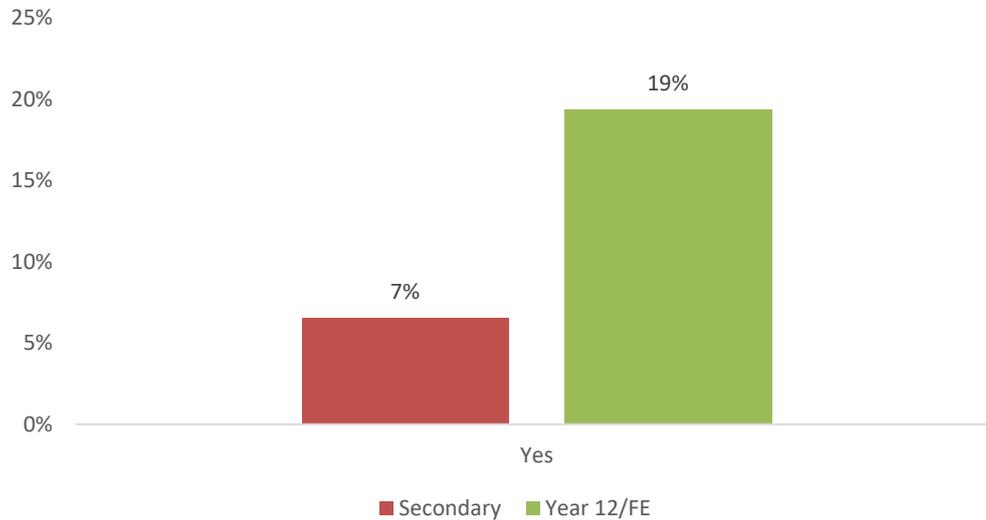
Figure 16: Do you drink alcohol?



7% of secondary school respondents reported having tried illegal drugs (Figure 17), while, in the year 12/FE sample, 19% of respondents reported having tried illegal drugs. Nationally, in 2018, 24% of 11–15-year-olds had taken illegal drugs.⁹ This is much higher than the survey percentage. These figures are approximately the same for secondary school respondents in 2020 and 2017 but show a decrease in the year 12/FE school phase (28% in 2017 and 29% in 2020).

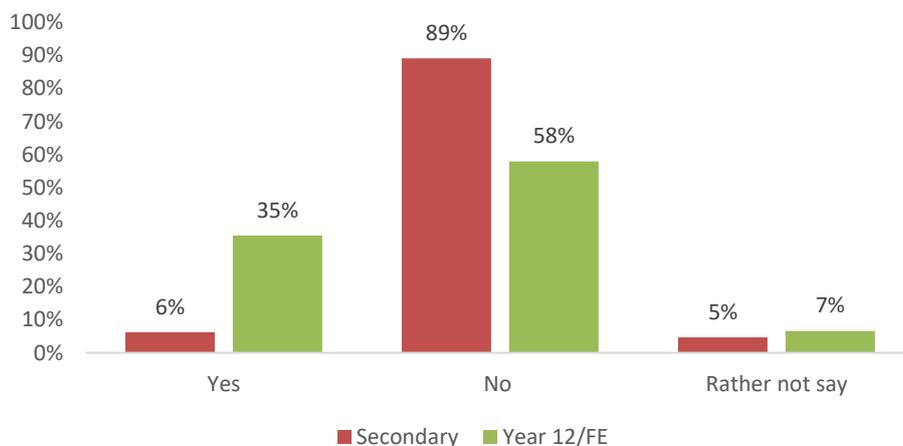
Figure 17: Have you ever tried illegal drugs?

Response: Yes.



6% of secondary school respondents (aged 11 to 15) and 35% of year 12/FE respondents reported having had sexual intercourse (Figure 18). 14% of year 12/FE respondents reported having sexual intercourse under the age of legal consent. Proportions were the same for secondary respondents in 2017 and 2020, but for year 12/FE respondents, the proportion of pupils who reported having had sexual intercourse has decreased since 2017 (46%) and 2020 (45%). 14% of year 12/FE pupils were under the age of legal consent the first time they had sexual intercourse.

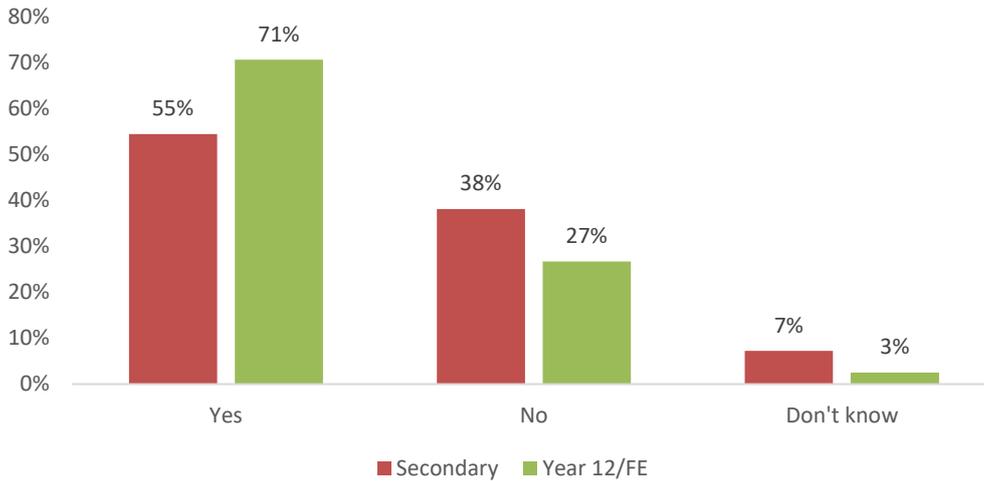
Figure 18: Have you ever had sex (sexual intercourse)?



⁹ [Smoking, Drinking and Drug Use among Young People in England 2018 \[NS\] - NHS Digital](#)

71% of the year 12/FE respondents who have had sex, and 55% of the secondary school respondents who have had sex, reported that they used contraception or took precautions the last time that they had sex (Figure 19). 38% of the secondary school group and 27% of the year 12/FE group reported that they had not. In 2020 and 2017, proportions were very similar, though there has been an increase in secondary children reporting not using any form of contraception (30% in 2017 and 33% in 2020) to 38% in 2021.

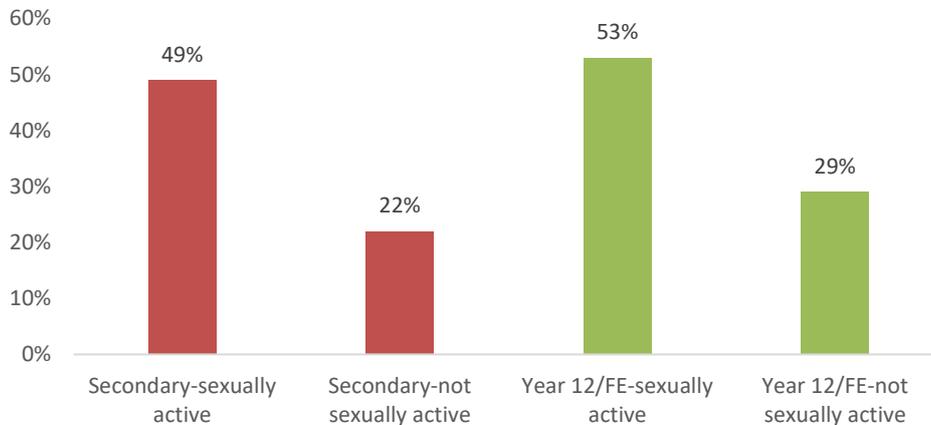
Figure 19: The last time you had sexual intercourse did you or your partner use any form of contraception or take any precautions? Sexually active respondents.



