

AGENDA

Meeting: Childrens Services Select Committee
Place: Council Chambers, County Hall, Trowbridge
Date: Tuesday 8 June 2010
Time: 10.30 am

Please direct any enquiries on this Agenda to Sharon Smith, of Democratic and Members' Services, County Hall, Bythesea Road, Trowbridge, direct line (01225) 718378 or email sharonl.smith@wiltshire.gov.uk

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Membership:

Cllr Paul Darby	Cllr J Hubbard (Vice-Chair)
Cllr Andrew Davis	Cllr Jacqui Lay
Cllr Peter Davis	Cllr Bill Moss
Cllr Mary Douglas	Cllr Helen Osborn
Cllr Peter Fuller	Cllr Pip Ridout
Cllr Mark Griffiths	Cllr Carole Soden (Chairman)
Cllr Russell Hawker	

Substitutes:

Cllr Ernie Clark	Cllr Chris Humphries
Cllr Peter Colmer	Cllr Tom James MBE
Cllr Christopher Devine	Cllr Howard Marshall
Cllr Peggy Dow	Cllr William Roberts
Cllr Nick Fogg	

Non-Elected Voting Members:

Mrs Alice Kemp	Parent Governor Representative (SEN)
Mr Neil Owen	Parent Governor Representative (Secondary)
Mrs Rosheen Ryan	Parent Governor Representative (Primary)
Dr Mike Thompson	Roman Catholic Church Diocesan Representative

Non-Elected Non-Voting Members:

Mrs Di Dale	Further Education Representative
Chris Dark	Secondary Schools Headteacher Representative
Mrs Judith Finney	Primary School Headteachers Representative
John Hawkins	School Teacher Representative
Chris King	Children & Young People's Representative

PART I

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

1. **Election of Chairman**

To elect a Chairman of the Select Committee for 2010/2011.

Nominations will be sought orally from those present at the meeting. Voting will be by way of a show of hands.

2. **Election of Vice-Chairman**

To elect a Vice-Chairman of the Select Committee for 2010/2011.

Nominations will be sought orally from those present at the meeting. Voting will be by way of a show of hands.

3. **Membership**

To note the membership of the Select Committee for 2010/11 as agreed by Full Council on 18 May 2010.

4. **Apologies and substitutions**

To receive apologies for substitutions.

5. **Minutes of the Previous Meeting** *(Pages 1 - 10)*

To confirm and sign the minutes of the Childrens' Services Select Committee held on 18 March 2010.

6. **Declarations of Interests**

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

7. **Chairman's Announcements**

8. **Public Participation**

The Council welcomes contributions from members of the public.

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. The Chairman will, however, exercise her discretion in order to ensure that members of the public have the opportunity to contribute.

Members of the public wishing to ask a question should give written notice (including details of any question) to the officer named above by **12:00 noon on Friday 4 June 2010**.

9. **School Performance** *(Pages 11 - 20)*

A report from Stephanie Denovan, Service Director for Schools and Learning, exploring the contributory reasons for Ofsted judging 42% of Wiltshire's primary schools to be 'satisfactory' overall during their last round of school inspections (2006-2009). The report looks at the measures in place to raise Key Stage 2 standards and to reduce the most significant attainment gaps, which are key priorities within the Council's Corporate Plan 2010-14.

Members are asked to note the report's contents and to comment as appropriate.

10. **Primary School Strategy: Securing Primary School Improvement through the World Class Primary Plan** *(Pages 21 - 46)*

A report from Carolyn Godfrey, Corporate Director of Children and Education, providing an update on the recent developments within primary school improvement, including the development of a World Class Primary Plan for Wiltshire.

Members are asked to:

- (a) note the content of the report and comment as appropriate on the work done to develop Primary School Improvement;
- (b) approve the working draft of Wiltshire's World Class Primary Plan.

11. **SEN Transport** *(Pages 47 - 58)*

A report from Carolyn Godfrey, Corporate Director of Children and Education, and Mark Boden, Corporate Director of Neighbourhood and Planning, on the provision of transport for children and young people with special educational

needs (SEN) – an area of historic overspend for the Council.

The request for this item followed a DCE Fact-finding meeting focussing on SEN transport, which highlighted the joint working between DCE and the Passenger Transport Unit (PTU) to improve management of the SEN transport budget.

Members are asked to note the report's contents and to comment as appropriate.

12. **Food Technology (to follow)**

A report providing responses to Recommendations 5 and 6 of the School Food Task Group's Final report, plus updates on implementation of the Task Group's other recommendations. The Task Group's Final Report can be found on the Council website ([link](#)).

The Children's Services Scrutiny Committee commissioned this task group in September 2008 following consideration of a report updating members on the progress of the council's School Food Strategy. Its findings and conclusions were endorsed by the Committee in March 2009, who received executive responses to the report's recommendations in Jul 2009. The Chairman and Vice-Chair of the Select Committee then requested that the Cabinet Member for Children's Services provide further responses to recommendations 5 & 6 of the Task Group's final report plus an update on progress with implementation of the Task Group's other recommendations.

Members are asked to note the executive responses and updates to the Task Group's recommendations and to comment as appropriate.

13. **Annual Report for Major Contracts Task Group 2009-10** (Pages 59 - 62)

A report presenting a summary of the reviews carried out by the Major Contracts Task Group over the last 12 months.

Members are asked to:

- a) Note the work of the Task Group in reviewing Major Contracts over the last year.
- b) Endorse the membership of the Task Group to continue over the coming year and report back in 12 months time.

The Task Group's current membership is: Cllr Bill Moss (Chairman), Cllr Peter Colmer, Cllr Jon Hubbard, Cllr Jacqui Lay and Cllr Carole Soden.

14. Task Group Update

a) **Major Contracts Task Group**

Please see Item 14 – Annual Report of the Major Contracts Task Group for a summary of this Task Group's April meeting.

b) **Placements for Looked After Children (LAC) Task Group**

The Task Group's current Membership is: Cllr Jon Hubbard (Chairman), Cllr Peter Colmer, Cllr Andrew Davis, Mrs Alice Kemp, Cllr Bill Moss and Cllr Helen Osborn.

The Task Group met on 21 May to consider a summary of the Commissioning Strategy for Placements for Looked After Children 2010, plus the outline project plan, which is being developed to manage the implementation of the Strategy. The new Strategy identifies priorities for securing sustainable, high quality and cost effective local placements, to improve outcomes for looked after children. Its objectives include:

- reducing reliance on expensive agency placements (foster and residential)
- ensuring that, where possible, children are diverted from care and if this is not possible, permanent placements are found via adoption/fostering
- securing appropriate 16+ accommodation for care leavers
- ensuring in-house foster provision is able to meet demand via improved recruitment and retention
- ensuring the in-house adoption service can progress enough assessments, approvals and retention of adopters to meet demand
- embedding robust processes for allocating appropriate placements and monitoring them to prevent drift
- introducing a brokerage function through which all placements (in-house and external) are sourced and contracted.

The Task Group's first meeting served primarily as a fact-finding session into this huge area of work, with the Head of Children in Care, Interim Head of Joint Commissioning, Interim Head of Family Placements and Field Work Manager in attendance to answer members' questions. Members expressed a number of concerns, primarily regarding the lack of specific targets and timescales to the Commissioning Strategy's objectives.

The Task Group have therefore requested to receive a variety of additional information prior to its next meeting in early August in order to better understand the rationale behind the new Commissioning Strategy, its objectives and the plan for its implementation.

15. **Holding the Executive to Public Account**

Cabinet (22 June)

- **Youth Service Re-provision in Corsham and Salisbury**
To confirm the reprovision of youth services in Salisbury and Corsham
- **Community Asset Transfer - Margaret Stancomb School**
To consider a proposal submitted by Wiltshire Rural Music School for the transfer of part of Margaret Stancomb School located at British Row, Trowbridge under the Community Asset Transfer policy.

(27 July)

- **SEN Review**
Post-consultation report - To consider the outcomes of the consultation and make decisions on the issues considered in the Review

Corporate Parenting (not public) (1 June)

- Children in Care Performance Data - March 2010
- Discussion Item from the Children in Care Council
- Annual Adoption and Fostering Service Update 2009/10 (Performance Review Update)
- Transition of Looked After Children to Adult Services
- Ofsted Inspection Report - Canons House, Devizes
- Events on the LAC Social Calendar to enable visits to Children's Homes by Members
- Improving Health Services for Looked After Children - 2008/2009
- Statistical Data - Wiltshire Looked After Children Offenders and ROBLAC
- Comparison of Corporate Parenting Groups across other Councils
- Groups Operating in Wiltshire Council which Focus on Looked After Children

Schools Forum (24 June)

- Final Dedicated Schools Grant (DSG) Settlement
- Final Outturn 2009/10 and initial budget monitoring for 2010/11
Update on the final outturn for the Dedicated Schools Grant 2009/10.
- Schools Forum Regulations 2010
Update on changes to Schools Forum regulations which now require local authorities to have representation from Academies.

- **Schools Finance Regulations 2010**

Update on Schools Finance regulations and any related changes to the Council's funding scheme.

- **Special Schools Banding Moderation Process**

To agree the process for the moderation of the banding for pupils in maintained special schools, which takes place each autumn and drives the funding model for Special Schools.

- **Social Deprivation Funding**

Outline of proposals for how the Council allocates funding to schools to target pupils from deprived backgrounds.

16. **Forward Work Programme** (Pages 63 - 70)

A copy of the draft Forward Work Programme is attached for consideration.

Aftercare Provision for Young People leaving care

Following its meeting to consider the Quarriers contract (an external residential placement provider), the Major Contract Task Group recommended that the Select Committee receive a report on aftercare provision and the work towards independent living for those leaving care.

Officers have suggested the report is scheduled for September's agenda.

Members are asked to consider whether they wish to request a report on this issue.

17. **Date of Next Meeting**

10.30am, 22 July 2010.

18. **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

NONE

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CHILDRENS SERVICES SELECT COMMITTEE

DRAFT MINUTES OF THE CHILDRENS SERVICES SELECT COMMITTEE MEETING HELD ON 18 MARCH 2010 AT COUNCIL CHAMBERS, COUNTY HALL, TROWBRIDGE.

Present:

Cllr Paul Darby, Cllr Andrew Davis, Cllr Peter Fuller, Cllr Russell Hawker, Cllr Jon Hubbard (Vice-Chairman), Cllr Peter Hutton, Cllr Jacqui Lay, Cllr Bill Moss, Cllr Helen Osborn, Cllr Pip Ridout, Cllr Carole Soden (Chairman), Mr Chris Dark, Mr John Hawkins, Mrs Alice Kemp, Mr Chris King, Mr Neil Owen and Mrs Rosheen Ryan

Also Present:

Cllr Richard Clewer, Cllr Alan Macrae and Cllr Sheila Parker

53. **Apologies and substitutions**

Apologies were received from Cllr Mary Douglas, Cllr Mark Griffiths, Mrs Judith Finney, Mr Mike Thompson and Mrs Di Dale.

Lionel Grundy, Cabinet Member for Children's Services, was also unable to attend the meeting. Cllr Richard Clewer, Portfolio Holder for Youth Skills, and Cllr Sheila Parker, Portfolio Holder for Vulnerable Children attended in his place.

54. **Chairman's Announcements**

- (a) Welcome to the pupils from Winsley Primary School. The pupils had some questions for members which would be raised later in the meeting.
- (b) The Committee's next meeting, previously scheduled for Thursday 10 June, had been re-scheduled to take place on Tuesday 8 June 2010. Apologies were given for any inconvenience this may have caused.
- (c) Elections for the Wiltshire Assembly of Youth (WAY) and the UK Youth Parliament took place in February. Over 32,000 votes were cast in Wiltshire, representing more than 60% of all young people in the county.

Six Wiltshire members were elected to the UK Youth Parliament and nine to the Wiltshire Assembly of Youth.

Chris King, the Committee's young people's representative, still had one year remaining of his three year term for WAY and had chosen not to stand for the UK Youth Parliament this year due to exams coming up in the summer.

- (d) At the Committee's January meeting members received an update on progress with Local Collaborative Partnerships (LCP) and some members expressed concern regarding their future funding after Central Government funding ceased in 2011.

The Head of LCPs, Mark Brotherton, had extended the invitation to advisory group meetings to all members of this committee to allow continual input from scrutiny and hopefully allay some members' concerns over future funding.

The Group's next meeting was yet to be scheduled but Henry Powell would circulate details once known.

Following Chairman's Announcements, questions were received from the Winsley School pupils. A copy of the questions and answers can be found appended to these minutes. Pupils were encouraged to send any further questions to the committee who would endeavour to answer them. The Chairman thanked the pupils for attending the meeting.

55. **Declarations of Interests**

Cllr Jon Hubbard declared a personal interest in item 8 (13-19 Strategy – Update on the Arrangements for Transfer of Responsibility from the Learning and Skills Council (LSC) to the Local Authority from 2010) as an employee of Wiltshire College, which would be commissioned by the council once it took over responsibility.

56. **Minutes of the Previous Meeting**

The following amendments to the draft minutes of the meeting of 28 January were noted:

(a) Mrs Alice Kemp attended the meeting.

(b) Minute 44 (Review of SEN Provision) – the report which updated the Committee on the results of the SEN consultation was to be submitted to the Committee in July and not June.

With these amendments, the minutes of the previous meeting were approved and signed as a correct record.

57. **Public Participation**

None.

58. **Laverstock Schools Update**

Nick Glass, Head of Secondary and Special School Improvement, provided a verbal update on Wyvern College, St Edmund's Girls School and St Joseph's Catholic School in Laverstock.

- (a) It was clarified that the original proposal for an academy in Laverstock was based on the low attainment in 2007 at St Joseph's Catholic School which allowed the LA to bid for monies that were available. The generally poor condition of the school buildings at the site and the sustainable future of small schools was a contributory factor in pursuing an academy. All three schools have shown an improvement in pupil performance since 2007.
- (b) The chairs of governors and headteachers of Wyvern College and St Edmunds had recently attended a meeting with the council and a consultant from the National College of School Leadership. The two governing bodies agreed to form a joint committee to coordinate further collaboration between the two schools and to further develop links with St Joseph's Catholic School. It was clarified that at this stage they were not discussing amalgamation or federation.
- (c) It was confirmed that St Josephs Catholic School and St Augustine's School in Trowbridge deliberating on forming a catholic trust, which would build upon their history of collaboration.
- (d) Members expressed concern that collaborative working between the Laverstock schools, though a positive sign, would not address the condition of the school buildings. It was agreed that a site visit would be arranged to aid members' understanding of this issue.

Resolved:

- 1. To note the update provided.**
- 2. That a visit to the Laverstock school sites would be arranged for members.**

59. **Placements for Looked After Children (LAC) Commissioning Strategy - Update**

At its previous meeting the committee received national benchmarking comparisons for local authorities' expenditure on placements for LAC. This highlighted that the budget for LAC placements in Wiltshire had been an area of overspend in previous years and detailed some of the factors that had influenced this.

Sharon Davies, Service Director for Children and Families, attended and reported that the working draft of the new LAC Placements Commissioning Strategy, which was expected for this meeting, required further work before being ready for public scrutiny. The Children and Young People's Trust Board was due to approve the final version of the Strategy prior to the committee's next meeting scheduled for 8 June 2010. It was therefore proposed that an ad hoc task group be established to scrutinise the draft Strategy prior and provide recommendations to the Trust.

It was suggested that those committee members also on the Corporate Parenting Panel may have a particular interest in taking part in this task group. Any members interested in taking part were asked to contact the Senior Scrutiny Officer.