Around half of the year 12/FE and secondary respondents who have had sex reported that they would be comfortable using sexual health and contraceptive services (Figure 20). These proportions are much lower for respondents who are not sexually active. In secondary school phases, males (sexually active and non-sexually active) were more likely to be comfortable using sexual health services than their female counterparts. In year 12/FE school phases, sexually active females felt more comfortable than sexually active males. Patterns were the same in 2020 and 2017.

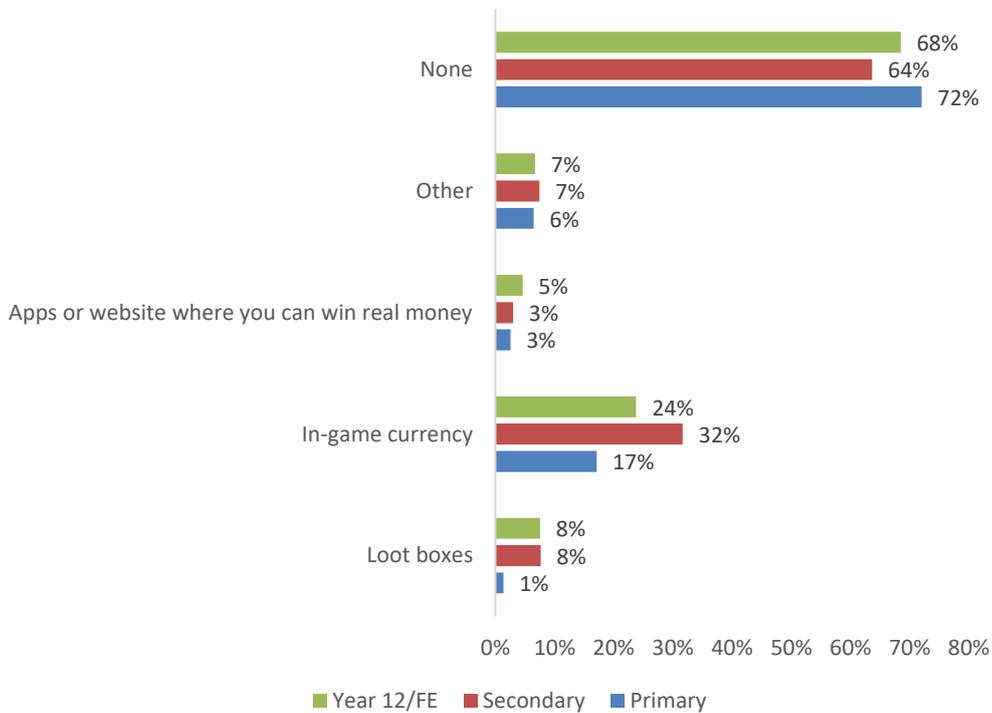
Figure 20: How comfortable would you be using sexual health and contraceptive services?

Responses: Comfortable/Extremely comfortable.



A gambling question was added in the 2020 survey, which tries to reflect local and national requests for information surrounding gambling. 28% of primary, 36% of secondary and 32% of year 12/FE pupils reported that they had spent money on gambling activities. In-game currency was the most common gambling activity among those in this group (Figure 21). Males were much more likely to have gambled than females in all school phases.

Figure 21: Have you spent any of your money on any of the following gambling activities in the past 12 months?

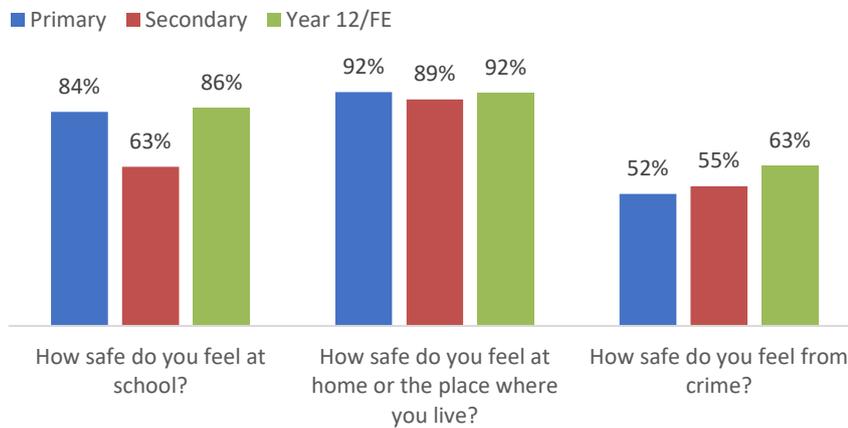


Community Safety

The 2021 results showed that 84% of primary school pupils and 86% of year 12/FE pupils reported feeling very safe or safe at school, this reduced to 63% in secondary school phases (Figure 22). This school phase pattern has been observed in previous surveys. 9 out of 10 pupils felt very safe or safe at home or the place they live. Over 50% of pupils felt safe from crime. Feelings of safety at school has improved for year 12/FE pupils since 2017 and 2020 (80% in both years) but have fluctuated for secondary pupils (69% in 2017, 57% in 2020). Feelings of safety from crime have improved for primary school respondents since 2020 (47%). Proportions of pupil's feelings safe at home have stayed relatively constant over the past few surveys.

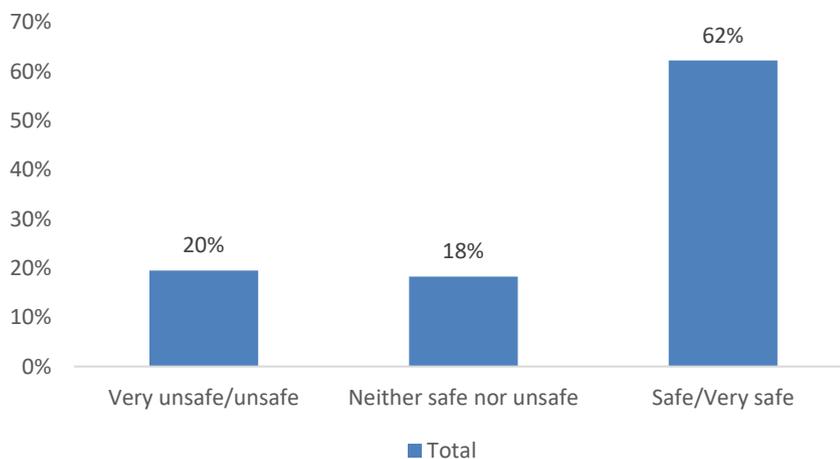
Figure 22: How safe do you feel at school, at home and from crime?