Resolved:

To establish a task group to scrutinise the draft Placements for Looked After Children (LAC) Commissioning Strategy and make recommendations to the Children's Trust Board and the executive as appropriate.

60. **13 - 19 Strategy - Update on the Arrangements for Transfer of Responsibility from the Learning and Skills Council (LSC) to the Local Authority from 2010**

Julie Cathcart, Head of School Improvement, presented a report on the council's readiness to take on its new strategic responsibilities for commissioning education and training for 16-19 year olds (16-25 for Learners with Learning Difficulties and Disabilities). This responsibility would transfer from the Learning and Skills Council (LSC) on 1 April 2010 and the transfer formed part of the Government's 14-19 Reform Programme, which also included an increase in the age of entitlement to training or education to 17 in 2013 and 18 in 2015.

Ensuing discussion included:

- (a) Members expressed concern that only 2.6 full time equivalent (FTE) staff would now transfer from the LSC, when it was initially suggested

that 8 staff were required. It was clarified that an extra grant would be received to fund further officer time, and existing teams in the department would be reorganised to provide extra resource. The final team would consist of 8 staff working on the 14-19 age group with additional members of staff helping out when required.

- (b) Staff within the new 14 -19 team will focus on learners with learning difficulties and disability. In time the council will receive block funding to secure placements for learners with learning difficulties and disabilities. Currently this responsibility rests with the Young Peoples Learning Agency. Wiltshire Council is working with other local authorities and the Young People's Learning Agency to discuss medium and long term aspirations regarding local provision and the cost implications of independent specialist providers. Early indications suggests that this could present significant cost pressures in the future.
- (c) Work had been identified and commenced on upgrading Exeter House School, a local provision for those with learning disabilities in Salisbury. Provision in the school includes pre-16 learners, although this will provide some improved facilities for post-16 learners.
- (d) There was the potential for the Youth Service to become a provider funded for the delivery of qualifications for particular groups of young people. If the service did move forward in this way they would be required to make their provision in line with the requirements placed on all learning providers.

Resolved:

- 1. To thank officers for the report.**
- 2. To note the work done to ensure the Council is ready to take on its new strategic responsibilities for learning and skills, including the planning and commissioning of education and training for 16-19 year olds from April 2010.**
- 3. To receive an update report in September 2010 and the Commissioning Plan for 2011-12 in January 2011.**

61. Transition Planning - Progress made since Children's Services Scrutiny Committee 7 May 2009

Susan Tanner, Strategy Manager for Aiming High for Disabled Children, and Susan Tomes, Programme Lead for Transitions, presented a report on the progress made with transitioning young people from children's to adult services. The committee last received a report on transitions in May 2009 when it

considered a draft version of the Multi-Agency Transitions Protocol for transitioning young people from children's to adult services.

The Multi Agency Transition Protocol had been amended to widen its scope following recommendations by members and is now in the public domain. The subsequent focus of the Transition Partnership Board has been to develop a plan to implement the Protocol over the next 3 years. The Board has also established multi-agency transition panels to identify young people who are likely to require an adult social care service and to monitor their transition up to the age of 25 if required. The panels provide advance information to adult care commissioners about likely budget implications and service requirements.

Ensuing discussion included:

- (a) Helen Sanderson (who are currently advising the Department Health on person centred approaches) have been appointed to develop a culture of person centred thinking and planning amongst professionals in the transition process at a cost of £10,000. Charteris, experts in change management, have been appointed by Adult Services to develop a new operational model of delivering transitions in Wiltshire.
- (b) Following member concern that parents must fully understand the transitions process, it was reported that a Transitions Fair would be held on 25 May and a Transitions newsletter would be sent to all schools. A Transitions handbook was also under development.

Resolved:

- 1. To note the progress made by the Transition Partnership Board.**
- 2. To note the work to improve the transition of young people to adult social care.**
- 3. To receive an update on Transition Planning in September 2010.**

62. Annual Report of the Local Safeguarding Children's Board (LSCB)

Sarah Webb, Head of Safeguarding, introduced the Annual Report 2009/10 and Annual Business Plan 2010/11 of the Local Safeguarding Children's Board (LSCB). The LSCB is the multi-agency strategic Board responsible for co-ordinating policies, training and all multi-agency safeguarding systems and the effectiveness of safeguarding children work. Copies of the LSCB Safe Parenting Handbook were also circulated.

Ensuing discussion included:

- (a) The Safe Parenting Handbook was being distributed through health visitors and to first year pupils in primary and secondary schools. A suggestion was made that a small article could be placed in the Wiltshire Magazine circulated to all residents to raise awareness further.
- (b) It was clarified that the Cabinet Member for Children's Services was a non-voting member of the Safeguarding Children's Board. In addition, an LSCB sub-group, Practice Area Fora, meets twice annually in an open group meeting. Members were welcome to attend these additional sessions held in Chippenham, Devizes, Trowbridge and Salisbury.
- (c) Links were being made between the Board and the Local Safeguarding Adults Board to encourage collaboration where appropriate.

Resolved:

- 1. To thank officers for the report and its contents.**
- 2. To receive details of the following year's LSCB Annual Report in March 2011.**

63. Wiltshire Teenage Pregnancy Partnership Update

Denzil Longland, Teenage Pregnancy Co-ordinator, presented a report on the work of the Teenage Pregnancy Partnership with further information on the causes of teenage pregnancy. This followed the report received in November 2009.

Information was provided on the areas that may contribute to the high teenage pregnancy rates in the UK and the work being undertaken in Wiltshire to address this locally, including a network of teenage pregnancy caseworkers and collaborative working between the council and NHS Wiltshire.

Ensuing discussion included:

- (a) Regarding any possible link between teenage pregnancy and affordable housing, it was reported that of the 1126 households housed by Homes4Wiltshire between 1 April 2009 and 1 October 2009, eleven 16-17 year olds had been housed. Thirty-seven 16-17 year old females were on the waiting list, equating to approximately 25% of the 150 teenage pregnancies in Wiltshire per year. It was

unclear whether the list included the number of 16-17 year olds classed as homeless.

- (b) A request was received for further information to include details on the length of time 16-17 year olds stayed on the register before being housed, comparison figures from earlier years, whether the figures already provided included those classified as homeless, and a snapshot of Wiltshire's teenage pregnancy figures from recent years.

Resolved:

- 1. To thank officers for the report and to note its contents.**
- 2. That members would be provided with further information on the length of time 16-17 year olds stay on the housing register before being housed, comparison figures from earlier years, whether the figures already provided in the report included those classified as homeless, and a recent snapshot of Wiltshire's teenage pregnancy figures.**

64. Major Contracts Task Group Update

A written update on the Task Group's 25 February meeting was presented. The Group had considered the council's Children Centre contracts, which would be retendered and come into effect on March 2011. A consultation on the various options for re-tendering had just concluded and Cabinet would receive the results and make the final decision as to the preferred option on 23 March 2010.

Cllr Bill Moss, Chairman of the Major Contracts Task Group, confirmed that the Group's next meeting on 16 April would focus on the council's contract with Quarriers, an external provider of residential places for looked after children (LAC). Prior to this, members would visit The Paddocks, Quarriers' residential home in Melksham. An update on both the visit and the meeting would be provided to the committee in June.

Clarification was sought on whether the Group would consider energy supplier contracts for schools. It was reported that this would fall within the remit of the Environment Select Committee's Major Contracts Task Group and a copy of the minutes and details of the Chairman would be provided.

Following the withdrawal of Rosheen Ryan on the Task Group, the Chairman of the Committee requested that any of the committee's co-opted members interested in taking Mrs Ryan's place please contact officers.

Resolved:

To note the update.

65. **Holding the Executive to Public Account**

This item was reintroduced to the agenda to provide information on those items relating to children's services being considered by Cabinet, Corporate Parenting Panel and Schools Forums.

Resolved:

To note the items listed in the Cabinet, Corporate Parenting Panel and Schools Forum forward work programmes relevant to this committee.

66. **Forward Work Programme**

Changes agreed to the work programme were as follows:

Executive response to Recommendations 5 and 6 of the School Food Task Group – This would now be received in June and would be a full update on the implementation of all of the task group's recommendations regarding school food.

Role of the Schools Forum – Following a request from Cllr Osborn, a representative of the Schools Forum would now attend one of the Committee's meetings to discuss its role.

Youth Services in Wiltshire – Update on the changes to the Youth Work Staffing Allocations for Community, following meetings with Area Boards. This would now be received in July.

Young People Not in Employment, Education or Training (NEETs) – (see minute 68) report to be received in July.

Resolved:

To note the Forward Work Programme

67. **Date of Next Meeting**

Thursday 8 June 2010.

68. **Urgent Items**

Following a member request, it was agreed to receive a report on the current level of young people in Wiltshire not in employment, education or training (NEETs) and what the council is doing to tackle this.

(Duration of meeting: 10:30am – 1:30pm)

The Officer who has produced these minutes is Sharon Smith, of Democratic & Members' Services, direct line (01225) 718378, e-mail sharonl.smith@wiltshire.gov.uk

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Wiltshire Council

Children's Services Select Committee 8 June 2010

School Performance

Purpose of Report

1. This report explores the issues of school performance, narrowing the most significant attainment gaps and focuses on the average Key Stage 2 standards. Of Wiltshire's 208 primary schools, 88 (42%) were judged to be satisfactory overall between 2006 and 2009 when inspected by Ofsted during their last round of school inspections. This report explores some of the contributory reasons for this.

Background and overall school performance across all key stages

2. Standards of attainment in Wiltshire schools are above the national at Foundation Stage and Key Stage 4 and in line with average standards at Key Stage 2.

Foundation Stage

3. Over the last four years (2006 – 2009) progress in the Foundation Stage Profile has risen by 8% (49% - 57%). This is well above the national result in 2009 of 52%. In that same four-year period the attainment gap has narrowed for the lowest achieving 20% by 2.9% (33.6% - 30.7%). This is well above the national result in 2009 of 33.9%.

Key Stage 2

4. Over the last four years (2006 – 2009) progress at level 4+ English and maths has been broadly in line with the national results and hovering between 70% and 73% as the table below shows:

	2006	2007	2008	2009
Wiltshire	70%	70%	73%	71%
National	70%	71%	73%	72%

Key Stage 4

5. Over the last four years (2006 – 2009) progress at GCSE 5+A* - C with English and maths has risen by 6.9% (48.5% - 55.4%) and is well above the national in 2009 of 49.8%.
6. We aspire to be in the top quartile nationally at all key stages. We are currently in the top quartile at both Foundation Stage and Key Stage 4.

Comprehensive Area Assessment (CAA) Ratings from the DCSF (23.04.10 copy)
National Strategies Primary Attainment

7. Many forms of benchmarking are used to compare Wiltshire's performance data. Of the 152 local authorities graded for Key Stage 2 attainment the following pattern emerges:

Judgement	RAG Rating	Number of LAs	Percentage
Significant improvement required	Red	44	29%
Needs improvement	Amber	47	31%
Good	Green	49	32%
Outstanding	Dark Green	12	8%
Total		152	

8. At Key Stage 2, Wiltshire is amber and within the 31% of Local Authorities (LAs) as shown in the table above where improvement is required. It is green at both the Foundation Stage and Key Stage 4.
9. Comparing Wiltshire's performance data at Key Stage 2 for Level 4+ English and maths with those local authorities with similar Key Stage 2 results over the last 5 years and requiring some improvement, similar patterns emerge for the following LAs: Cambridgeshire (73-75%), Cornwall (68-72%), Essex (70-73%), Herefordshire (70-72%), Lincolnshire (70-74%), Northamptonshire (69-71%), Oxfordshire (70-73%), Shropshire (72-75%), Somerset (68-73%), West Sussex (69-73%) and Worcestershire (69-71%). Wiltshire's results at Key Stage 2 over this same time period were 68 -73%. Many of these are rural LAs with small village schools.

Attainment Gaps

10. Attainment gaps at all key stages have been analysed thoroughly in the report, 'Improving Achievement and Narrowing the Attainment Gaps', presented to the Children's Services Select Committee, Children's Trust Board and Corporate Leadership Team recently. That report also contains detailed information about what we are doing to narrow the gaps. The three areas with the widest attainment gaps are highlighted in paragraphs 11, 12 and 13 below. Note that national comparisons are not available.

Free School Meals (FSM)

11. In 2009, the FSM gap has narrowed at Key Stage 2 in English and maths since 2007 but there is still a **30.5%** difference in the attainment of English and maths (combined) between children receiving FSM and their peers. Also at Key Stage 4, the FSM gap has narrowed since 2007 for GCSE 5A* - C with English and maths but there is still a **30%** difference for children with FSM compared with their peers.

Children Looked After (CLA)

12. In 2009, the gap has narrowed at Key Stage 2 since 2007 but there is still a **30%** difference in English and a **29%** difference in maths between CLA and their peers. Also at Key Stage 4, the gap for CLA has narrowed since 2007 for GCSE 5A* - C with English and maths but there is a **43%** difference for CLA compared with their peers.

Special Educational Needs (SEN)

13. The largest attainment gaps are for children with SEN hence the full scale review underway. In 2009, the gap widened at Key Stage 2 for children with SEN since 2007 for English and maths combined, to **59%**. At Key Stage 4 in 2009 the gap has widened since 2007 to **48%**, for 5A* - C GCSE with English and maths.

Progression Levels

14. In Primary schools, the National Indicator (NI) 93 progression by 2 levels in English between Key Stage 1 and 2 dropped by 4% (87% – 83%) between 2007 and 2009. Whereas the maths progression level NI 94 improved by 4% (76% – 80%). In Secondary, the National Indicator (NI) 97 progression by 2 levels in English between Key Stage 3 and 4 improved by 3.4% (60.6% - 64%) between 2007 and 2009. Progress in maths NI 98 improved slightly by 0.6% (29.4% – 30%) between 2007 and 2009.

Children Looked After (CLA)

15. Wiltshire currently has 350 CLA and 30% of them have statements for their SEN. The headteacher for the virtual school for Children Looked After is trying to establish how many other local authorities' CLA are placed in Wiltshire. The former Looked After Children Education Service (LACES) team have been renamed as Virtual School Officers (VSOs) to raise their profile. The team works with 3-19 year olds or up to age 25 for those with Learning Difficulties and Disabilities. The Personal Education Plans (PEPs), which are part of the care plans, are reviewed every 6 months. PEPs contain 3 parts; A – factual information, B – action for professionals, data, exclusions and 25 day absence tracked, C – young person's voice. Currently the team is working with the early years' team to develop the Early Years PEP. The Southwark Judgement means that if 16/17 year olds are homeless then they have to be taken into care. The number of CLA has risen over the last few years.

What is being done to raise attainment and narrow gaps for CLA?

16. Keeping stability in placements is a number one priority, **National Indicator 63 is red**. If a placement does break down everything possible is done to maintain continuity at the same school:

- 1-1 funding is in place for CLA to access via the school

- Individual mentoring is in place
- Attainment is tracked through Fisher Family Trust data
- Personal Education Allowances (PEA) of £500 are used to provide support
- Children receive individual tutoring according to need
- Foster carers receive training to support children with homework
- There is monitoring of those that are in EET or NEET
- There is training for the Designated Teachers for CLA which a school must have

Special Educational Needs (SEN)

17. The first stage of a complete root and branch review of SEN provision is underway. We currently spend £6.3 million on 93 children placed in out of county special schools because we can not meet their needs within the LA. This number has reduced from 140 two years ago. We have 505 children in 6 special schools at a cost of £10.5 million. In addition we have a high number (33) of Resource Bases in mainstream schools to meet special educational needs. This is higher than in many other local authorities.