Response: Safe/very safe



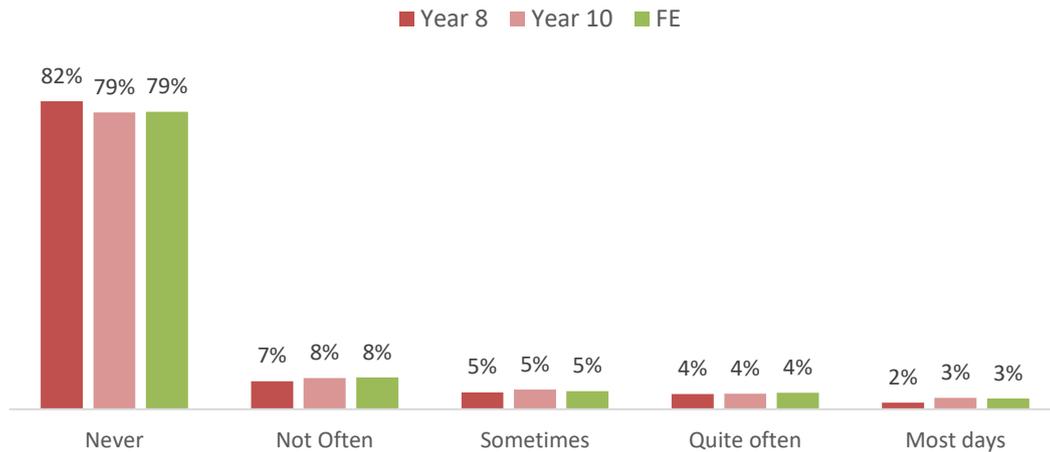
Primary school respondents were also asked about their feelings of safety while riding their bike on the roads. Overall, 62% of primary children said that they felt safe or very safe riding their bike on the roads. (Figure 23). This proportion has increased slightly over the years (59% in 2017, 57% in 2020).

Figure 23: How safe do you feel riding your bike on the roads? Primary.



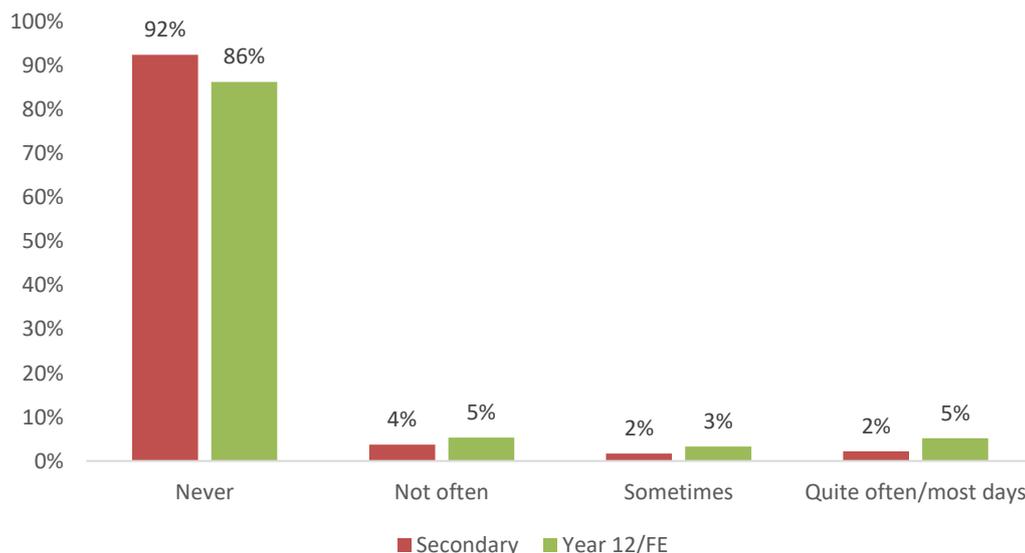
89% of year 8, 87% of year 10 and 87% of year 12/FE pupils reported that they or someone in their immediate family had never or not often been a victim of domestic abuse or domestic violence (Figure 24). These proportions are very similar results to the 2020 and 2017 survey results. In both the 2021 and 2020 survey, a higher proportion of females reported that they or a family member were a victim of abuse often or most days. Primary school respondents were not asked this question.

Figure 24: Have you or anyone in your immediate family ever been a victim of domestic abuse or domestic violence?



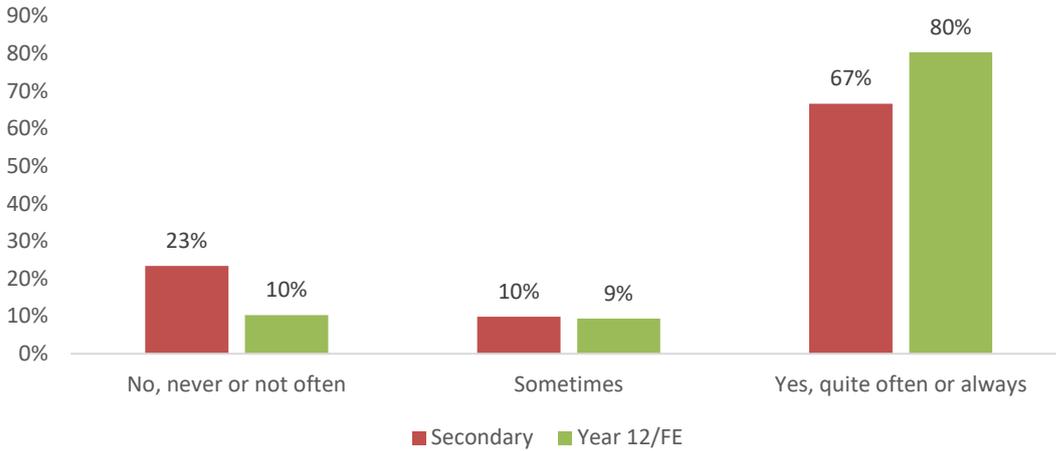
8% of secondary and 14% of year 12/FE pupils reported that they had never been a victim of abuse from a boyfriend or girlfriend (Figure 25). Females were more likely to report this than males. Proportions were the same in 2020 and 2017. Primary school respondents were not asked this question.

Figure 25: Have you ever been a victim of abuse from a boyfriend/girlfriend?



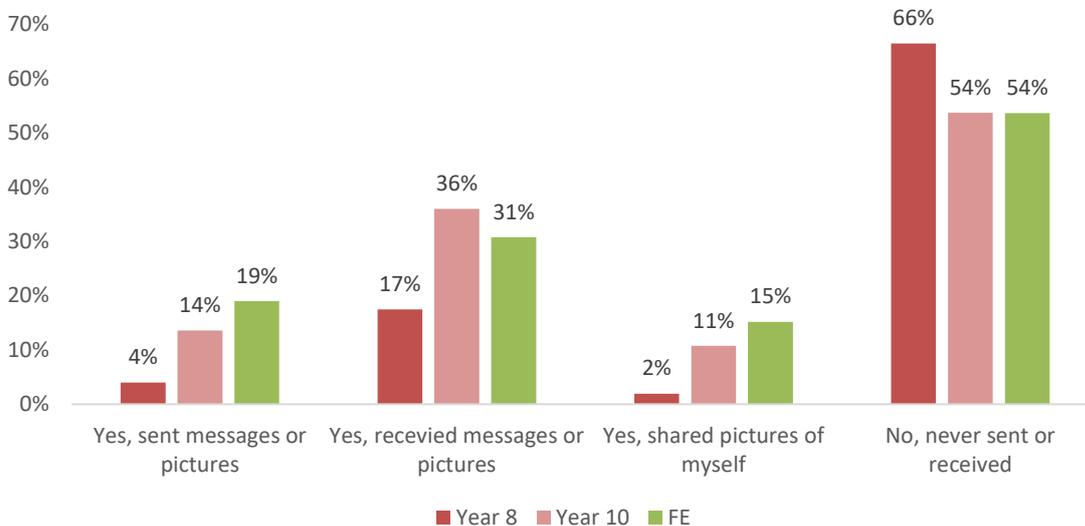
23% of the secondary school pupils who reported ever having had sexual intercourse, and 10% of the year 12/FE pupils who reported this, said that they never or rarely felt able to say no to sexual activity (Figure 26). This represents 1% of the total secondary sample, and 3% of the total year 12/FE sample. Males were less likely to report that they could say no compared to females in both school phases. Proportions of secondary children that felt unable to say no have fluctuated over the years, 25% in 2017 down to 19% in 2020 and back up to 23% in 2021. Proportions for year 12/FE pupils have stayed largely the same.