Resource Bases

18. There are Resource Bases/Specialist Learning Centres (SLCs) at the following schools:

Hearing Impaired

Grove Primary, Sarum St Paul's Primary, Sheldon Secondary, Stonehenge Secondary

Physically Impaired

Clarendon, Pembroke Park Primary, Trafalgar Secondary

Speech and Language

Christ the King Amesbury Primary, Corsham Primary, Studley Green Primary, Wilton Primary

Autism

Charter Primary, Holy Trinity Calne Primary, The Manor Primary, Woodford Valley Primary

Complex Needs

19. Eighteen primary schools currently have a Resource Base (class) for pupils with complex SEN including six that have provision for 2 classes. This is LA provision and admission should be in consultation with central SEN services. Over the years different custom and practice has grown up in relation to these bases. At one point no child could receive this provision unless statemented. It is intended to return to this position to ensure consistency of admissions once again. Many of these bases are being used well but they are not all being used for complex

needs, which is their designation. Each term headteachers are asked to complete returns in relation to how many children are supported. Some of these bases are working under capacity and proposed for closure. The SEN consultation ended on 24 May 2010 and there will be a paper to Select Committee in the near future.

20. In simple terms we want to enable all mainstream schools to be as inclusive as possible to meet the needs of pupils with SEN as far as possible. Two years ago we delegated SEN money to secondary schools to meet their own children's needs in the form of Enhanced Learning Provision (ELPs). This is working well. We now need to delegate as much money as we can to enable primary mainstream schools to meet SEN needs fully. We benchmark high against other LAs in relation to the amount of money the LA retains for SEN. To narrow the attainment gaps for children with SEN this whole system review is needed.

Contributory Factors to Average Key Stage 2 Standards and Ofsted Satisfactory Judgements

21. Given the socio-economic background of Wiltshire, attainment at Key Stage 2 could be higher and there is an aspiration for an increase in good and outstanding schools when judged at inspection by Ofsted. Of Wiltshire's 208 primary schools, 88 (42%) were judged at Ofsted inspection to be satisfactory between 2006 and 2009. Twenty of those satisfactory schools have Resource Bases and 10 of them are in the areas of highest deprivation. If all mainstream schools are able to meet the needs fully of children with SEN, attainment could be higher and the SEN gaps reduced.
22. The size of school makes a difference to performance. Currently there are now only 17 primary schools with fewer than 70 pupils on roll. The number of small schools has been actively reduced by half over the last few years with closures, amalgamations, federations and collaborative re-starts involving Wiltshire's National Award Schools and National Leaders of Education. Of the 17 with fewer than 70 pupils on roll, 11 of them Ofsted deemed to be satisfactory. Therefore we are continuing with the re-organisation of the smallest schools.
23. There are now only 9 pairs of infant and junior schools left in Wiltshire. Satisfactory judgements have been a feature particularly of junior schools in the past so when the opportunities arose these schools have been amalgamated; Lyneham, Bellefield, Amesbury, Lowbournes Melksham, St Michael's Melksham, St Dunstan's Calne and St Martin's Salisbury. A feature of these schools is that they are in a services family area or in an area of Wiltshire's highest deprivation. Three further pairs of infant and junior schools are currently exploring amalgamation. Of the current remaining nine pairs of infant and junior schools, 6 junior schools were found to be satisfactory by Ofsted and 3 infant schools when last inspected. The programme of amalgamating infant and junior schools is continuing, particularly because there are 2,030 pupils in these 6 junior and 3 infant schools as they tend to have large cohorts.
24. Of the 88 satisfactory primary schools referred to in paragraph 21, there are 24 Voluntary Aided (27%) and 35 Voluntary Controlled schools (40%) judged to be

satisfactory at their last inspection. This is 59 schools (67%) of the 88 satisfactory ones that are church schools. We have always worked closely with the three Dioceses on headteacher appointments but further partnership working with the Diocese about our combined support and challenge work is underway. An excellent planning day was held with Dorset LA and the Salisbury Diocese, which we share, on 6 May 2010 to further our partnership working.

25. A significant feature of Wiltshire schools is the number of children from services backgrounds both Army and Air Force. In January 2010, the number of children from services families was 4,390, 1,420 in secondary and 2,964 in primary and 6 in special schools. Eleven schools that have a significant military presence have been deemed by Ofsted to be satisfactory or inadequate. This includes a primary school in Special Measures and one in Notice to Improve. Some of these schools have very large cohorts. We have embarked on a Community for Learning Project with the school in Special Measures in partnership with Army Welfare and the community as many parents are on active military service and children and their families are living with exceptional stress.
26. In total we have 3 primary schools in Special Measures with one due out this month and the other two due out in Spring/Summer 2011. In addition there is one secondary school and one primary school in Notice to Improve and due out in December 2010 and September 2011 respectively.

The Way Forward

27. A new programme of Accredited School Providers was about to be launched (former government's plan and unsure if it will survive) and we are working closely with our schools to develop this model. In essence, it will use the best schools to support others by planting their DNA into another school or group of schools. This system is about the lead partner enabling all schools in the group to reach the same level of excellence and to continue to develop. This system could provide the solution to small rural satisfactory schools where headteacher recruitment is proving difficult. School policies, staff handbook, learning frames, planning formats can all be generic, one business manager appointed for a number of schools and shared curriculum specialist teachers could all aid efficiency and effectiveness to help to raise standards.
28. The LA has recently submitted a World Class Primary Plan to the DCSF. This gives our vision, values and strategic direction. It outlines the school improvement cycle, system for self-evaluation and the role of School Improvement Partners (SIPs). This Plan establishes the pattern of meetings throughout the year and explains the data dashboard of key summary information for each school. This plan also outlines the support for headteachers and schools. Consistency across SIPs and good quality assurance systems have all improved.
29. This year an initiative Top Quartile (TQ2010) has identified in primary schools exactly how many children we need to get into the top quartile. There are approx. 65,000 children in schools in Wiltshire, roughly 5,000 per year group and 50 children equals 1%. Individual children have been identified and targeted for 1-1

support in 5 groups. Girls who achieved Level 2C in maths at Key Stage 1, those with English as an Additional Language who arrived in Years 3 or 4, children from black minority ethnic groups, children who have FSM but no SEN and children who might achieve level 3 in one subject (either English or maths) and Level 4 in the other. A secure database with primary schools has been established for schools to access the information to target the 1-1 funding. There was a national boycott of Key Stage 2 tests in May but the large majority of Year 6 pupils in Wiltshire took the tests this year. However, it is reported nationally that there could be up to 50% of primary schools that either did not administer the tests or that children took the tests yet schools did not send in the results. We will have to wait and see what effect this will have on future benchmarking on Key Stage 2 performance results.

30. Good standards of achievement, quality teaching and learning, an appropriate curriculum and leadership and management are the cornerstones of a good/outstanding school which provides high quality opportunities to improve life chances for children. All schools aspire to be good/outstanding. Working closely with Bath Spa University and the National College for School Leaders we have established a robust leadership succession strategy for headteachers. Each year we have approximately 30 primary headship vacancies with an average of 4 applicants for each post. Sixty-two percent of primary vacancies are filled at the first advertisement and 20% of headteachers come from outside Wiltshire. Small schools, faith schools and those in the south are the hardest to recruit headteachers. Our work is concentrating on improving middle leaders in primary schools as small schools recruit headteachers directly from the classroom as there is no deputy headteacher experience in management before most take up their post.

What is being done to raise attainment particularly in primary schools

- Early intervention programmes are in place such as Every Child a Talker, Every Child a Reader, Every Child Counts for the youngest 3-7 year olds. Results are very good and pupil progress is being sustained.
- 1-1 funding is targeted at need and building a team of enhanced tutors to deliver 1-1 to improve early reading and maths
- Communication, Language and Literacy Development (CLLD) programme is narrowing the gaps in attainment between the Foundation Stage and Key Stage 1.
- TQ2010 initiative in place to move attainment into the Top Quartile nationally
- Recruitment into the primary team is underway as there are a number of retirements this year
- Continuing to amalgamate infant and junior schools
- Continuing to federate or amalgamate small primary schools
- Using our National and Local Leaders of Education to support other schools
- Community for Learning Project around a primary school with a high number of services children
- Continuing to build teams of Leading Teachers to improve English and maths
- Working closely with the Diocese to support and challenge schools
- The SEN system review is underway

- Individual actions for Children Looked After as outlined in paragraph 16
- Assessment training (Super tracker and CASPA) is continuing
- Accredited School Providers Programme is being pursued

31. Schools are working hard in partnership with the LA to raise standards and improve their overall Ofsted inspection results. However, some of the early intervention programmes where we are having tremendous success are under threat of removal of government funding. For example, the newly formed Department of Education (was Department for Children, Schools and Families DCSF) is to be cut by £670 million including £311 million for council spending on schools. In addition to this there is an announced £47 million nationally less for one-to-one tuition and £40 million less from Every Child schemes such as, Every Child a Reader. Details are sketchy at this point but there may be more of an update verbally by the 8 June 2010 meeting. Continuing to improve standards in the face of such diminishing resources will be an enormous unprecedented challenge. We will have to do things differently such as using our best schools to support the rest but it is a challenge that we view optimistically as our core value is improving life chances for children and young people of Wiltshire.

Proposal

32. The Committee is asked to note the contents of the report and comment as appropriate.

CAROLYN GODFREY

Corporate Director, Children and Education Department

Report Author: Stephanie Denovan, Service Director, Schools and Learning, 01225 713838

Background documents

None

Appendices

None

Glossary

Accredited School Providers	A school, college or university or a private or third sector organisation commissioned by the local authority to enter into a formal partnership with a school to improve its performance
CASPA (Comparison and Analysis of Special Pupil Attainment)	A commercial product to support target setting and progress tracking for pupils with the most significant levels of SEN.
Children Looked After (CLA)	Children looked after in residential or foster care.
Comprehensive Area Assessment (CAA)	An overall assessment of how public services work together and how well organisations 'use resources' and 'manage performance' in a particular area.
Foundation Stage	Ages 5-7
Key Stage 2	Ages 7-11
Key Stage 3	Ages 11-14
Key Stage 4	Ages 14-16
National Award School	A school with the capacity at all levels to moor another school alongside to either support it for a short length of time or as in our case fully amalgamate a highly successful school with a failing one.
National Leaders of Education	Outstanding school leaders who, together with the staff in their schools, use their knowledge and experience of teaching to provide additional leadership capacity to schools in challenging circumstances.
Personal Education Plan (PEP)	An agreement between education, the carers and the area team as to how the child's educational needs will be met and how the carers and social workers can support the plan.
Southwark Judgement	A recent Law Lords' judgement clarifying that children's services departments have a duty to assess the wider needs of 16 and 17-year-olds who become homeless.
Special Measures	A status applied by Ofsted when it considers that a school has failed to supply an acceptable level of education and appears to lack the leadership capacity necessary to secure improvements.
Statement	A statement of special educational needs (SEN) setting out a child's needs and the help they require.
Voluntary Aided School	A state-funded school in which a foundation or trust (often a religious organisation) contributes to building costs and has a substantial influence in the running of the school.
Voluntary Controlled School	A state-funded school in which a foundation or trust (usually a Christian denomination) has some formal influence in the running of the school.

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Wiltshire Council

Children's Services Select Committee
08 June 2010

**Primary School Strategy:
Securing Primary School Improvement through the World Class Primary Plan**

Executive summary

This report provides an update on the recent developments within primary school improvement, including the development of a World Class Primary Plan for Wiltshire which was sent to the Department for Children Schools and Families (DCSF) on the 30 April 2010. On 12 May 2010, since the coalition government this became the Department for Education (DfE).

Wiltshire's World Class Primary Plan includes:

- An outline of Wiltshire's vision and strategic direction and success measures.
- The School Improvement Cycle including the role of the School Improvement Partner and how the cycle works in Wiltshire.
- How schools and the Local Authority categorise schools to identify and determine the level and nature of support required.
- An outline of portfolio of support programmes that are available to enable continuous school improvement
- How we work with strategic partners to support schools, including the Dioceses, and
- How we support and challenge schools and the accountability within the Local Authority.

The plan captures and builds upon current best practice and sets out how we work with Primary Schools to support and secure improvement. Since the change of Government the status of the World Class Primary Plan is unclear with pending policy change and it is therefore likely to be subject to change.

Proposal

That the Committee:

- a) Notes the content of the report and comments as appropriate on the work done to develop Primary School Improvement.
- b) Approves the working draft of Wiltshire's World Class Primary Plan

Reason for proposal

To ensure that members have the latest information regarding the development of primary school improvement and are able to approve the working draft of Wiltshire's World Class Primary Plan which was submitted to the DCSF on the 30 April 2010.

Carolyn Godfrey, Corporate Director for Children and Education

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Purpose of Report

1. The purpose of this report is to update the Children's Services Select Committee on the recent developments within primary school improvement and to present the latest version of the World Class Primary Plan for Wiltshire which was sent to the Department for Children Schools and Families on the 30 April 2010 (now the DfE).

Background

2. The last Government's vision to make this the best place in the world for children and young people to grow up was articulated in the White Paper "Your child, your schools, our future: building a 21st century schools system". Published in June 2009 it outlined a vision and set of ambitions, including that all primary schools should be World Class and recognised in policy that primary education is a key to securing success later in life. In December 2009, the former Secretary of State wrote to all Lead Members and Directors of Children's Services setting out a requirement for all Local Authorities to submit a World Class Primary Plan.
3. The minimum expected content of the plan was outlined in the letter. Particular emphasis needed to be placed on how the Local Authority will address the issues facing those schools that are below the Key Stage 2 floor target; in Ofsted categories; needing to maximise progression and those which have inconsistent results. The plan also needed to show how the Local Authority will support and enable 'good and great' schools to support the rest.
4. In developing the plan a number of key stakeholders have been involved including headteacher representatives of the Primary Heads Forum, School Improvement Partners and a number of school improvement officers, including Diocesan representatives. Since submitting the plan, no feedback has been received from the Department for Education and with emerging policy changes the status of the plan remains unclear.
5. A key part of the plan is the role of the School Improvement Partner (SIP) in supporting and validating a school's own self evaluation, ensuring that it is accurate, robust and evidence-based. Within the plan we have identified the role of the SIP and this includes:
 - Exploring with the headteacher and school leadership team including governors, the school's self evaluation so that the school can accurately evaluate how well it is serving its children and what it needs to do to improve.
 - Providing professional support, working alongside the headteacher to provide guidance and challenge in school improvement including the setting of suitably ambitious targets.
 - Ensuring that school performance data is used to evaluate progress of **all** children including those vulnerable to under-achievement.
 - Supporting governors to take the lead on headteacher performance management.

- Where appropriate, validating the school's judgements, through joint lesson observations, work scrutiny, discussions with children, staff, senior leadership team and governors.
- Agreeing with the headteacher and governors support to secure school improvement.

During March 2010, Wiltshire was invited as part of a national pilot project to become the regional lead for the development of the role of School Improvement Partners (SIP). Our work as part of this national programme will be considering the implications of how the SIPs will increasingly lead on the brokerage of support to schools in the future, including school to school support.

6. School to school support has been a developing feature of school improvement in recent years and current policy direction suggests that it will remain a key feature into the future. Within Wiltshire we have been creating opportunities and developing experience of this type of support. Examples can be seen across the breadth of school improvement activity and this includes teachers working together (individually and in cluster groups), leadership development programmes for school leaders, and two schools working together to secure whole school change, including amalgamations and federations. Included in our work within Wiltshire are a number of national programmes including the National Leaders of Education and National Support Schools, Local Leaders of Education and the development of Accredited School Providers.
7. A key support strategy within the plan is the Accredited School Provider strategy which was launched by the DCSF in late autumn 2009. The programme was intended to identify and accredit exceptional schools, who have the capacity to work in a formal partnership with other schools that will benefit from support. Since the change of government the future of this programme is unclear. It is possible that aspects of this programme will form part of the new Academies programme but it is too soon to know. In essence, the original Accredited School programme involved a longer term partnership or federation with partner schools, through sharing vision, values, policy, practice and staff in order that the recipient school/s can accelerate their improvement. Under the Accredited School programme one primary school had expressed an interest in the pilot programme.
8. Work is ongoing in relation to the development of school to school partnership working, amalgamations, federations and collaborative working. A consultant has been working with interested schools to undertake research in relation to best practice and to work in support of schools. Further work is planned through term six with a view to reporting activity to the working group at the end of the term.

Main Considerations for the Council

9. The opening pages of the plan set out the vision and values for school improvement in Wiltshire. The vision identifies that, "we want children to be part of a **dynamic learning society** in which **autonomous schools** work in **partnership to engage, inspire, enable and include all learners**:"

- encouraging a **love of learning**,
- establishing **strong partnerships**,
- reinforcing that **every child matters**,
- creating confident, **effective leaders**,
- developing **learning communities**,
- promoting the **highest aspirations**.”

Underpinning the vision is the recognition of school autonomy, the central role of the school’s own self evaluation, support which is tailored appropriately and the role of high quality partnerships in school improvement. The plan also identifies a number of themes or components which are part of the drive to support and secure improvement across Wiltshire, including narrowing the gaps in achievement and continuing to raise standards for all pupils.

10. It is recognised that there are a number of keys to school improvement which should be present in all schools and used by the Headteacher and School Improvement Partner (SIP) as a focus to support self evaluation. These keys include:

- the School Improvement Cycle
- a single plan for improving achievement
- a focus on improving teaching and learning
- the ability to track pupil progress and
- regular discussion about pupil progress, through pupil progress meetings.

The plan identifies the importance of senior leaders and governors along with the SIP considering a wide range of information and data on the school in order to form a ‘rounded’ view of the school’s strengths and areas for improvement relation to a range of benchmarked information and data, much provided by the Local Authority.

11. Through the process of self evaluation, schools form judgements about their performance against criteria. Within Wiltshire’s plan the framework for forming those judgements is against the Ofsted criteria. We have suggested the sub-division of satisfactory judgement, recognising that some schools may be satisfactory with good capacity to improve, while others may be satisfactory with satisfactory capacity to improve. This subtle difference helps to identify and then determine the tailoring of support to ensure the school is able to bring improvement at an appropriate pace. The plan therefore recommends the use of five categories for self evaluation; inadequate, satisfactory with satisfactory capacity to improve, satisfactory with good capacity to improve, good, or outstanding. The original letter from the Secretary of State recommended that a focus for forming a judgement about a school’s performance should be the end of Key Stage 2 assessments. Contributors to the plan felt that use of the recommended categories would limit the view of the school, especially those schools with small cohorts of pupils as this could potentially lead to a limited or misleading picture. As a consequence we rejected the DCSF categories and have set the Wiltshire framework against the five categories listed above.

12. Included within the plan is a summary profile of the universal and differentiated support. The portfolio of support is based on the current range of strategies and programmes available. Over the coming months it is likely that this range of support is likely to change in line with government policy, national and local programmes and the available resources.
13. The plan also outlines the governance framework within the Local Authority for monitoring its work with schools. Members review the impact of this strategy. The plan also sets out how work is undertaken with our highest risk schools, which is reviewed by Members.
14. The Local Authority (LA) works extensively with the three Diocese of Salisbury, Clifton and Bristol in supporting and enabling improvement in both Voluntary Aided and Voluntary Controlled Schools. Recently a very successful day was held with officers of the Salisbury Diocese as we shared strategies and developments and considered how we could work more closely to support schools where we share responsibility. Further events and work are being planned in the future.
15. The plan also sets out a range of success criteria, the majority of these are regularly reported impact measures as part of the National Indicator set. Our performance against the majority of these measures is tracked and reported through the School Performance Paper that is reported to this committee. The Department for Children Schools and Families in the development of the plan required that we submit some short term targets with immediate impact measures, hence the timescales identified within the plan.
16. Since the preparation and submission of the plan to the Department for Children Schools and Families the government has changed and we are now working with the Department for Education. With no feedback to date and significant changes in emerging policy it is likely that the plan will need to be updated and changed once the full scope of policy and funding change is understood. However, in the meantime we will continue to work within this framework.

Environmental Impact of the Proposal

17. At this stage there is no specific or known environmental impact as a result of the development of Wiltshire's World Class Primary Plan. The development of the strategy within the plan is designed in order to minimise environmental impact, for example the increased use of information technology to reduce travel.

Risk Assessment

16. At the point of developing the plan it was designed to be delivered within known and available resources and within the existing policy framework. However since early May 2010 the policy framework has begun to change in relation to the new government's policy development. Potential changes in funding also present a risk to the delivery of the plan.

Financial Implications

- 17 As identified within the risk section of this report the Wiltshire World Class Primary plan was developed in line with known financial resources. Since submitting the plan new policy direction suggests that the available resource will change significantly. At the time of preparing this paper those changes are not known and therefore the risks are not clearly understood. One risk is a significant move of our current outstanding schools to Academy status by September 2010, which could reduce the overall number of community schools and their funding, thus reducing the overall availability of funding to support school improvement activity for all schools. It is also likely that the funding of specific grants may be lost, thereby reducing the availability of specific support strategies.
- 18 Once the financial reductions are known further risk assessments will be undertaken.

Legal Implications

- 19 The plan currently enables the authority to meet its statutory duties and responsibilities. As changes in the law occur the plan will need to be reviewed and updated.

Conclusion

- 20 Wiltshire's World Class Primary Plan sets out our current primary strategy, including our vision and values, for securing continuous improvement within primary education. The plan was required by the previous government, although it does capture our current best practice and has allowed us in partnership with schools and other stakeholders to agree a direction for the future (within the policy framework at the time). With a new government and emerging policy change it is likely that we will need to review and update the plan over the coming months.

CAROLYN GODFREY

Corporate Director, Department for Children and Education

Report Author: Julie Cathcart, Head of School Improvement, Schools and Learning, Department for Children and Education

Unpublished documents have been relied on in the preparation of this report:

None

Appendices

Appendix 1 - Wiltshire's World Class Primary Plan

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WILTSHIRE WORLD CLASS PRIMARY PLAN

Vision and Strategic Direction

Introduction

This plan seeks to build on and further develop the existing practice within Wiltshire. The vision, values and strategies which underpin the practice have been developed in collaboration with a range of stakeholders. Aspects of the practice and the plan are continuing to be refined with the plan being presented to Members through Children's Select Committee in June 2010.

Vision

We want children to be part of a **dynamic learning society** in which **autonomous schools** work in **partnership to engage, inspire, enable and include all learners**:

- encouraging a **love of learning**,
- establishing **strong partnerships**,
- reinforcing that **every child matters**,
- creating confident, **effective leaders**,
- developing **learning communities**,
- promoting the **highest aspirations**.

We want Wiltshire to be known as an Authority:

- **with the highest aspirations for all our learners with assessment for learning at the heart of raising achievement;**
- **where high quality partnership support is provided to enable all leaders to be successful and fulfilled;**
- **where importance is placed on the ethos and culture that is established in schools, with collaborative leadership to enable and empower all to succeed.**

Wiltshire Local Authority (LA) seeks to continue working in partnership with **all** Wiltshire schools in school improvement, building on the good relationships with schools that have been strongly established. Key components of this are through promoting **school autonomy**; **tailoring support** to the needs of each school; and 'tapping in' to the **excellent practice** already in place in many schools thereby spreading best practice for the benefit of the whole learning community in Wiltshire.

It is essential that this shared vision for what we want to achieve in Wiltshire, continues to direct and drive our school improvement agenda so that the 'Every Child Matters' priorities: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being, become a reality for all our children. Improving pupils' well-being and raising standards are equally important. Every child must be given the best start in life through being part of a good school where they can reach their full potential.

Values

In seeking to achieve these aspirations, the following values will mark how the LA relates and works with schools:

- each school's self evaluation will be used to identify school's strengths, areas for improvement and targets for further improvement
- school autonomy is respected, encouraged and enabled by appropriate LA strategies, rooted in transparent, open and honest conversations
- the service is matched to the needs of individual schools, working in partnership, thereby ensuring that any concerns raised with schools are never a surprise.

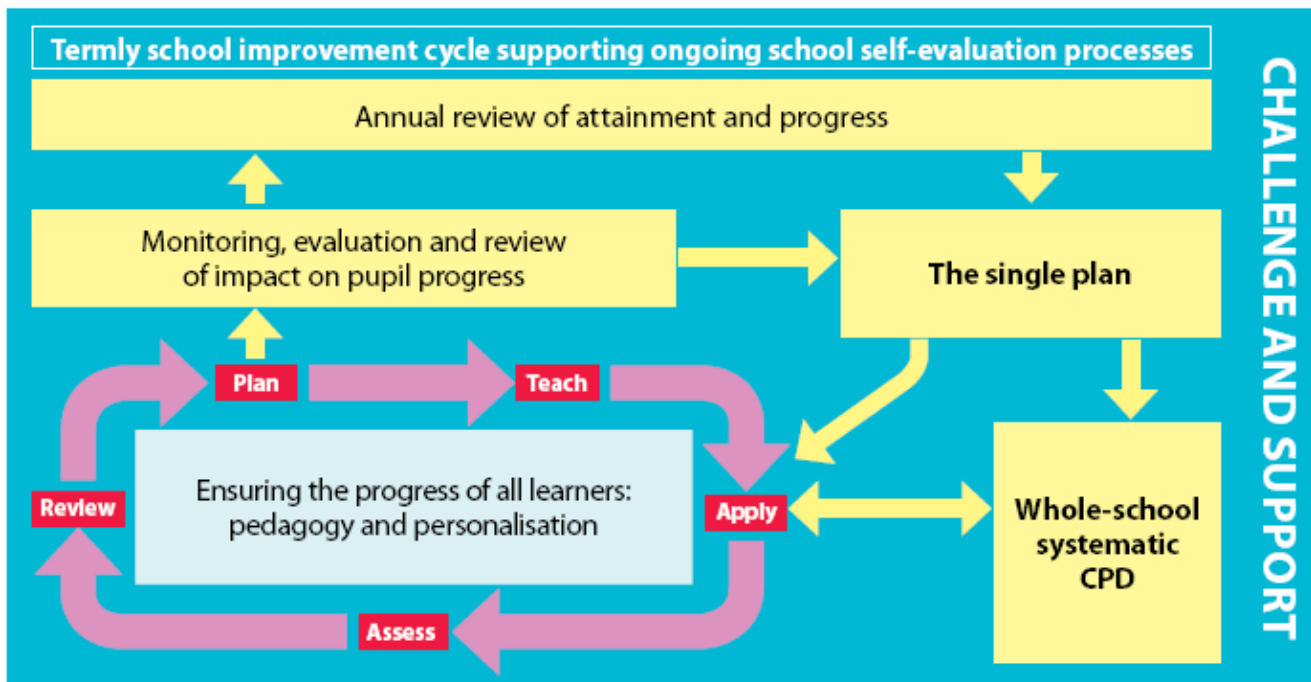
There are a number of key components underpinning the vision and strategic direction which drive the work of many LA teams, especially colleagues working in the context of School & Learning, particularly those within Primary School Improvement.

These key components include:

1. Sustainable Schools and Settings
2. Narrowing Gaps
3. Raising Standards
4. Improving Well-Being
5. High Quality Federations
6. Schools and Learning Commissioning
7. Partnership Working

School Improvement Cycle

The LA has a key role in enabling, encouraging and supporting all schools to improve regardless of where they might be placed on a school improvement 'spectrum'. Rigorous and precise self evaluation is crucial so that schools have a detailed and accurate picture of their strengths and areas for improvement. The school improvement cycle below captures how we work with all schools.



This highlights six core areas for school improvement:

- self evaluation using the school improvement cycle - self evaluation identifies strengths and areas for improvement. This feeds directly into the school improvement plan identifying what the school is going to do to make a difference
- tracking pupils' progress at whole-school and classroom level – essential to identify children or vulnerable groups of children who are under-achieving at an early stage so that effective intervention can be implemented
- the single plan – highly focused with sharp timescales
- whole-school systematic CPD – key driver for school improvement which needs to be clearly led by the senior leadership team and provides a great opportunity for cross-school collaboration
- an explicit focus on learning, teaching and assessment for learning
- monitoring, evaluation and review – assessing whether the actions having an impact, so that plans can be re-adjusted if necessary

It is this approach which the SIPs use for all our schools regardless of where they are on the school improvement spectrum.

Self Evaluation

Self evaluation processes need to take in a wide range of data and information including:-

- Raise online
- Fischer Family Trust report
- LA data summary
- latest Ofsted report
- pupil's achievement across the school
- pupil and parent voice
- broader data from the ECM agenda

These all play a part in composing an accurate picture of school strengths and areas for improvement. In

Wiltshire 15% of schools have cohorts of less than 10 and 52% have a cohort less than 25. Any conclusions drawn from results of cohorts of these sizes need to be validated against what other data and evidence is saying about the school. End of key stage assessments are clearly a very strong indicator of school strengths and areas for improvement and this is given a heavy weighting in forming a detailed picture of where a school is in its school improvement journey. In taking into account a wide range of data, a more accurate picture of the school is assured, which helps to determine more effective solutions to enable the school to improve.

School Improvement Partner

The **School Improvement Partner** (SIP) is a key player in school self evaluation so that it is accurate, robust and evidence-based. The outcomes of their visits need to be forward looking with clear future objectives to measure impact and build the capacity of schools to drive their own improvement wherever possible. The role of the SIP is to:

- explore with the headteacher and school leadership team including governors, the school's self evaluation so that the school can accurately evaluate how well it is serving its children and what it needs to do to improve;
- provide professional support, working alongside the headteacher to provide guidance and challenge in school improvement including the setting of suitably ambitious targets;
- ensure that school performance data is used to evaluate progress of **all** children including those vulnerable to under-achievement;
- supporting governors to take the lead on headteacher performance management;
- where appropriate, validate the school's judgements, through joint lesson observations, work scrutiny, discussions with children, staff, senior leadership team and governors;
- agree with the headteacher and governors support to secure school improvement.

The SIP will work with the school leadership to explore in greater depth key themes and areas for improvement in the school, thereby identifying solutions that will make a difference. These discussions and conclusions are captured in the SIP's note of visit which contribute to the SIP's annual report i.e. Moderated School Self Evaluation (MSSE) report. The notes of visit will provide an ongoing record of the SIP's engagement with the school, responding to the school's individual needs and the need to address identified areas for improvement. Over the year the SIP's visits focus on different areas for self evaluation so that this builds up a shared understanding and agreement in forming the annual report. The timetable for SIP visits is shown below.

Wiltshire is a regional lead for the SIP PLLA and as part of our pilot working we are keen to explore how the SIP will increasingly lead on the brokerage of support to schools into the future. We are currently considering a pilot group of SIPs and schools as part of our action plan. We are anticipating the final selection of SIPs and schools will be linked to the categorisation of schools.