Figure 26: Do you feel you can say no to having sexual activity? Those who have had sexual intercourse.



34% of year 8, 46% of year 10 and 46% of year 12/FE pupils reported that they had been involved in sharing messages or pictures of a sexual nature on the internet or on their phone (Figure 27). These results are very similar to the 2020 and 2017 survey results for year 10 pupils. However, the proportion of year 8 pupils who had been involved has increased (29% in 2017 and 27% in 2020) and the proportion for year 12/FE pupils has decreased (54% in 2017 and 2020). In 2020 and 2021, females were more likely than males to report having been involved in sharing messages or pictures of sexual nature.

Figure 27: Have you ever been involved in sharing messages or pictures of a sexual nature on the internet or on your phone?

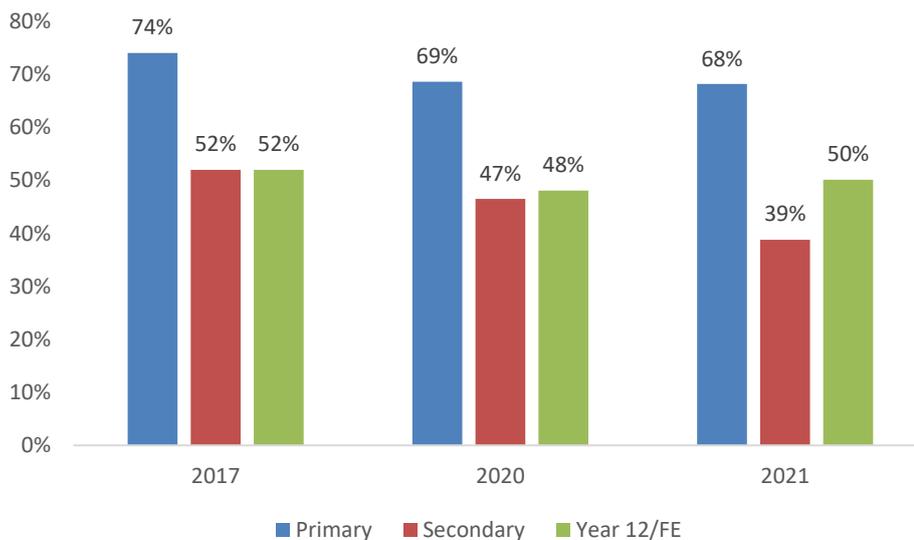


School Experience

In 2021, 68% of the primary school respondents, 39% of the secondary and 50% of the year 12/FE respondents reported that they had felt quite happy or mostly happy at school in the past week (Figure 28). 34% of secondary pupils felt unhappy most of the time or quite unhappy. Proportions have decreased over the years for primary and secondary pupils but have stayed relatively constant for year 12/FE pupils.

Figure 28: Thinking about how you have felt over the past week AT SCHOOL, would you say you felt generally [happiness scale]?

Response: Quite happy/happy most of the time.



The following table shows the proportions of pupils strongly agreeing or agreeing with the statements on the left-hand side relating to how pupils would describe being at school. Of note, proportions of pupils worrying about going to school have increased across all school phases since 2017. In addition, the proportion of pupils feeling stressed about school work has increased since 2017 for secondary school pupils. Overall, proportions tend to drop for secondary school pupils, particularly for the following statements: teachers making lessons fun and interesting, teachers tell me how I am doing with my work, I get enough help at school with learning, I am happy to use the school toilets and I get enough emotional support at school.

Table 3: How would you describe being at your school? (Strongly agree/agree)

Statement	Agree/strongly agree		
	Primary	Secondary	Year 12/FE
I enjoy my school	71%	42%	69%
I try my best at school	91%	70%	84%
I learn a lot at school	84%	58%	82%
My school is giving me useful skills and knowledge	83%	50%	77%
My school has lots of activities (like sport and drama) to take part in at lunchtime or after school	66%	56%	33%
Most of my teachers make my lessons fun and interesting	76%	29%	69%
Most of my teachers tell me how I am doing with my work	74%	42%	79%

Other pupils often disrupt my lessons	55%	56%	28%
I get enough help at school with learning	79%	48%	73%
I feel stressed by school work	39%	65%	60%
I worry about going to school	26%	35%	33%
I am often in trouble	11%	14%	5%
I am often aggressive or violent	10%	11%	5%
I usually achieve top grades/levels at my school	49%	42%	45%
I am happy to use the school toilets	57%	27%	63%
I get enough help at school with emotional support	67%	25%	38%

Secondary school and year 12/FE students were asked how helpful the careers advice that they have had been in helping them to plan for the future. In 2021, 27% of secondary school pupils and 42% of year 12/FE students had found this advice quite useful or very useful in 2021. In previous years, these proportions were higher (Figure 29).

Figure 29: How useful has the careers advice that you have had been in helping you to plan for the future?

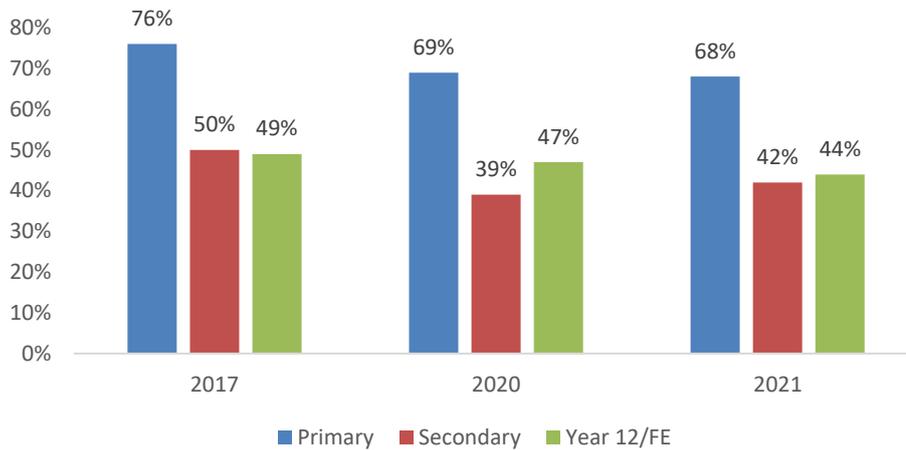
Response: Quite useful/very useful.



In 2021, 68% of primary school pupils reported that they felt confident or extremely confident about their futures (Figure 30). The proportion was much lower among secondary school and year 12/FE pupils, with only 42% of these pupils feeling confident or extremely confident about their futures. 32% of secondary school students and year 12/FE students were not at all or not very confident about their futures. Confidence in the future has dropped in all school phases over the years by approximately 5-8%.

Figure 30: Overall, how confident about your future do you generally feel?

Response: Confident/very confident.



The following table illustrates the proportions of pupils who would like more support or knowledge in particular areas. Pupils could pick multiple options though primary school pupils were not given all the options in the table. Regarding this set of questions, it is important to consider the change between school years, hence the proportions have been split further down into year groups rather than school phases. If an item had a high proportion wishing for more support or knowledge in an early school year but this proportion has reduced by the next year group, it could imply that the support or knowledge has been met or that there is an emerging issue in the younger year groups. Primary school pupils most wanted more support or knowledge in cooking skills, while secondary pupils wanted more support or knowledge in feeling positive about their appearance. Year 12/FE most wanted more support in getting fit.

Table 4: Are there any areas in your life that you feel you need more support or knowledge with?

	Year 4	Year 5	Year 6	Year 8	Year 10	Year 12/FE
Cooking skills	61%	66%	66%	25%	26%	26%
Drugs	10%	18%	14%	10%	11%	3%
Alcohol	7%	12%	11%	9%	9%	3%
Smoking	7%	13%	11%	8%	9%	2%
Bullying	22%	22%	16%	11%	8%	15%
Healthy eating	25%	27%	26%	17%	18%	10%
Physical activity	18%	22%	21%	14%	16%	21%

Losing weight	17%	23%	30%	32%	35%	7%
Gaining weight	5%	6%	7%	9%	11%	25%
Getting fit	39%	39%	42%	35%	34%	54%
Feeling positive about my appearance	NA	NA	NA	68%	73%	10%
Safer sex	NA	NA	NA	17%	21%	7%
STIs	NA	NA	NA	13%	14%	13%
Anger management	23%	31%	31%	22%	25%	3%
Relationships and friendships	NA	NA	NA	25%	25%	19%
Parenting skills	NA	NA	NA	17%	24%	9%
Money management	NA	NA	NA	33%	62%	45%
Stress management	23%	28%	38%	36%	48%	30%
Keeping safe and secure when online / using the internet	25%	19%	12%	7%	7%	4%
Domestic abuse	NA	NA	NA	11%	12%	5%
Self-harming	NA	NA	NA	25%	22%	12%
Climate change or other environmental issues	25%	32%	33%	11%	14%	11%
Sexual orientation (e.g., gay, lesbian, bisexual)	NA	NA	NA	18%	18%	10%
Gender orientation (trans)	NA	NA	NA	12%	12%	7%
Keeping safe from exploitation and abuse	NA	NA	NA	13%	16%	7%
The effect that the media, pornography and internet has on the way I feel about my appearance	NA	NA	NA	11%	17%	13%
Politics	NA	NA	NA	21%	28%	21%
Other	11%	14%	14%	7%	5%	5%

More Information

If you wish to discuss the data in this report or the other Wiltshire Children and Young People's School Health and Wellbeing Survey reports, please contact the Public Health team at Wiltshire Council: publichealth@wiltshire.gov.uk

Acknowledgements

We would like to thank schools that took part in the January to March 2020 survey and the May to July 2021 survey, particularly the staff that organised its administration and all the pupils who gave up their time to provide information.

Schools that participated in 2020

Bitham Brook Primary School
Box Church of England Primary School
Brinkworth Earl Danby's Church of England Primary School
Broad Hinton Church of England Primary School
Chafyn Grove School prep
Chafyn Grove School Senior
Charter Primary School
Clarendon Junior School
Colerne CofE Primary School
Corsham Regis Primary Academy
Dauntsey's School
Devizes School
Dilton Marsh CofE Primary School
Fitzmaurice Primary School
Frogwell Primary School
Great Bedwyn Church of England School
Greentrees Primary School
Hardenhuish School
Hilmarton Primary School
Kingdown School
Kingsbury Green Academy
Kington St Michael Church of England Primary School
Lavington School
Ludgershall Castle Primary School
Marlborough St Mary's CE VC Primary
Monkton Park Primary School

Neston Primary School
Old Sarum Primary School
Pewsey Primary School
Pewsey Vale School
Pitton Church of England Voluntary Aided Primary School
River Mead School
Royal Wootton Bassett Academy
Saint Edmund's Roman Catholic Academy Calne
Sambourne Church of England Voluntary Controlled Primary School, Warminster
South Wiltshire Grammar School for Girls
St Katharine's CofE (VC) Primary School
St Laurence School
St Martin's CofE Voluntary Aided Primary School
St Mary's RC Primary School (Chippenham)
St Paul's Primary School
St Peters CE Primary Academy
St Sampson's Church of England Primary School
Studley Green Primary School
The Clarendon Academy
The John of Gaunt School
The New Forest Primary School (at Landford, Nomansland & Hamptworth)
The Stonehenge School
The Trinity Church of England Voluntary Aided Primary School, Devizes
Urchfont Church of England Primary School
Walwayne Court School
Wiltshire College - Chippenham
Wiltshire College - Lackham
Wiltshire College - Trowbridge
Woodford Valley CE Primary Academy

Schools that participated in 2021

Abbeyfield School
Alderbury & West Grimstead Church of England Primary School
Amesbury Church of England Voluntary Controlled Primary School
Baydon St Nicholas Church of England Primary School
Bellefield Primary and Nursery School
Bowerhill Primary School

Box Church of England Primary School
Bradon Forest School
Brinkworth Earl Danby's Church of England Primary School
Bulford St Leonard's CE (VA) Primary School
Chafyn Grove School (Primary years, Year 8)
Cherhill Church of England Primary School
Christ Church Church of England Controlled Primary School
Clarendon Junior School
Colerne CofE Primary School
Coombe Bissett Church of England Primary School
Corsham Regis Primary Academy
Cricklade Manor Prep School
Crudwell CofE Primary School
Dauntsey's Academy Primary School
Dinton CofE Primary School
Fitzmaurice Primary School
Five Lanes Primary
Forest & Sandridge Church of England Primary School
Fynamore Primary School
Godolphin school (Years 4, 5 & 6 and Years 8, 10 & 12)
Great Bedwyn Church of England School
Greentrees Primary School
Grove Primary School
Hardenhuish School
Hilmarton Primary School
Holbrook Primary School
Holt Voluntary Controlled Primary School
Kington St Michael Church of England Primary School
Langley Fitzurse Church of England Primary School
Leehurst Swan School (Years 4, 5 & 6 and Years 8 & 10)
Longford CofE (VC) Primary School
Ludgershall Castle Primary School
Malmesbury Church of England Primary School
Marlborough College
Neston Primary School
Newton Tony Church of England Voluntary Controlled School
North Bradley CofE Primary School

Nursteed Primary School
Old Sarum Primary School
Pitton Church of England Voluntary Aided Primary School
Queen's Crescent School
Redland Primary School
River Mead School
Royal Wootton Bassett Academy
Saint Edmund's Roman Catholic Academy Calne
South Wiltshire Grammar School
St Andrew's Church of England Voluntary Aided Primary School Laverstock
St Bartholomew's Church of England Primary School Wootton Bassett
St George's Catholic Primary School, Warminster
St John's Catholic Primary School Trowbridge
St Joseph's Catholic Primary School Malmesbury
St Laurence School
St Martin's CofE Voluntary Aided Primary School
St Nicholas Church of England Primary School, Porton
St Nicholas Church of England VC Primary School Bromham
St Peter's Church of England Academy, Chippenham
Stanton St Quintin Primary School
Staverton Church of England Voluntary Controlled Primary School
Studley Green Primary School
Sutton Benger Church of England Aided Primary School
Wansdyke Community School
Wellington Academy
Westbury Leigh CofE Primary School
Wiltshire College - Chippenham
Wiltshire College - Lackham
Wiltshire College - Salisbury
Wiltshire College - Trowbridge
Winterbourne Earls Church of England Primary School
Winterslow Church of England Aided Primary School
Woodford Valley CE Primary Academy
Wyvern College

Report prepared by: Wiltshire Council Public Health Intelligence Team in partnership with Local Authority colleagues

This page is intentionally left blank

Wiltshire Council

Children's Select Committee

6 July 2022

Executive Response to the Final Report of the Disadvantaged Learners Task Group

Purpose of the report

1. To present the response of the Cabinet Member for Children's Services, Education and Skills to the Final Report of the Disadvantaged Learners Task Group.