The Annual SIP Programme

Month	School	SIP	LA
July-Aug	<ul style="list-style-type: none"> SIP visit 6 – moderation of school self evaluation in most areas LA data summary available on FSP, KS1 and KS2 including comparisons against LA average, trends, gender etc. Schools review achievement and attainment using key questions producing ‘data hypotheses’ Termly heads meeting with LA One to one SIP meeting 	<ul style="list-style-type: none"> SIP visit 6 – moderation of school self evaluation in most areas Review LA data summary for each school Produce ‘data hypotheses’ using key questions One to one SIP meeting 	<ul style="list-style-type: none"> LA data summary made available Quality assuring SIPs moderation RAG rating wide range of indicators across ECM agenda Termly heads meeting with LA One to one SIP meeting
Sept	<ul style="list-style-type: none"> SIP visit 1 – explore independent ‘data hypotheses’ (including trajectory, progress and attainment) and agree school improvement priorities agree actions, feed into school improvement plan, identify further support needed Complete moderation of school self evaluation Share with governors as the SIP’s annual report 	<ul style="list-style-type: none"> SIP visit 1 – explore independent ‘data hypotheses’ (including trajectory, progress and attainment) and agree school improvement priorities agree actions, feed into school improvement plan, identify further support needed Complete moderation of school self evaluation Broker support for the school to enable improvement 	<ul style="list-style-type: none"> Quality assure SIP’s moderation Initiate or adjust the support for schools through discussion with SIP RAG rating wide range of indicators across ECM agenda
Oct	<ul style="list-style-type: none"> FFT data to schools Validated FSP and KS1 data to schools LA writes to all schools to confirm categorisation and support available 	<ul style="list-style-type: none"> One to one SIP meetings following visit 1 SIP & LA confirm categorisation and support available 	<ul style="list-style-type: none"> One to one SIP meetings following visit 1 Validated FSP & KS1 data to schools LA writes to all schools to confirm categorisation and support available
Nov	<ul style="list-style-type: none"> Raise online data to schools Termly heads meeting with LA Target setting information to schools including key questions SIP visit 2 – target setting and update ‘Achievement’ in SEF, predict current Y6 performance in line with previous targets identifying further support needed 	<ul style="list-style-type: none"> Heads, Advisers and SIPs conference Target setting information to schools including key questions SIP visit 2 – target setting and update ‘Achievement’ in SEF, predict current Y6 performance in line with previous targets identifying further support needed 	<ul style="list-style-type: none"> Raise online data to schools Termly heads meeting with LA Target setting information to schools including key questions
Dec	<ul style="list-style-type: none"> Targets sent in to LA <i>SIP visit 3 – performance management of headteacher</i>, review initial impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> <i>SIP visit 3 – performance management of headteacher</i>, review initial impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> Targets sent in to LA Collate Y6 predictions, check trajectory, with SIP & School identify & facilitate differentiated additional support for Y6 to help them reach target Y5 targets identify any further vulnerable groups and schools
Jan-Feb	<ul style="list-style-type: none"> SIP visit 3/4 – focus agreed between school and SIP Reflect on & action any further activity based on the targets 	<ul style="list-style-type: none"> SIP visit 3/4 – focus agreed between school and SIP Reflect on & action any further activity based on the targets One to one SIP meetings 	<ul style="list-style-type: none"> Targets sent to DCSF SIP visit 3/4 – focus agreed between school and SIP One to one SIP meetings
March	<ul style="list-style-type: none"> Termly heads meeting with LA 		<ul style="list-style-type: none"> PLT to follow up SIP one to ones Termly heads meeting with LA
April	<ul style="list-style-type: none"> Review of ‘Improving Schools’ partnership working SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities 	<ul style="list-style-type: none"> Review of ‘Improving Schools’ partnership working SIP visit 5 – focus agreed between school and SIP, review impact of any support to address school improvement priorities
May	<ul style="list-style-type: none"> SATs 		<ul style="list-style-type: none"> SATs
June	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference 	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference 	<ul style="list-style-type: none"> Heads, Advisers and SIPs annual conference

LA Summary Data and Data Hypotheses

In this timetable a key part in supporting schools with their self evaluation is the 'LA summary' data and the SIP working with the school leadership team to generate data hypotheses that emerge from this data. The LA produces a summary of 'first-rush' data on the basis of unvalidated Foundation Stage Profile, KS1 and KS2 results during July and August. This provides a comparison of the school's performance against LA and national averages, trend over the last 3 years, results by gender, against targets and against Fischer Family Trust predictions (see appendix 1). This is produced for schools so that they have a clear picture, albeit unvalidated, of their latest attainment.

SIPs and heads are asked to complete 'data hypotheses' independently (example appendix 2). Key questions to ask are circulated to SIPs and heads (appendix 3). At the first meeting in the autumn term SIPs and heads are asked to explore their data hypotheses together and agree implications emerging from these which feed into the school improvement plan. This ensures that schools understand, own and are equipped to respond speedily to their latest attainment and achievement data. In this way they are well placed to respond and secure improvement. Agreed hypotheses are captured on the SIPs note of visit. The questions provided to SIPs and heads include some exploration of:-

- trends over the last three years,
- variations between English and maths,
- fluctuating attainment.

Pupil progress year by year is a crucial part of this discussion so that achievement and attainment are given due weighting in arriving at school strengths and areas for development which feed into the school improvement plan. This is to ensure that even for schools below the local or national average there is a trajectory of improvement across the school.

The Wiltshire Tracker has been created by our own 'Data and Assessment' team to facilitate school's ability to track every child and vulnerable group. This is provided for all primary schools in Wiltshire with support and is now in place in more than 80% of schools. The remaining schools have purchased commercial packages so that every school has secure tracking in place which enables judgements to be made swiftly on pupil progress. Significant developments, engagement and implementation of 'Assessing Pupil Progress (APP)' has ensured that the teacher assessment at the heart of any tracking system is secure and reliable. This is a real strength in Wiltshire and there has been a very high level of engagement of APP by primary schools. These systems inform schools of children who are making less than expected progress at an early stage and 'pupil progress' meetings enable effective discussion of appropriate intervention (in-class including quality first teaching and out-of-class) which will make a difference for that child. This is monitored and evaluated at the next round of pupil progress meetings to ensure that they are 'on-track' and that the intervention is being successful.

These developments are part of Wiltshire's 'Keys to School Improvement' which we expect to be in place in every Wiltshire school. SIPs have a key role in driving this forward in all our schools and there has been good engagement from schools with this.

Keys for School Improvement

Headteachers clearly have the responsibility for school improvement and will use the 'keys' to school improvement outlined below, to help to focus the areas which need development. Headteachers, in professional dialogue with SIPs, will use these to support their school self evaluation. The LA works in partnership with all schools to establish an effective school improvement cycle using these keys for school improvement.

School Improvement Cycle	<ul style="list-style-type: none"> ▪ Robust and rigorous self evaluation ▪ Identifying and prioritising key areas for improvement ▪ Securing effective school improvement planning, identifying the most effective actions to address areas for development ▪ Ensuring that actions build capacity and sustainability for further improvement ▪ Monitoring and evaluating the impact of actions to bring about improvement ▪ Reviewing the school improvement plan, and re-aligning the plan as appropriate ▪ Ensuring actions have been taken to address the previous Ofsted key issues ▪ Raising awareness with the governing body of the school improvement priorities ▪ Ensuring that the SEF/MSSE reflects the right school improvement priorities
Plan for Improving Achievement	<ul style="list-style-type: none"> ▪ Using a single plan on focused activity for improving achievement ▪ Identifying key actions to address identified areas for improvement with clear timelines ▪ Evaluating on a regular basis (3 times per year), informed by pupil progress ▪ Ensuring that there are clear lines of accountability for actions and outcomes
Focus on improving teaching and learning	<ul style="list-style-type: none"> ▪ Placing teaching and learning at the heart of school improvement ▪ Exploring CPD needs against areas for development in the plan for improving achievement ▪ Identifying effective use of curricular targets to raise expectations and focus on a key area of learning ▪ Focusing on quality first teaching for all children as an entitlement ▪ Providing context for increasing children's involvement and ownership of their learning ▪ Improving teachers' understanding of progression in learning ▪ Valuing and supporting the learning of the whole school community ▪ Supporting change in classroom practice to impact on children's progress ▪ Embedding the principles of assessment <u>for</u> and <u>of</u> learning and Assessing Pupil Progress (APP) ▪ Ensuring that curricular targets are used to raise expectations and focus on a key area of learning ▪ Wide range of opportunities to develop skills
Tracking children	<ul style="list-style-type: none"> ▪ Securing clear understanding of progression in learning ▪ Embedding accurate, reliable and consistent teacher assessment throughout the year to inform planning and teaching ▪ Capturing this assessment on a regular basis (3 times per year) ▪ Building a picture of individual children's progress ▪ Identifying children who are not progressing thereby 'actioning' intervention to be considered (not necessarily out-of-class) ▪ Providing a means of measuring the impact of intervention ▪ Spreading teacher responsibility for children's progress ▪ Supporting pupil conferencing, enabling children to reflect on, control and improve their learning
Pupil progress meetings	<ul style="list-style-type: none"> ▪ Enabling regular discussion of all the key players (teacher, TA, SLT) of each child's progress ▪ Sharing evidence of pupils' progress ▪ Establishing that there is a shared responsibility for children's progress ▪ Celebrating success and learning from what works well ▪ Identifying the next steps for children's learning

Data Dashboard

In helping to form a 'rounded' view of school strengths and weaknesses and to take into account a wider range of data other than just the latest attainment, key summary information on each school is being developed on-line. This is achieved through dialogue and agreement between the SIP and the head with clear criteria for a Red/Amber/Green (RAG) judgement and comment in each area. This enables the school,

the SIP and the LA to identify developmental needs from an individual school to the whole county level. This is referenced to the self-evaluation form (SEF) which then becomes the focus for identifying priorities for the school improvement plan. The areas which have a RAG rating include:-

- Foundation Stage outcomes
- KS1 outcomes
- KS2 outcomes including 2 levels progress from KS1
- KS1-KS2 CVA
- Y1 and Y4 progress data
- Ofsted judgements
- moderated self evaluation judgements
- governance
- leadership succession planning
- finance
- number of children increasing/decreasing
- staffing
- buildings
- safeguarding
- Behaviour and Attendance/Exclusions
- SEN

Categorisation

Discussion of all these areas feed into the moderation of school self evaluation process. This is explored at length in the summer term (and depending on the category will be re-visited through out the year) with the SIP and school senior leadership team including governors and the school categorisation of **inadequate, satisfactory with satisfactory capacity to improve, satisfactory with good capacity to improve, good or outstanding** is agreed. This takes into account an in-depth look at a broad range of data and information including that identified above. Achievement is explored in detail including trends and current pupil progress. The head and SIP will explore the underlying reasons behind why a school might have been:

- stuck at 'satisfactory' for many years
- showing inconsistent results
- having satisfactory attainment but poor achievement
- high degree of leadership turbulence or staff turnover
- declining trend in attainment and/or achievement.

These will be clearly recorded as part of the final categorisation. A key aspect of the categorisation is the judgement regarding the schools capacity to improve. The final categorisation is confirmed at the first meeting in the autumn when the latest attainment and achievement data is available.

In the moderation of school self evaluation the SIP and head will identify the school's improvement priorities in the school improvement plan. They will then discuss the most effective means of enabling the school to improve in these identified areas within clear timescales and again this is captured in the note of visit. Typically the kind of support that is available to schools is as follows, although this is tailored to the needs of each school and will vary from school to school depending on the 'whole picture' of where a school is in its school improvement journey.

Summary Profile of Differentiate Support

Universal provision

- 5 days of SIP time (3 days in school)
- Access to CPD programme
- Leadership development programme
- Collaborative partnership development
- Community learning opportunities through subject leader and other networks
- Access leading teacher programme

- Access to support from teams supporting vulnerable learners – EMAS, Learning Support (SEN), Traveller Education, Gifted and Talented consultant
- Partnering with similar schools from within the Local Authority and beyond, for good practice transfer and support
- Accessing support through developmental programmes from Bath University and Bath Spa University

In addition, good and outstanding schools are encouraged to explore:

- becoming a National Leader of Education (NLE) and a National Support School (NSS)
- becoming a Local Leader of Education
- becoming an Accredited School Provider/Accredited School Group
- becoming a Leadership Host school
- becoming a Leadership Champion for the cluster
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- being part of the 'Good to Great' development in Wiltshire
- being part of the 'Outstanding' schools network in Wiltshire

For schools that are 'satisfactory' with good capacity to improve

- support from a Local Leader of Education
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- support from Leading teachers
- support from schools within a Collaborative Partnership or Cluster area
- becoming part of the 'satisfactory to good in one year' development in Wiltshire

The SIP will work with the school leadership to identify the best support available to help the school in its school improvement journey. In arriving at a 'single plan', there will be a review of current concerns and strategies to address these concerns, identifying any particular vulnerable groups who are not making

For schools that are Inadequate (Schools in an Ofsted category or LA category of 'Inadequate')

- 5+ days from SIP (3+ days in school)
- Advisory Headteacher (AHT) allocated to 'gate-keep' support for the school
- Working with an NLE, partnering the school alongside a NSS to provide multi-levelled support
- Support plan written by AHT/NLE and reviewed following each HMI visit or case conference
- Consultancy support (English, maths, Early Years, science, ICT, Gifted and Talented, PHSE/SEAL)
- Consultant governor to work with the governing body particularly if delegated powers have been withdrawn
- Case conference to review progress against the action plan every 3 months, held in the school with all those supporting the school attending
- External evaluations to assess progress against the action plan where necessary

For schools that are 'satisfactory' with satisfactory capacity to improve

All of the provision for inadequate schools is possible, tailored to the needs of each school. This will be identified in a single plan (re-written 3 times each year) written by Head and SIP to take the school from 'satisfactory' to good within two years

In addition:

- 5+ days from SIP (3+ days in school)
- support from a Local Leader of Education
- becoming part of the 'Partners in Leadership' programme as part of the ISP Leadership Programme
- support from leading teachers
- support from schools within a collaborative partnership or cluster area

expected progress. The plan will identify key actions and strategies which will make a difference to bring about the required improvement, with clear success criteria. The SIP will monitor and evaluate the impact of

the actions in this plan and record this on their note of visit.

Schools below 'floor targets'

For all schools that are below the floor target or those schools which are in danger of falling below the floor target (on the basis of targets set, tracking data and risk assessment), a single plan will be established by the Head and the SIP to ensure that they will be above the floor target as soon as possible. In nearly all cases this is within one year.

In the review and planning process there will be an exploration of the reasons why the school has or is in danger of falling below floor targets. This will include a review of the actions and support the school has in place to address concerns and identification of any vulnerable groups in the schools that are at risk of not making expected progress. This discussion will take place in the school with the school leadership team and the SIP and, if appropriate, key LA personnel who have been involved with the school. The meeting will identify actions to ensure that developments are sustainable so that a school secures solid improvement to avoid falling below the floor targets at a later stage.

SIPs will make a judgement, effectively a risk assessment (high, medium, low) on the probability of the school falling below floor targets on each of their visits. This will be done on the basis of the latest tracking information that the school has and the impact of any actions that the school has put in place to secure improvement. The SIP will evaluate the effectiveness of these actions. This will be recorded on the note of visit as well as the latest predictions for the current Y5 and Y6. The SIP will work with the school to 'broker' the support the school needs in order to secure improvement. Schools can access all the support that is available for satisfactory schools.

Warning Letters

If a school disagrees with the SIP's moderation of self evaluation and does not engage with the appropriate school improvement agenda, despite evidence-backed judgements, the LA reserves its right to issue a 'warning letter' to the governing body setting out concerns and what the LA considers the school needs to do in order to address the concerns.

Portfolio of Support for Schools

Support that can be provided is through:

National Leaders of Education: - there are currently six primary schools in Wiltshire where the headteacher is a NLE and the school is a National Support School. The LA has used these schools extensively to support inadequate schools. This has ranged from amalgamating with two schools that were in Special Measures to working alongside schools with a 'Notice to Improve', working with schools in LA categorisation of inadequate to schools that are satisfactory but 'stuck'. In all these cases the working relationship the NLE Head has been able to establish with the Head of the supported school has been key to enable improvement.

Local Leaders of Education: there are currently 10 primary heads who have been accredited as LLEs. Training dates are 27 April, 25 and 26 May and 24 June. These heads are currently receiving professional development led by the NCSL. Once this is completed these heads will be deployed particularly to work alongside schools that are satisfactory (with satisfactory capacity) and need external support to enable them to improve.

Accredited School Providers/Groups: Wiltshire is promoting the development of Accredited Providers/Groups to lead improvement and build capacity to secure improvement. The LA is working closely with its first Accredited Provider (& NCSL) as a lead partner enabling all the schools it will work with to reach the same level of excellence. Our detailed strategy is in development and this work is closely linked with next stages of our small schools strategy.

Collaborative Partnerships: this has been a significant development in Wiltshire and is reflective of the Council priority and strategy to develop more resilient communities. Each collaborative partnership is linked with one of the 18 Community Area Boards which have been established across Wiltshire as part of the

development to one council. The collaborative partnerships bring providers and children services together to focus on improving the outcomes for children and their families in their local area. In these collaborative partnerships there has and is a growing range of activities which are supporting pupil learning and progress. There has also been an increased sense of responsibility and concern for schools that are within the area. This has led to support being arranged from within the collaborative partnership by collaborative partners. The SIP has maintained the role of ensuring that this has an impact on the aim of activity.

Leading Teachers: the LA has a strong track record for developing and deploying leading teachers. These are teachers who have expertise in both mathematics and English who must be approved by an external observer including a scrutiny of planning and assessment, who have ongoing quality assurance and receive extensive CPD in their role including partnering. Leading teachers are expected to take a lead role in driving improvements within their own school. Leading teachers are available to provide support for teachers either in their own school or by visiting the host school. In every case the support will address planning, teaching with a focus on learning and assessment.

Subject Leader Networks: the LA established these networks formally three years ago to ensure continuity and sustainability of mathematics and literacy support in every area in Wiltshire. These networks have dedicated subject consultant time allocated but with the view that these networks need to drive themselves. There is a common LA theme across the networks each year e.g. APP, talk which is explored through regular network meetings. These networks have facilitated 'lesson study' CPD models and have been a great support particularly for teachers who are new to the role of subject leadership.

Partners in Leadership programme (ISP leadership):- Wiltshire has been a pilot authority for developing this programme. The LA has developed the programme so that it pairs a number of schools together (currently 8 pairings) that share a common theme in seeking improvement. A judgement is made that there is capacity across the pair of schools to enable this improvement in both schools to happen. An LA Adviser works with each pair of schools to ensure that robust plans are in place following the ISP processes for school improvement.

LA Consultants (Maths, English, ICT, Science, EMAS, Traveller Service, Learning Support, PHSE/SEAL, Primary Language Learning, Gifted and Talented):- the LA currently has capacity across a wide range of areas to provide support in the areas identified above. In every case the consultant will be focused on whole school improvement and will engage with the school leadership team to ensure that improvements are 'owned' by the school.

Consultant Governors: the LA has a team of consultant governors who are deployed to work alongside governing bodies to bring about improvement. They often support governing bodies in auditing their role thereby identifying key areas for improvement.

Primary Leadership Plan

At the heart of achieving this inspiring and inclusive vision is highly effective school leadership. Leadership in Wiltshire primary schools will become increasingly systemic and effective leaders will play a bigger role in achieving this over the next two years. Leadership will focus on ensuring that teachers and schools work together going beyond networking to collaborate rather than compete in a culture where the strong help the weak. Leadership in Wiltshire primary schools is based increasingly within cultures of trust, co-operation and shared responsibility as a result of the partnership work between schools within clusters and with the LA. Leadership succession is live, well established and highly successful in Wiltshire. We are well placed to achieve this exciting vision through further development of current strategies and by introducing a few key targeted new ones. Details of these strategies are set out below.

Our self-evaluation evidence indicates that the following strategies will achieve this vision:

Leading and managing from the middle

This will be a mandatory seven session master's level programme for up to two middle leaders from every primary school focusing on improving standards and narrowing the achievement gap. The programme will ensure that every primary school has a robust and challenging middle leadership capacity to improve

teaching and learning. By July 2012 every primary school will have at least one teacher who holds this certificate. Areas with the lowest attainment will receive priority places during 2010-2011. It will align with the national standards for teachers and subject leaders.

Heads and Chairs of Governors working in partnership

Satisfactory school heads and chairs of governors will receive training and advice on the best practice in relation to performance management and how they can work together and with other schools to move to good. This programme will be in collaboration with a neighbouring authority. All satisfactory schools will have received this training by July 2011.

New Models of School Leadership

Wiltshire has an ambitious LMAP strategy that includes having 3 accredited providers in place by December 2011. One school is already accredited. This will lead to a series of chains of schools focused on underperforming school being led by the accredited school. An LA team has been set up to provide support, guidance and to break down the barriers so that schools can construct their own new models.

Leadership Succession Quality Mark

Wiltshire has created its own quality mark for leadership succession based on the NCSL framework. Five schools have achieved the award and a further 10 will be targeted in areas of lower attainment to ensure that leadership is systemic and sustainable.

Cluster Leadership Champions Programme

Wiltshire operates in well established collaborative 'clusters' of primary schools. This programme enables each cluster to nominate two leadership 'champions' who are trained and supported to design and lead their own leadership development programmes based on the needs of their communities. Of the 18 clusters, 14 have completed or are currently completing this programme. By December 2011 all 18 clusters will have completed the training and have this level of capacity within their own collaborative partnerships.

NPQH Graduates Group

For those who hold NPQH, an active learning group operates and this includes opportunities for acting headships. The current success rate in conversion to headship is very high.

Local Leadership Project/Targeted Support

We currently have 15 aspirant leaders undertaking internships in host leadership schools. This is building capacity in targeted areas of underachievement. A further 15 will take place in 2011 and 2012, including collaborative work within the south-west region.

Logical Chain Project

This Wiltshire programme enables leadership teams to focus on effective partnership working and community cohesion. A new cohort has been established for 2010 and includes collaborative work with an LA from a different and more diverse context.

New Heads

Our newly designed programme for new and acting heads has had a positive impact in its first year. The programme is bespoke being delivered locally and has both a taught element that builds on NPQH and a collaborative aspect where new heads problem solve with LA officers. The programme will continue into 2012 and ensure that new and acting heads are performing at the highest level. The programme also includes comprehensive mentoring and more recently NCSL's Professional Partners scheme.

Primary Headteacher Support Service

This service continues to provide support for our heads particularly those in challenging circumstances.

Service Schools Project

This project is in its second year and provides a collaborative forum for schools with service children and the resulting issues to identify and pilot effective ways of supporting their achievement and well-being.

Support, Challenge and Accountability within the Local Authority.

The Local Authority has a well established framework for monitoring its work with schools and the impact of its strategies.

Elected Members

Elected members have a role in ensuring that all Wiltshire schools are on a continuous cycle of improvement, focusing particularly on ensuring that schools of concern are improving. This is achieved through their involvement in:-

Members Panel

This group consists of Director of Children's Services, Service Director Schools and Learning, Head of School Improvement, Cabinet Member with responsibility for Children's Services, Portfolio holder for Schools, Portfolio holder for Youth and Skills, Portfolio holder for Vulnerable Children, Chair of the Primary Headteachers Forum, Chair of the Secondary and Special School Headteachers Association. The panel meets three times per year and provides governance through holding officers to account for the improvement secured in the schools which are judged to be of high risk, including all inadequate and below floor target schools.

Select & Scrutiny Committees

Officers regularly report to members through committees on school standards. Reports are also provided on the authorities' progress within key strategies, including the primary strategy. It is anticipated that progress within the World Class Primary Programme (overall strategy and the listed success criteria on page will be report through this framework. The next report on the Primary Strategy will be presented in June 2010.

Work with Higher Risk Schools

For high risk schools both the progress of the schools and the impact of the LA support are monitored and supported and challenged through:

School Case Conferences

The case conference takes place in the school and involves the School Leadership Team, key governors, Senior School Improvement Adviser ~ Schools of Concern, and other key LA officers who will be deployed to work with the school. The meetings review the evidence of impact against the improvement plan and consider what further actions may be required. The frequency of meetings is based on the schools risk assessment, for example monthly, termly or bi termly. Formal minutes are taken of these meetings

LA Strategy Meetings

The LA Strategy meetings are held between three and six times per year and focus on the schools (primary & secondary) that are considered high risk of underperforming and of greatest concern of failing to secure continuous improvement. The group consisting of senior officers of the LA and Dioceses (where appropriate) are presented with the evidence of progress in relation to individual schools, the group effectively review the evidence established through the case conferences. The group monitors the nature and rate of progress and provides a framework for discussion if significant strategy or policy changes are required to secure the improvement required. (The group provide a similar function to the secondary LNCB)

Detailed school level plans

Some examples of detailed anonymised school level plans are included in appendices 4-6.

Working with Strategic Partners to Support Schools

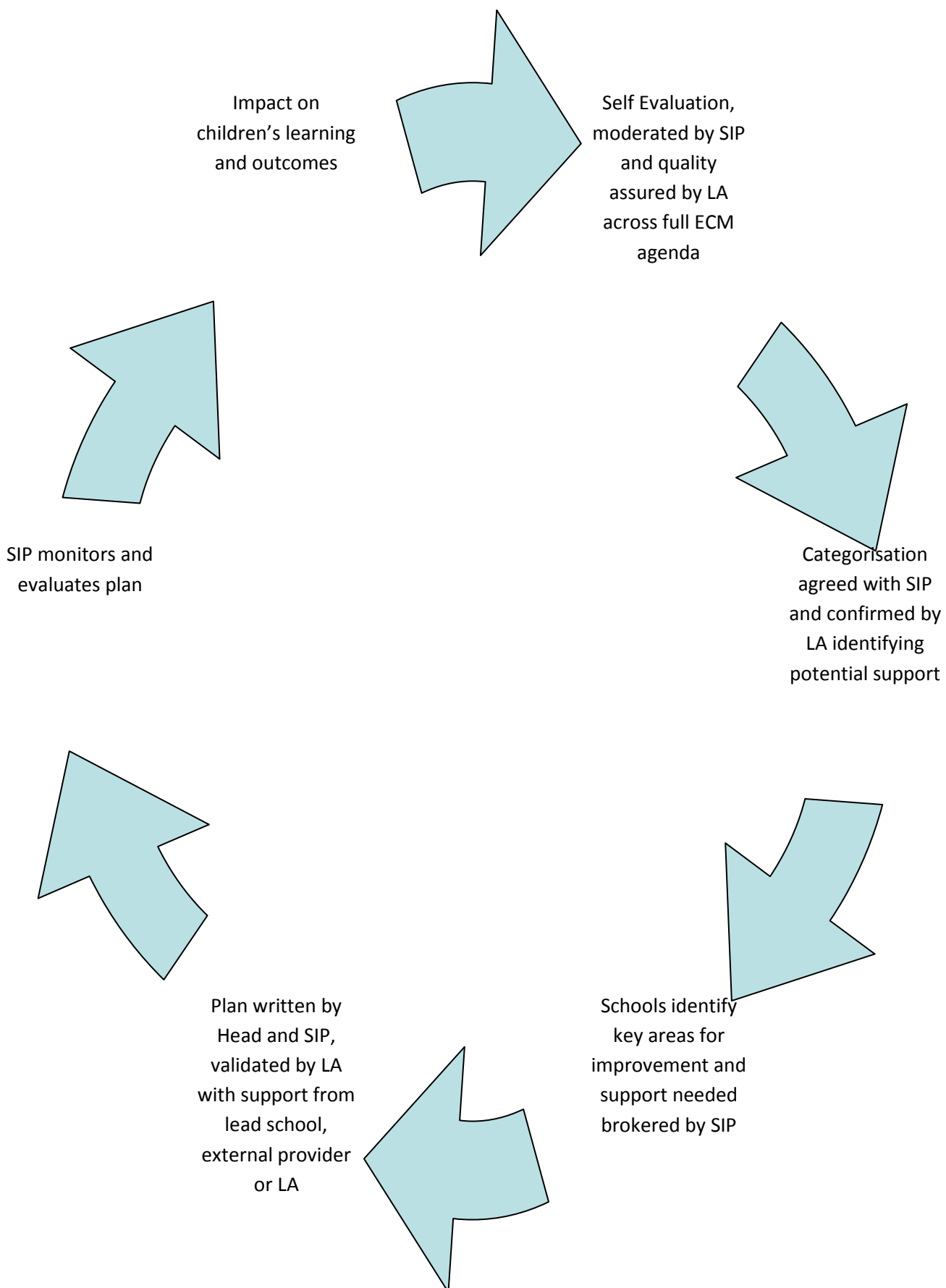
Diocese

About two thirds of Wiltshire primary schools are either Voluntary Aided or Voluntary Controlled. The LA works very closely with the dioceses that cover Wiltshire to ensure that there is alignment in the support that is provided to enable school improvement. This partnership includes regular meetings to share strategic direction, attendance at all case conferences to monitor and evaluate progress in schools and taking a shared role in headteacher appointments. There is a very successful and close working relationship between the LA and the Dioceses.

How will we know if we have been successful?

Success Criteria

- The number of schools in an Ofsted category will reduce from 4 to 2 by December 2010
- The number of schools that are inadequate (Ofsted or LA category) is reduced from 4% to 2.5% by December 2010
- The number of schools that are good or outstanding increases from 68.5% to 75% by October 2011
- The only 'hard-to-shift' school in Wiltshire will be above the floor target by July 2011 (based on current predictions for Y5 and Y6)
- The number of schools below the floor target will decrease from 9% to 5% by July 2010
- The LA % for 2 levels progress will increase to 90% in English and 90% in mathematics by October 2010
- By July 2011, over 33% of our schools are identified as having a lead role in good practice transfer through:- NLEs, LLEs, Accredited School Providers, Partners in Leadership programme, Leadership Champions and Leadership Host schools
- All schools receiving support from a lead school improve outcomes for children
- By July 2011, all lead schools are able to demonstrate improvements in leadership in the schools that they are supporting that impact positively on children's learning



Appendix 1 – example of a data summary report (September 2009)

Appendix 2 – data hypotheses emerging from the data summary report

Appendix 3 – questions to ask on initial school data

Appendix 4 – anonymised school level plan for a school that is 'hard-to-shift'

Appendix 5 – anonymised school level plan for a school that is in an Ofsted category

Appendix 6 – anonymised school level plan for a school below floor targets

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Wiltshire Council

Children's Services Select Committee

8 June 2010

SEN Transport

Purpose of Report

1. As part of the Budget & Performance Task Group's work programme, the Chairman and Vice-Chairman of each Select Committee (who make up the Task Group's membership) hold regular fact-finding sessions with officers from the appropriate department. The DCE fact-finding meeting held on 25 March focussed on provision of transport for children and young people with Special Educational Needs (SEN), and, following this, a report was requested for the full Select Committee on this area of overspend, with details of joint working between DCE and the Passenger Transport Unit (PTU), and plans for the future. A copy of the notes of the fact-finding meeting is attached at [Appendix 1](#).