Background

2. On 8 June the Children's Select Committee endorsed the Final Report of the Task Group.
3. The Committee resolved to refer the following Task Group's recommendations to the relevant Cabinet member for response at the Committee's next meeting on 6 July.

Executive response to the Task Group's recommendations

Recommendation No.1	that the respective Cabinet members for Children's Services, Education and Skills and Public Health ensure that the emerging strategy for Early Years places the first 1001 days as a core principle within the document's development, focusing on uptake in health checks and increasing Early Years take up above 80%.		
Cabinet member	Cllr Laura Mayes/ Cllr Ian Blair-Pilling	Lead Officer	Helean Hughes
Executive response	27. 6.2022	Accepted	
Action			Success criteria
	<ul style="list-style-type: none"> • Establish a stakeholder group- autumn term 2022 • Co-produce an Early Years Strategy with Health, including Public Health, Children's Centres, early years settings, schools, parents, voluntary sector etc • Submit an Expression of Interest to the LGA for bespoke support to create the strategy 		Acceptance for bespoke support from the LGA is gained Two-year old integrated check is launched across

<ul style="list-style-type: none"> Review and update of the integrated two-year old health check; launch in September 22 Promote the two-year old funding 	<p>health and education</p> <p>Data shows an increase in uptake of integrated reviews</p> <p>Stakeholder groups are in place for the EY strategy</p> <p>The EY strategy completed, and an implementation plan is in place</p> <p>Two-year old funded places is above 80%</p>
Target date	Implementation date
March 2023	June 2023

Recommendation No.2	that the emerging Early Years Strategy, to improve outcomes, places quality of teaching as a core principle within the document, further promoting communication, phonics and skills development in the 80% of children taking up placements and, understanding the 20% not attending and their risk in relation to being a future disadvantage learner.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	26.06.22	Accepted	
Action			Success criteria
<ul style="list-style-type: none"> Establish a stakeholder group- autumn term 2022 Co-produce an Early Years Strategy with Health, including Public Health, Children’s Centres, early years settings, schools, parents, voluntary sector etc Submit and Expression of Interest to the LGA for bespoke support to create the strategy Incorporate the GLD data into the EYs Strategy, and address development areas. Outline in the EY strategy how communication and phonics will be promoted and developed through the different phases of EY (2yrs, 3-4yrs and school age) 			<p>Improved GLD outcomes in all areas of the curriculum, particular improvement in communication and language</p> <p>Acceptance for bespoke support from the LGA is gained</p>

<ul style="list-style-type: none"> • The EY strategy to incorporate school improvement work to specifically target improving disadvantaged learner's outcomes in EY • Re-introduce project to support settings with high numbers of disadvantaged two-year-olds. • Promote the two-year old funding via Children's Centres and Health Visitors 	<p>Stakeholder groups are in place for the EY strategy</p> <p>The EY strategy completed, and an implementation plan is in place</p> <p>Project for Disadvantaged two-year olds 'Getting it right for 2 year olds' is supporting settings with high numbers of disadvantaged learners.</p>
Target date	
March 2023	

Recommendation No.3	that the Executive develops and shares with the CSC, before the end of the academic year 2021-22, an expansion plan to increase the number of pupil premium partner schools to ensure further reach for the DL team and the principles it is helping to promote.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.06.22	Accepted	
Action	Success criteria		
Produce an information report which outlines the current Pupil Premium Partners structure to be considered by the Executive to ensure a shared understanding of the benefits and practical development steps required to support a sustained expansion of the programme. Including:	By September 2022, an agreed structured and sustainable PP Partner schools' model is in place to improve the reach and engagement of an increasing number of schools		
	- funding		
	- accountability		
	- roles and responsibilities		
	- process		
	- quality assurance		
	- impact		
	- timescales		
	- selection & deselection process		
Target date			
September 2022			

Recommendation No.4	that the DLs team enhances its feedback loop in relation to all training delivered. Particularly relevant to 'peer to peer' training, this will enable trainers or online materials to evolve to ensure, with confidence, that they address the needs of the schools accessing the support.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.06.22	Accepted	
Action		Success criteria	
Work with Pupil Premium Partner schools, and other school leaders/providers, to improve the framework and process for effective school led CPD and training support		School led training has established entry and exit criteria which identifies the needs of participating schools and allows for feedback	
Target date			
September 2022			

Recommendation No.5	that further collaboration takes place between the council's SEND and DLs teams to further tailor the council's support of DLs, particularly those with SEND, recognising that quality of teaching is key to both.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.06.22	Accepted	
Action		Success criteria	
<p>Regular (termly) opportunity for SEND and DL team to collaborate identified and diarised for 2022/23</p> <p>Group to identify the key 'cross over points' in the current SEND&I strategy and ensure that both strategies reflect the activity from both areas</p> <p>POG to be scheduled to share and reflect on this collaborative area of work</p> <p>DL team to be involved in early conversations about the SEND&I strategy 23-26 to ensure that this area is fully explored and represented as part of this work</p> <p>Links between SEND strategy (particularly priority 2, 4, 5 and 6) and DL strategy will support further collaboration with quality of teaching as a key driver to underpin improvement</p>		DL & SEND strategy plans are fully aligned, and collaborative work is focused on improving outcomes for PP/SEND pupils	

Target date
December 2022 onwards

Recommendation No.6	that the developing Attendance Strategy produced by the Virtual Schools team seeks input from the Public Health, Early Years and DLs teams and that any lessons learnt are incorporated into the CPD provided to schools by the DLs team and used by the Early Years and Public Health teams to further promote uptake of health checks and free nursery placements.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.6.2022	Accepted	
Action			Success criteria
Develop an attendance strategy in line with DfE guidance May 2022			Attendance strategy developed.
Continue to incorporate attendance CPD within DL training where the opportunity present			Attendance for DLs improves (particularly for persistent absentees)
Early Years entitlement and Better2gether funding for disadvantaged two-year-olds promoted			Increased uptake in 2, 3- and 4-year-old places
A review and update of the integrated two-year health check and launch in September 22			Two-year old integrated check is launched across health and education
			Data shows an increase in uptake of integrated reviews
Target date			
December 2022			

Recommendation No.7	that the Cabinet Member for Children’s Services, Education and Skills adopts the term ‘educational neglect’ corporately to reflect the organisation’s collective effort to address this area. This will help the critical educational and life implications relating to that child/young person that may not previously otherwise have been communicated. It will support
----------------------------	---

	thresholds, decision making and multi-agency planning and support to improve attendance and educational outcomes for children/young people.		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.6.2022	Accepted	
Action			Success criteria
Present the findings and this recommendation to the SVPP and seek agreement from the partnership to include 'educational neglect' in the neglect strategy.			Educational neglect is recognised and addressed across the partnership. Educational neglect is addressed in the neglect strategy.
Target date			
November 2022			