Background

2. The main concerns identified at the fact-finding meeting were:
 - a. That there has been a history of overspending on the SEN Transport budget;
 - b. That the savings achieved by appropriate interpretation of eligibility criteria, reduction in the number of exceptional transport cases agreed, procurement savings and the reduction in the number of children using the service, have not been reflected in a proportionate reduction in the overspend;
 - c. That there is a disparity between this and the mainstream transport budget, which has in recent years experienced significant under-spending;
 - d. That there needs to be greater prioritisation of measures to control SEN transport costs within the PTU.
3. The current arrangements for arranging and managing SEN Transport are as follows:
 - a. Responsibility for procuring and managing transport arrangements, and for managing the Passenger Assistants, sits with the PTU;

- b. Responsibility for determining entitlement to transport, ownership of the budget, and responsibility for budget management, lies with DCE;
 - c. PTU provide DCE budget managers with monthly financial reports, and there are regular Service Level Agreement (SLA) meetings between PTU and DCE staff at which operational, financial and strategic issues can be discussed. There are outstanding data management and forecasting issues which remain to be resolved.
 - d. The DCE officer responsible for assessing transport entitlement is located in PTU, so that she is aware of transport costs when making decisions, and can act as a point of liaison for day to day matters.
4. Responsibility for both SEN and mainstream education transport was transferred to the PTU over 15 years ago as part of the setting up of an integrated transport unit.
5. When the PTU was first established, both SEN and mainstream transport budgets were held and managed by the Education Dept, with PTU's role being to procure and manage the transport arrangements. This led to constant friction between the two departments, in particular because of the very close integration of mainstream education transport with subsidised bus services and the consequent difficulties of agreeing a mutually acceptable approach to sharing the costs of combined transport arrangements. Members took the decision to move responsibility for managing the mainstream budget to PTU, alongside the public transport budget. Responsibility for determining education transport policy and for assessing entitlement to transport also moved to PTU at the same time, following the principle that accountability and responsibility should be matched. This arrangement has worked very well for the mainstream transport budget.
6. Consideration was also given to moving responsibility for the SEN transport budget at the same time. However, this was rejected because (unlike in mainstream transport, where entitlement follows clearly defined rules) the costs of providing transport are heavily dependent on which school the child attends, and decisions on the child's transport requirements are intimately bound up with the statutory assessment and placement process, which has to remain in DCE. In local authorities where budgets have not been split in this way it is possible for overspends on one transport to school budget to be offset by underspends on the other budget.

Financial background

7. The table below shows budget and out-turn expenditure comparisons for both the mainstream and SEN Transport budgets in recent years.

SEN TRANSPORT			MAINSTREAM TRANSPORT			
	Original budget (£m)	Outturn (£m)	Variance	Original budget (£m)	Outturn (£m)	Variance Budget Actual Overspent
2005/06	4.045	4.278	-0.233	8.886	7.930	+0.956
2006/07	4.269	4.087	+0.182	8.825	8.143	+0.682
2007/08	4.163	4.291	-0.128	8.785	8.306	+0.479
2008/09	4.046	4.857	-0.811	9.030	8.859	+0.171
2009/10	4.337	4.809	-0.472	9.445	8.482	+0.963
2010/11	4,645	projected 4.775	-0.130	8.638	projected 8.638	0.0

8. Rising transport operating costs for many years (in line with national trends) along with passenger assistant pay reform costs and the results of individual risk assessment have resulted in upward pressure. More recently price volatility with first an increase in fuel costs and then a reduction in costs due to the recession has made forecasting difficult.
9. The reason for the significant under-spending in the mainstream transport budget in recent years is that the budget has been set in line with the best estimates available at the time of the expected increases in transport costs during the forthcoming year. In the event, these expectations have proved to be overly pessimistic, as the national rate of cost increases has slowed year by year, and in the last year the budget has benefitted (as has the SEN budget) from procurement savings as a result of the recession. On a budget of around £9million, every 1% variance from the estimate results in a divergence of £90,000 from the expected budget requirement. Any surplus from any service is used to balance overspend in other services within the Council.
10. To date the setting of the SEN budget took into account:
 - Numbers of pupils travelling (reduction by 56);
 - Reported significant savings through the procurement strategy for taxi and mini-bus contracts;
 - Savings made by the ongoing work on eligibility, entitlement and reduction of “exceptional cases” (new decision process introduced 2 years ago);
 - No increase in special school places, reduction in out of county placements.
11. Regular budget projections are produced by the PTU for the SEN budgets during the course of the year, but in future this will be expanded by PTU to provide a more detailed explanation of variations in spend to ensure that DCE can be confident in its expenditure forecasting and budget setting.

Actions taken to reduce SEN transport costs

12. Much work has been undertaken in recent years, by both DCE and PTU to reduce the cost of SEN transport. The following are some examples of this:
 - a. The SEN Transport Officer from Central SEN is responsible for agreeing eligibility for transport; she sits in PTU and works closely with PTU to ensure that the eligibility criteria are applied consistently, that transport costs are taken into account when SEN placements are considered, and that the most cost-effective method of transport is used (including, where appropriate, paying parents to transport their children or to act as Passenger Assistants). This arrangement has attracted interest from other authorities as an example of good practice.
 - b. The SEN Transport Officer identifies those pupils who could have their transport arrangements reviewed to ensure the most cost effective arrangements are put in place. This has resulted in savings of around £85,000 over a two year period.
 - c. Following a study by external consultants which reviewed the procurement strategy for taxi and minibus contracts, PTU has recently completed a major review (in 4 phases) of 'regular' SEN, mainstream and social care contracts which has resulted in savings of £747,000 per annum over costs that would otherwise have arisen.
 - d. Travel training is considered for students who would, with some initial support, be able to make the transition from specialised (taxi) transport to using ordinary public or mainstream school transport. This has been very successful with majority of pupils able to access mainstream transport for post 16 provision. Together this has resulted in savings of £85,000 over the last two years.
 - e. Regular SLA meetings take place between PTU and DCE managers to discuss issues relating to the service, including spending projections and actions to reduce costs. PTU and DCE will initiate a more robust process to enable forecasting of budget pressures at an early stage so budget bids for future years can be submitted in good time.
13. One of DCE's main concerns, referred to at the fact-finding meeting, is that it is not clear what effect the savings already achieved by the above actions have had on the outturn, as they have not been reflected in a proportionate reduction in the overspend, and the overall cost of the service has not reduced in line with falling numbers of pupils receiving transport.

14. There are a number of reasons why this is the case:
- a. The contract cost savings that have been quoted were calculated by comparing the full-year before and after costs of contracts tendered on a like for like basis at the time of re-tender. Due to the large number of contracts involved and the frequent changes that occur to special needs transport routes, it is difficult to demonstrate a direct correlation between the savings achieved at a point in time and the current cost of the service.
 - b. Passenger Assistant salary costs have increased by £350,000 per annum over the last three years. A large part of this is due to Pay Reform. DCE received £62,000 in 2007/8 and £144,000 in 2008/9 from corporate funding to offset the first two years of this, but corporate funding was not given in 2009/10 and DCE therefore had to allow for this when setting the budget. There has also been an increase in the number of Passenger Assistants used over the same period.
 - c. Some of the savings achieved have been offset by the annual inflation award paid to suppliers, which forms part of the contract terms and conditions. This is calculated according to a predetermined formula, linked to national indices and paid to suppliers on a pro rata basis (for the 2010/11 financial year no increase has been paid to suppliers operating SEN contracts due to the significant budget pressures)
 - d. Savings have also been offset by the increasing complexity of passenger needs, which often require specialist vehicles, drivers and greater use of Passenger Assistants, and by subsequent changes to transport arrangements that were found to be necessary following the initial reviews.

Main Considerations for the Council

15. Further work is in progress which is expected to result in further cost reductions, and which will improve the way the two Departments work together to set and monitor the budget:
- a. The cost of providing Passenger Assistants has increased significantly in recent years. Many other authorities now outsource PA provision, rather than employing the staff directly. A preliminary review has already been undertaken, and further work is being commissioned as a matter of urgency to progress this further. A report outlining the recommendations from this work is expected in October 2010.

- b. PTU are in the process of reviewing and re-tendering the three major 'combination' contracts for transport to the largest SEN schools (St Nicholas, Larkrise and Exeter House), which it is hoped will make further savings with effect from April 2011. The cost of these three schools' transport accounts for around 30% of the total transport costs for this budget (excluding Passenger Assistants). The review will include consideration of alternative methods of provision, for example extending the sort of arrangement that already applies at Larkrise school, where the school operate their own transport.
- c. Work is in progress with the Procurement Unit to introduce a framework contract for 'one-off' taxi bookings.
- d. Corporately the Council has purchased a Request For Quotation (RFQ) system. This will ensure that when the PTU obtains quotations for smaller SEN contracts, it will be able to open up its distribution to a wider market, increasing competition.
- e. PTU are investigating ways of providing more detailed explanations of ongoing routine changes in transport contract costs, which will help in future to explain any apparent discrepancies between the headline savings from contract reviews and the impact they have on budget projections. This will serve as the basis for improved understanding and agreement between the two Departments about budget issues.
- f. Regular SLA meetings will continue to provide the opportunity to gain a better shared understanding of the cost pressures on the budget, to challenge the way the service is delivered to provide DCE with comprehensive management information and identify realistic options for cost reductions.

Environmental Impact

16. Close consideration of entitlement decisions and reviews of transport routes will result in reduced vehicle mileage which will have a positive environmental impact.

Equalities Impact

17. The work to ensure that expenditure on SEN Transport is cost effective will ensure that transport to school arrangements for vulnerable children remain sustainable, so ensuring their access to services.

Risk Assessment

Risks

- The Review of Passenger Assistants is not taken forward as a priority.

- Savings from the Passenger Assistant review may have to be phased in over a period of time
- Management information is not supplied to DCE in sufficient detail or a timely manner to enable them to understand the factors that drive the costs of the service.
- Reviews and retendering of transport to special schools do not produce savings.
- Continued fuel cost inflation results in increased budget pressure.
- The increasing complexity of needs and health and safety requirements continue to exert an upward pressure on costs.

Mitigations

- The PTU gives the Passenger Assistant review priority.
- DCE and PTU agree the process for the supply of management information to DCE, involving both Central SEN and DCE accountancy staff.
- The review of transport to special schools looks arriving at the best solution for each school's own situation and whether specialist vehicles can be used on other jobs to spread overhead costs.
- Efficiencies are sought by PTU in SEN transport operation that will offset cost inflation in the future.

Financial Implications

18. The effects on the DCE of potential overspending on the SEN transport budget are considerable with it creating a pressure as a major volatile demand led budget. This could result in other expenditure being curtailed. A better understanding of what drives costs is essential and must involve both Departments working together to provide and interpret suitable management information.

Legal Implications

19. It is important that the SEN Transport Policy is kept up to date, especially in the light of the new responsibilities inherited from the Learning and Skills Council. A policy review has been commenced.

Conclusions

20. The SEN Transport budget will remain under pressure because of increased costs and the increased complexity of pupil needs.
21. Every effort must be made by the PTU to achieve good value for money on this budget because of its potential adverse impact on other DCE budgets for vulnerable children.
22. The provision of timely and comprehensive management information by the PTU to DCE, and closer working together to understand what drives costs, will allow more accurate forecasting and budget setting.

Proposal

23. The Committee is asked to note the report's contents and to comment as appropriate.

CAROLYN GODFREY

Corporate Director, Department for Children and Education

MARK BODEN

Corporate Director, Department for Neighbourhood and Planning

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Date of Report: 8 June 2010

Background documents

None

Appendices

Appendix 1 – Notes of the DCE Fact-finding meeting, 25 March 2010

Notes of DCE Fact-finding meeting – 25 March 2010

Attendees:

Cllr Jon Hubbard	(Vice-Chairman, Children’s Services Select Committee)
Cllr Lionel Grundy	(Cabinet Member, Children, Education and Learning)
Cllr Alan Macrae	(Portfolio Holder, Schools)
Val Black	(Transport Manager)
Lynda Cox	(Head of Performance, Management and Co-ordination - DCE)
Trevor Daniels	(Head of SEN)
Karina Kulawik	(Central SEN Services Manager)
Henry Powell	(Senior Scrutiny Officer)
Liz Williams	(Head of Finance and Schools Funding - DCE)

1. Apologies and Introductions

Apologies were received from Jason Salter, Principal Officer – PTU.

2. SEN Transport

The following points were discussed:

- The SEN Transport budget provides transport for those children requiring specialist transport. Those who can access mainstream transport will do so under the mainstream scheme, which is funded via TEL budgets.
- Changes to legislation have widened the eligibility criteria for children with SEN living under the statutory distance and those from low income families. The complexity of the needs of individuals requiring SEN transport has also continued to increase.
- Much work has been done in recent years to reduce the cost of SEN Transport, particularly by Val Black, who’s post has now been made permanent. This work has included:
 - Ensuring the eligibility criteria is applied consistently
 - Ensuring the most cost effective mode of transport is used
 - Where appropriate, paying parents to transport their children or to act as Passenger Assistants
- There is a large variance in children with SEN’s transport needs, such as the medical care or behavioural supervision they require en route, the distance they need to travel, the kind of vehicle they require etc. Rationalising the SEN

Budget and Performance Task Group (30 March 2010)

Transport service is therefore a careful balancing act between pooling transport where possible, whilst still meeting the differing needs of individuals.

- Both Springfields and Larkrise schools currently provide their own transport, suggesting lessons could be learnt on how they run a cost effective transport scheme. This may not be a fair comparison, however, due to the them being boarding schools needing to make only two journeys per week, and their transportation needs being generally less complex.
- The Passenger Transport Unit's (PTU) annual budget is around £30M and is showing an approximate underspend of £800K. SEN Transport, however, has an annual budget of around £4.3M, but is showing an overspend of £400K. Concern was expressed at this disparity, and the lack of transparency on where the underspend on mainstream transport goes.
- Concern was also expressed that the savings achieved through work around independent travel, reviewing exceptions etc (which in previous years has totalled around £100K) and corporate procurement savings (in the range of £260K per year) are not reflected in savings for the SEN transport budget. The number of children using the service has also decreased.
- Another area of significant expense is the cost of Passenger Assistants to accompany children while they are transported. The council employs around 230 staff to do this job, some of whom work in the field of social care, but most work in SEN Transport. The council employs these staff directly rather than through an agency. which is unusual for a local authority and carries its own cost pressures.
- Senior officers from DCE and the PTU meet regularly to discuss the issue but a some frustration remains as to the disparity between the underspends achieved in mainstream transport and the overspends on SEN Transport. There was also concern that DCE essentially pay an external provider for the SEN Transport service (through the PTU) but have little access to the contracts involved or influence during contract negotiations.
- There was general agreement that closer working was required between DCE and the PTU on this issue and greater prioritisation of the SEN Transport issue. It was noted that Cllr Hubbard would request that an item on this issue (with the agreement of the Chairman) be included on the next agenda of the Children's Services Select Committee. Cllr Grundy also expressed his intention to look into the matter and find a workable solution.

3. DCE Budget Overview

- As at 28 February, the DCE budget's projected overspend was £0.686M, after the impact of previously approved recovery plan. This pressure is mainly from demand led budgets such as External Residential Placements, In-house Foster Care and Aftercare. It is unlikely the budget will recover to balance by the end of the financial year and, if so, a decision will need to be made regarding carry-over or absorption.