Recommendation No.8	that the Children's Select Committee invites a future report from the Executive detailing its transitional plans in response to the reduction in funding for School Improvement Advisers (SIAs).		
Cabinet member	Cllr Laura Mayes	Lead Officer	Helean Hughes
Executive response	27.6.2022	Amended Change from School Improvement Advisers to School Improvement Service	
Action			Success criteria
Create a transitional plan in response to the funding available for school improvement.			Transitional plan developed
Target date			
December 2022			

4. The Executive welcome the findings of the DL task group and will look to establish a cross service 'Social Mobility Team' who can have oversight of all strategic plans, recommendations and activities to ensure strategies are fully aligned and effectively target improving outcomes for Disadvantaged Learners. These plans will include:
- DL Strategy
 - SEND Strategy
 - Wiltshire LA Council Business Plan
 - School Effectiveness Priorities linked to the Council Business Plan
 - *Moving forwards, making a difference: A planning guide for schools 2022–23*
 - [Guidance reports | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/guidance-reports/)

Proposal

5. To note the executive response to the Final Report of the Disadvantaged Learners Task group.

Cllr Laura Mayes, Cabinet Member for Children's Services, Education and Skills

Officer contact: Ceri Williams, Senior Scrutiny Officer, 01225 713704, Ceri.Williams
Ceri.Williams@Wiltshire.gov.uk

This page is intentionally left blank

Wiltshire Council

Children's Select Committee

06 July 2022

Task Group and Rapid Scrutiny Update

Purpose

To provide an update on any recent work from task groups and rapid scrutiny exercises linked to the Children's Select Committee (CSC), as well as information on any upcoming overview and scrutiny (OS) activities for the committee.

Updates from active Task Groups

1. Children's Select Committee – Standing Task Group

Supporting officer: Marie Gondlach

Membership

Cllr Helen Belcher
John Hawkins
Cllr Jon Hubbard (Chair)
Cllr Jacqui Lay
Cllr Caroline Thomas
Cllr Jo Trigg

Terms of Reference

At its 6 July 2021 meeting, the Children's Select Committee resolved to establish this Standing Task Group:

1. To undertake detailed reviews of the regular reports that come within the Children's Select Committee's remit and to bring updates to the Committee on its work;
2. To present any key issues, findings and recommendations to the Children's Select Committee, and / or other relevant committees, for discussion, endorsement or further scrutiny where appropriate;
3. To invite all members and substitutes of Children's Select Committee to its meetings, should they wish to attend and participate.

Recent activity

The Standing Task Group met on Monday 20 June to consider the mid-year Traded Services report.

The main decision from that meeting was for the Standing Task Group to consider the draft of the report scheduled to come to Children's Select Committee to ensure that it provides the information the committee requires to perform effective scrutiny, including:

- Identifying trends (year on year),
- RAG (red, amber, green) rating,
- Targets to measure progress against.

3. Fostering Excellence Task Group

Supporting officer: Marie Gondlach

Membership

Cllr Liz Alstrom
Cllr Chuck Berry (Chair)
Cllr Ruth Hopkinson
Cllr Sam Pearce-Kearney
Cllr Mark Verbinnen

It should be noted that Cllr Jack Oatley was appointed to the task group but had to resign at the second meeting as he was no longer able to attend the scheduled meetings of the task group.

Terms of Reference

For the Fostering Excellence task group to:

1. review how the Fostering Excellence project has been / is / will be addressing the issues identified in the report presented to CSC on 10 March 2020:
 - a. Increase initial enquiries and therefore assessments and approvals of Wiltshire Council foster carers;
 - b. Improve the retention of Wiltshire approved foster carers;
 - c. Increase the percentage of Wiltshire children in foster care cared for by Wiltshire Council foster carers (at the time 46%);
 - d. Maintain high occupancy rates of Wiltshire approved foster carers (at the time 80%+).
2. identify how the effectiveness of the Fostering Excellence project will be measured and reported, and be satisfied that this is robust and delivering improvements whilst achieving the savings identified in the budget 2022-23;
3. identify how the benefits of being placed with Wiltshire Council foster carers (who are receiving enhanced training / support as part of Fostering Excellence) for children in care will be measured and reported, and be satisfied that this is robust;

4. identify best practice across the country for recruitment and retention of in-house foster carers.

Recent activity

The task group has not met since the last meeting of the committee.

The work of the task group has been impacted by unavoidable pressures, including ill-health and job changes.

The task group had hoped to complete its work and present its final report to this meeting, but it would like to take the opportunity of having more time to complete its work and would propose to report at the November meeting (as there would be limited opportunities for meetings between now and the September meeting).

Proposals

1. **To note the update on task group and rapid scrutiny activities provided.**

Report authors:

Marie Gondlach, Senior Scrutiny Officer, 01225 713 597, E:
marie.gondlach@wiltshire.gov.uk

This page is intentionally left blank

Children's Select Committee - FWP - May 2022

Last Updated 28 JUNE 2022

Children's Select Committee – Current / Active Task Groups		
Task Group	Start Date	Final Report Expected
<p>Fostering Excellence To identify:</p> <ul style="list-style-type: none"> a. how the effectiveness of the Fostering Excellence project will be measured and reported; b. how the benefits to children in care being placed with in-house carers (receiving enhanced training / support as part of Fostering Excellence) will be measured and reported; c. best practice across the country for recruitment and retention of in-house foster carers, as well for anticipating demand (needs / demand modelling) 	18 January 2022	November
<p>Business Plan Metrics Task Group As agreed at the Children's Select Committee on 19 January 2022 – to review the metrics to be included in the Business Plan for measures linked to the remit of the committee</p>		
<p>Business Plan – service plans As agreed at the Children's Select Committee on 19 January 2022 – to review the service plans supporting the Business Plan linked to the remit of the committee</p>	After the Business Plan metrics tg	
<p>Children and Young People's Mental Health This will follow on from the work of the CAMHS task group but the terms of reference will be reviewed to ensure a more holistic approach.</p>	tbc	
<p>Families and Children's Transformation (FACT) To scrutinise the impact and effectiveness of the FACT programme, whilst ensuring that the voice of the child is embedded in the FACT programme.</p> <p>Areas to focus on (based on the debate and areas for continuing improvement that were highlighted in the</p>	After briefing to CSC	

report) are detailed in the minutes of the CSC meeting on 19 January 2021.		
May link to the Getting to Outstanding items to committee and briefing.		
<p>Youth provision and youth service funding</p> <p>Area Board youth service funding</p> <p>To understand what the differences are (and why) in allocating youth funding and to determine whether the eligibility criteria and assessment / approval process are still relevant (where possible compare with other local authorities) and ensure clear “best practice” / guidelines.</p> <p>Youth Provision – gap analysis</p> <p>To consider the outcome of the Youth provision gap analysis undertaken (referred to in the Covid-19 update to Cabinet, 1 December 2020) and establish whether further scrutiny (e.g. task group) would be beneficial to ensure that demand / needs are met where possible and also that people are aware of the provision (effective promotion).</p> <p>NB link with Youth Voice team’s work</p> <p>To develop consistency across the 18 area boards in terms of allocating youth funding and eligibility criteria.</p>	tbc	
<p>Access to Post-16 education</p> <p>To establish a clear picture of post-16 education provision available to young people in Wiltshire and availability of / options for transport to access that provision.</p> <p>NB – may link to follow up work from the Youth Transport Task Group’s final report.</p>	(tie in with academic year)	

Children’s Select Committee - Rapid Scrutiny		
Topic	Details	Date
SEND provision – data set	tbc	
High needs block funding	To review the current processes and explore whether there would be value added in establishing a task group to consider options to manage pressures on high needs block budget whilst	

	providing the most appropriate support at the earliest opportunity.	
Health Outcomes and meeting health needs	To explore how the council can best scrutinise what partners (and providers) are doing to provide health outcomes for Wiltshire children, this would include establishing what the current scrutiny by the council is (including information on the current and planned work on this topic of the Safeguarding Vulnerable People Partnership).	Date tbc

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / Purpose of Report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
For consideration by the Standing Task Group.					
	Corporate Parenting bi-annual report	March (brief update) October / November (annual report)			
	Adoption	Annual item. To receive information on adoption from the following sources: Local authority's performance report with regards to adoption (statutory requirement that regular assurance reports are provided regarding the Council's responsibility for the adoption of children); Adoption West joint scrutiny panel's annual report.			
	Safeguarding Vulnerable People Partnership	To receive annual report from the partnership presenting work in the past year and priorities / objectives for the year ahead.			

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	Performance monitoring reports	To receive performance monitoring reports on the overall service, likely to be June (to consider the year-end data from the previous year) then January meetings.			
	Traded Services - annual report (November 2022)	To receive the second traded services annual report - this should be linked with the Standing Task Group meeting on 4 January 2022	Helean Hughes (Director - Education and Skills)	Cllr Laura Mayes	Paul Redford
Information briefings					

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	Information briefing - employment and apprenticeship	<p>To receive information on:</p> <ul style="list-style-type: none"> • NEET (not in education, employment or training) numbers in Wiltshire – including national figures for comparison (ons) • Take up / outcome of the NEET government scheme in Wiltshire and nationally • Current number of apprentices in Wiltshire and schemes in place, including Wiltshire Council • Services in place / support available in Wiltshire to help young people move towards work, education or training e.g. Wiltshire Council's Employment and Skills (Work Wiltshire), programmes such as Building Bridges, etc. 			

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	Information briefing - Alternative Educational Provision	To receive information on processes followed and options available in Wiltshire, including information on the Service Level Agreement for funding delegated to secondary schools to support learners at risk of exclusion. Anticipated to be a shorter briefing (30 minutes).			
	Information briefing - Demand modelling for children services	To develop some awareness of the work undertaken, common factors that drive demand, how to anticipate impact and volume – informing members of the complexities of managing and anticipating demand. Once this briefing has been delivered there may be further updates on specific demand analysis.			Tamsin Stone
	Information briefing - FACT (Families and Children Transformation Programme): the journey so far	There is also a proposed task group and agenda item Timeline – late September, October for the briefing and November for agenda item.	Martin Davis (Director - Families and Children)		

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	Information briefing - Family Learning Service	To raise awareness of the service and the support it offers to families. Anticipated to be a shorter 30 minutes briefing.			
	Information briefing - learning from Covid-19	To inform members on the lessons learnt from Covid on how some of the mitigations or new ways of working implemented to manage the pandemic could be adapted for ongoing use to improve the efficiency/productivity of the service (This potentially could be an agenda item at some point as well). NB the briefing should be linked to a presentation from Wiltshire CIL to Health Select Committee and work undertaken by Wiltshire Parent Carer Council.			
	Information briefing - MASH and early support	September / October 2021			
	Information briefing - School Funding	Yearly briefing ahead of consideration of the budget.			
	Information briefing - school improvement programme	Linked to agenda item - briefing in November	Helean Hughes (Director - Education and Skills)		

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	Information briefing - SEND provision: See the person not the disability	To understand SEND and provision by the council (including awareness of funding). This briefing would underpin future scrutiny work (proposed rapid scrutiny) on SEND provision and High Needs block funding.			
	Information briefing - Young Carers in Wiltshire	This briefing could inform the scope of a potential task group or rapid scrutiny – to consider how to best promote the service and ensure that Young Carers and their families are aware of and access the support on offer.	Helen Jones (Director - Joint Commissioning)		
Standing items (at all meetings)					
	DfE Changes - Update from Department for Education	A report presenting an update on developments relating to children's services arising from the Department for Education.	Lucy Townsend (Corporate Director - People)	Cllr Laura Mayes	Nicola McCann

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	School Ofsted Judgements	A report which includes information regarding the most recent Ofsted Inspection reports. It will provide an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.	Lucy Townsend (Corporate Director - People)	Cllr Laura Mayes	Louise Lewis
	Update from Wiltshire Youth Voice Representative	An update including a summary of recent activities of the Wiltshire Youth Union (WYU), the Youth Safeguarding Board (YSB) and the Children in Care Council (CiCC).	Lucy Townsend (Corporate Director - People)	Cllr Laura Mayes	Gary Binstead
13 September 2022					
13 Sep 2022	Children missing education / children missing out on education	To receive dataset and policy on Children Missing Out on Education / Children Missing Education NB – may be timely to link to information briefing on Alternative Educational Provision			

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
13 Sep 2022	Elective Home Education (including for Children with SEND)	Item follows the resolution from the 5th March 2019 Children's Select Committee: "To receive further data and analysis in 12 months on children with SEND receiving Elective Home Education."	Helean Hughes (Director - Education and Skills)	Cllr Laura Mayes	Jen Salter
Agenda item – date to be set					
	Pupil Performance in Public Tests and Examinations	Provides an annual overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national, south west and statistical neighbours.			
	Child Poverty	To receive a report presenting figures / data for child poverty in Wiltshire (compared to national figures) and the services / provision in place to address this in Wiltshire, either delivered / supported by the council or third sector (that the council is aware of).			

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	School Improvement Programme	As agreed at the 10 March 2020 meeting (schools Ofsted judgments) to receive a report on implementation / progress of the school improvement programme. (NB with pre-meeting briefing as well)			
	Youth Transport (including SEND)	<p>Update following task group's work and executive response - National Bus Strategy and any decision or progress regarding a single "Wiltshire Youth Card"</p> <p>.</p> <p>To include input from the council's review of transport services for children and young people with SEND (commissioning team).</p> <p>NB – may link to the proposed Access to Post-16 education task group</p>			
	Outdoor education	Update following task group's work and executive response (CSC 10 March 2021)			

Children's Select Committee - FWP - March 2022			Last updated 7 MARCH 2022		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	FACT update	<p>Following consideration of update on 10 March 2020:</p> <p>Request an update for March 2021. The Chair and Vice-chair will identify specific areas for update from the report considered today and inform officers accordingly. The update should include more figures for improved outcome for young people and also figures on savings / costs avoided to demonstrate the impact of the FACT programme.</p> <p>For example number of Five to Thrive champions trained, outcome / learning from the Multi-Agency Use of CMS, outcome of performance reviews, etc.</p>	Lucy Townsend (Corporate Director - People)	Cllr Laura Mayes	
	Early Years and Childcare Standards Annual Report	To receive a report detailing local authority standards for early years and pre-school provision including sufficiency (which is a statutory duty), pupil outcomes and Ofsted grades.			

This page is intentionally left blank