- Further work is being done to identify savings above and beyond those already found. All salary budgets are being reviewed to identify any savings achieved against vacancies, only key posts are being recruited to with all recruitment requiring Service Director authorisation, all grants are being reviewed to ensure that the use of grants is maximised.

4. DCE Performance Overview

- There was no update to the LAA performance figures discussed at the previous Fact-finding meeting.

Meeting closed at 5.30pm.

Notes produced by Henry Powell, Senior Scrutiny Officer, 01225 718052 /
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Wiltshire Council

Children's Services Select Committee 8 June 2010

Annual Report of the Major Contracts Task Group 2009-10

Purpose of report

1. To present to the Committee a summary of the reviews carried out by the Major Contracts Task Group over the last 12 months.

Background

2. On the 23rd July 2009 the Committee formed the Task Group with the purpose of holding contractors to account in providing Wiltshire's services.
3. It was agreed that the review of major contracts is not best done at the level of a main committee. It was recognised by leading members and contractors themselves that much more could be achieved by way of partnership working if the performance information in the annual report and comments from client departments were reviewed in a smaller dedicated setting.
4. As a result the Task Group was formed with the following terms of reference and membership:
 - (a) To hold contractors to account for the delivery of public services – in relation to those contracts which fall within the remit of the Children's Services Select Committee
 - (b) To carry out mid year and annual reviews of major contracts
 - (c) To investigate areas of poor performance and concerns arising from contract reviews and to make recommendations for improvement as appropriate
 - (d) To establish links with the relevant procurement boards so as to ensure appropriate involvement in the build up to contract renewal
 - (e) To periodically report into the Children's Services Select Committee on matters arising from the task group's activities during the year
 - (f) To produce an annual report for the Children's Services Select Committee on the main findings and recommendations arising from the work of the task group.

Membership:

Councillor Bill Moss (Chairman)
Councillor Carole Soden
Councillor Jon Hubbard
Councillor Jacqui Lay
Councillor Peter Colmer

Main considerations for the Committee

5. Since the Task Group was created and a new approach to contract scrutiny undertaken, a number of new contracts were identified and added to the forward work plan. This capacity has allowed more providers to be held to account in an individual meeting dedicated to their contract.
6. Through individual meetings Councillors, Officers and Providers have valued this approach as it allows greater time to understand the complexity and background of contracts. It has also allowed greater time for questioning and holding contractors performance to account.
7. Below is a summary of the four contracts reviewed by the Task Group and the main highlights.

White Horse Education Partnership

- This contract is responsible for the accommodation at 3 North Wiltshire Schools (these being Abbeyfield School, Wootton Bassett School and Malmesbury School).
- The number of chewing gum related issues (e.g. chewing gum sticking to carpet) previously considered as a concern at the last review, was acknowledged as improved. To further aid improvement a recommendation was made to involve the young people in creating solutions.
- The use of school facilities by the wider community were discussed as being important, particularly in light of the extended schools project. It was acknowledged that whilst the lead must come from the individual school, further work could be undertaken to increase usage.
- It was agreed that a visit to schools would be undertaken before future reviews in order to better understand the contract.

Sodexo School Catering

- Sodexo supply a number of schools in Wiltshire with school meals. In addition to School Catering Sodexo supply facilities management, building cleaning and grounds maintenance. These fall outside the remit of the Task Group and are covered by the Overview and Scrutiny Organisation and Resources Select Committee.
- This contract was extended in light of the move to the unitary council. Councillors highlighted the continued levels of performance and the flexibility during a time of transition for the authority.
- As work has progressed towards extending the contract for a further year the Task Group have been concerned at the low number of schools wishing to remain in the corporate contract. Many have decided to provide meals

themselves or through other suppliers. This will continue to be monitored by the Task Group.

Sure Start Children's Centres

- The Sure Start program provide Children's Centres over 30 sites in Wiltshire. These services provide early learning and childcare for babies and children until they are five years old , support for parents and children, child health services, information and advice, and links with job centres for those wanting to go back to work.
- The overall aim of Sure Start Children Centres is to :
 - o Reduce inequalities and narrow the gap between the most and least disadvantaged children.
 - o Support vulnerable groups.
 - o Gain parental and community engagement.
 - o Form multi-agency teams around the child.
 - o Integrate the delivery of shared initiatives, e.g. reducing childhood obesity.
 - o Make better use of human and capital resources.
- The Task Group acknowledged the continued good performance of the contracts and the work undertaken by Officers to use as much of the funding as possible to provide services for children.
- As the current contracts are currently being retendered and the new arrangements due to come into effect in March 2011 recommendations were made on the Task Groups preferred option. It was noted that this will not affect the front line service, purely how centres are managed.
- The commissioning of Sure Start Children Centres was discussed at Cabinet on the 23rd March 2010. Cabinet's decision was to tender clustered areas under the following:
 - o Cluster the three children's centres in Trowbridge under one contract
 - o Cluster the three children's centres in Salisbury under one contract
 - o Cluster the three children's centres in Chippenham under one contract
 - o Cluster the two children's centres in Melksham under one contract
 - o Cluster the two children's centres in Devizes under one contract
 - o Cluster Marlborough with Pewsey under one contract
 - o Cluster Mere, Tisbury and Wilton under one contract
 - o Cluster Wootton Bassett with Cricklade under one contract
 - o Cluster Amesbury with Bulford under one contract
 - o Offer Tidworth, Corsham, Malmesbury, Westbury, Warminster, Downton, Bradford-on-Avon and Calne as single sites, but through the selection process, commissioners to look positively on proposals to combine individual sites and the named clusters together within a hub area of the County; Chippenham hub, Devizes hub, Salisbury hub and Trowbridge hub, in order to align services.
 - o to provide a co-ordinated specialist service for children under five with difficulties and disabilities based in the four Council hub areas of the

County with outreach services delivered across the hub area, providing a range of support between 9am and 3 pm, Monday to Friday all year round.

Quarriers

- Quarriers provide residential foster placements for young people with complex needs. This is over two homes, The Orchards in Salisbury and The Paddocks in Melksham.
- During discussion a number of issues came to light particularly around education provision and aftercare. The newly appointed Head of Children in Care will be carrying out a review which education has been suggested to be included. A report on this review will be received by the Task Group in September.
- In addition, a recommendation has been made to the Select Committee to receive a report on aftercare provision in Wiltshire and the work towards independent living.

Conclusion

8. The Task Group has achieved a great deal in the last twelve months particularly as many of the providers had not been through the Scrutiny process before. In most cases this has been outside of the contract requirement.
9. As this is a standing Task Group the contracts register provided by the Corporate Procurement Unit is regularly monitored so that any new contracts can be added to the forward work plan. Where contracts are due to be retendered Scrutiny has contributed to the process by giving their views based on discussions Officers.
10. As the Council moves towards jointly commissioned contracts with our partners there is an opportunity for the Task Group to be involved in monitoring the performance. This is currently being investigated by the Scrutiny Officer who will liaise with the Task Group in developing this further.

Proposal

11. That the Committee:
 - a) Note the work of the Task Group in reviewing Major Contracts over the last year.
 - b) Endorse the membership of the Task Group to continue over the coming year and report back in 12 months time.

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Agenda Item 16

Work Area	Last at Committee	COMMITTEE MEETING: Agenda out:	22 JULY 2010 14 July 2010	Who
SEN Seminar prior to meeting				
Enjoy & Achieve	Jan 2010	<u>Review of Special Educational Needs (SEN) Provision</u> A post-consultation report regarding proposed changes to the Special Educational Needs service, specifically the primary phase, special schools and support services to mainstream schools.		Trevor Daniels
-	-	<u>Role of Schools Forum</u> Following a member request, this item will explain the role of the Schools Forum. Forum members will be invited to attend.		Julie Cramp / Liz Williams
Make a positive contribution	-	<u>Young People in Wiltshire who are NEET (Not in Employment, Education or Training)</u> A report on the current level of young people in Wiltshire not in employment, education or training (NEETs) and what the council is doing to tackle this.		Stephanie Denovan
	Jan 2010	<u>Youth Services in Wiltshire</u> Update on the changes to the Youth Work Staffing Allocations for Community, following meetings with Area Boards.		David Whewell

Work Area	Last at Committee	COMMITTEE MEETING: Agenda out:	23 SEPTEMBER 2010 15 September 2010	Who
Safeguarding	Sep 09	<u>Social Care Team Restructure</u> Update detailing the early signs of impact from the restructure.		Sharon Davies
Enjoy & Achieve	Nov 09	<u>Small Schools Strategy</u> Update report on the Small Schools Strategy and the work of the Small Schools Strategy Working Group.		Julie Cathcart
Enjoy & Achieve	March 2010	<u>16 - 19 Learning – update on transfer of responsibility from LSC to LA</u> Following the report received in March, an update on the passing of		Julie Cathcart

		responsibility for 16-19 Learning from the Learning and Skills Council (LSC) to the Council on 1 April 2010.	
-	March 2010	<u>Transitions Planning</u> An update on implementation of the Multi-Agency Transitions Protocol, for transitioning young people from children's to adult services	Susan Tanner & Susan Tomes
Be Healthy	Jan 2008	<u>Child & Adolescent Mental Health</u> Progress update on the CAMHS Strategy.	Julia Cramp

Work Area	Began	COMMITTEE MEETING: Agenda out:	25 NOVEMBER 2010 17 November 2010	Who
Enjoy & Achieve	June 2010	<u>Review of Special Educational Needs (SEN) Provision</u> A report at the beginning of a review of SEN Provision for children and young people in Wiltshire.		Trevor Daniels

Work Area	Began	COMMITTEE MEETING: Agenda out:	27 JANUARY 2011 19 January 2011	Who
-	Jan 2010	<u>Integrated Working in Wiltshire</u> Update report on the implementation of Common Assessment Framework (CAF) and Lead Performance.		Sharon Davies
Enjoy & Achieve	Annual report	<u>Pupil Performance figures</u> Annual report on educational attainment.		Julie Cathcart
Enjoy & Achieve	September 2010	<u>16 - 19 Learning – Commissioning Plan for 2011-12</u> Following the transfer of responsibility for commissioning 16-19 learning from the LSC to the LA on 1 April 2010, to receive the Commissioning Plan for the 2011/12 academic year.		Julie Cathcart

Work Area	Began	COMMITTEE MEETING: Agenda out:	unconfirmed items	Who
<i>Enjoy & Achieve</i>			<u>Building Schools for the Future</u> <i>Major investment programme (£450m approx) for secondary school estate renewal – 2016!</i>	
<i>Stay Safe</i>	<i>Jan 02</i>		<u>Placements</u> <i>Following report on commissioning in Jan 2010 – a fuller report on the progress made in implementing the Placements Task Groups recommendations made in 2006</i>	<i>Shannon Clarke?</i>

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CHILDREN'S SERVICES SELECT COMMITTEE - WORK PLAN THEMES 2009/10**1. Children & Young People's Accessibility to Services**

- (a) innovative transport schemes to improve accessibility for urban and rural areas – that is environmentally sustainable, affordable and promotes healthy lifestyles i.e. travel cards, bus permits, walk to school initiatives
- (b) improved quality, choice, overall appeal to and better promotion of services for young people, i.e. youth clubs run by teenage youth leaders, more places for young people to go, spend time and have the opportunity to relax in a care-free-safe environment

2. Extended Services (including children's centres)

- (a) future funding and sustainability
- (b) parenting and promotion of the "family"
- (c) inter-generational opportunities and activities, e.g. dialogue and debate, recreational and cultural experiences (councillors attending lessons at schools)
- (d) improved support services for teenage pregnancy, including relationships education for young people and their parents
- (e) a hub for young people 'not in education, employment or training' (NEETs)
- (f) a hub for services, practices and professionals who can promote healthy living and improve young people's wellbeing in their own communities, e.g. tackling bullying and the other pressures young people experience, i.e. alcohol and drug misuse, obesity, depression and other mental health issues

3. Lifelong Learning

- (a) apprenticeships, including vocational options
- (b) life-coaching and mentoring
- (c) 13 – 19 curriculum and strategy, especially 16-19
- (d) the "gifted and talented"
- (e) strategy to improve/replace the county's secondary schools, i.e. Building Schools for the Future, Academies, PFI schools

4. Vulnerable Children & Young People

- (a) child protection
- (b) social care services that are properly funded and resourced
- (c) after care services for young people leaving foster or residential care
- (d) children and young people with learning difficulties and disabilities
- (e) transitions
- (f) early intervention and behaviour support

5. Performance & Accountability

- (a) annual service inspections and performance reports
- (b) measuring attainment, achievement, and the overall quality and standards of teaching and school performance, including initiatives such as healthy eating and management of school catering
- (c) budgeting for (and the commissioning of) children and young people's care placements

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CHILDREN'S SERVICES SELECT COMMITTEE

TERMS OF REFERENCE

- (1) To review and scrutinise any matter relating to the planning, provision and operation of children's services in Wiltshire
- (2) To consider any matter relating to children's services affecting the area or its inhabitants, including matters referred by area boards and Councillor Call for Action, and exercise the right to call in, for reconsideration, decisions made but not yet implemented by the cabinet
- (3) To make arrangements to secure continuous improvement in the way in which the function of education and children's social care services are exercised, having regard to a combination of economy, efficiency and effectiveness
- (4) To commission groups of members to carry out scrutiny activities and reviews relevant to the annual work programme's priorities
- (5) To carry out strategic oversight of the scrutiny activities the committee commissions, including task groups and rapid response exercises
- (6) To establish and publish an annual work programme that ensures a thorough but focussed overview of the plans, strategies, policies and decisions of children's services in Wiltshire, including those provided and commissioned by the council, and those delivered by partners – using the Wiltshire children's trust board as a key focus
- (7) To foster and encourage an inclusive, structured, non-partisan and non-adversarial approach to overview and scrutiny, which is reliant on evidence rather than anecdote
- (8) To meet at least four times a year to consider reports from task groups and other commissioned individuals/groups, and to receive reports on the assessment/inspection of services within the department for children & education
- (9) To contribute to policy development within children's services
- (10) To use the cabinet forward work plan to identify and provide appropriate contributions to key and other decisions relating to children's services
- (11) To hold the relevant cabinet member/s and officers with delegated responsibility for children's services to account
- (12) To require cabinet members and officers to answer questions raised by the committee, its task groups and other groups or individuals commissioned to carry out its work
- (13) To hold children's services' partners to account, particularly those listed within the local area agreement and local agreement for Wiltshire

- (14) To work with partners and other public and private sector agencies to identify issues of concern and work together to improve services for children
- (15) To invite and receive evidence from external witnesses, including service users and providers
- (16) To make reports and recommendations to the council, cabinet, department for children & education, or partners on any matter reviewed or scrutinised
- (17) To manage and coordinate the training and development of elected members and other representatives involved in the overview and scrutiny of children's services
- (18) To develop appropriate overview and scrutiny operational protocols, including:
 - (a) involving and engaging with children, young people and their families
 - (b) joint working with the health overview and scrutiny committee on public health matters as they impact on children and young people
 - (c) maintaining effective communication with the Corporate Parenting Group to facilitate joint working where appropriate
 - (d) maintaining and further developing constructive relations with the executive, especially between the relevant cabinet member/s and the chairman and vice chairman of the committee
 - (e) working and involving partners in scrutiny activities
 - (f) developing a productive interface with the area boards, including support for local task groups and links through which Councillor Calls for Action and petition appeal requests can be channelled