

AGENDA

Meeting: Children's Services Select Committee
Place: Council Chamber, County Hall, Trowbridge
Date: Thursday 27 January 2011
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 Jon Hubbard
Cllr Andrew Davis	Cllr Jacqui Lay (Vice Chairman)
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 Nick Fogg
Cllr Peter Colmer	Cllr Tom James MBE
Cllr Christine Crisp	Cllr Howard Marshall
Cllr Christopher Devine	Cllr William Roberts
Cllr Peggy Dow	

Non-Elected Voting Members:

Rev. 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
Mr 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) **Apologies and substitutions**

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

To confirm and sign the minutes of the Childrens' Services Select Committee held on 25 November 2010.

3) **Declarations of Interests**

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

4) **Chairman's Announcements**

5) **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 **5:00 pm on Thursday 20 January 2011**.

6) **Coalition Changes - Update from Department for Children and Education (DCE)** (*Pages 11 - 18*)

Carolyn Godfrey, Corporate Director for DCE, will present an update on the Coalition Government's proposals for children's services and education.

7) **Budget Monitoring - DCE** (*Pages 19 - 30*)

Following the disbandment of the Budget & Performance Task Group, responsibility for scrutiny of departmental budgets has passed to the relevant Select Committees.

As was requested at the previous meeting, Committee members were sent hard copies of the full Cabinet budget papers in December. Cabinet received no budget papers in January and therefore the papers circulated in December remain the most current reports. Edited versions of them, containing only the information relating to DCE, are included within today's agenda papers.

8) **Integrated Working in Wiltshire** (*Pages 31 - 34*)

In January 2010, the Committee considered a report providing an update on progress made within Wiltshire to implement the Common Assessment Framework (CAF) and Lead Professional.

The Committee requested a further update in January 2011 on the implementation and work of the CAF and a report from Julia Cramp, Joint Service Director Commissioning and Performance, is attached for consideration.

The Committee is asked to note the progress made in respect of implementing CAF & Lead Professional across Wiltshire.

9) **Pupil Performance Figures** (*Pages 35 - 50*)

A report from the Director, Schools and Learning, providing a comparison between Wiltshire's attainment and the national expectations across all phases of performance in public tests and examinations is attached.

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

10) **16-19 Learning and Skills ~ Strategic Priorities for 2011-12 and update on the transfer of responsibility from the Learning and Skills Council (LSC) to the Local Authority** (*Pages 51 - 72*)

In September 2010 the Committee received a report providing details of the progress made by the Council following the transfer of responsibility for 16-19 learning from the Learning and Skills Council (LSC) from 1 April 2010.

A report presenting the draft Strategic Priorities Statement for Wiltshire 16-19 year olds in 2011-2012 is attached. It also provides an update of progress since the Local Authority took on the strategic responsibilities for education and training for 16-19 year olds from the Learning & Skills Council.

Julie Cathcart, Head of Lifelong Learning, will be in attendance to now present the Commissioning Plan for the 2011/12 academic year.

11) **Basic Skills Update** (*Pages 73 - 78*)

In July 2010, the Committee received a report on the level of Basic Skills (amongst adults) in Wiltshire. This followed comments in the 2009 Common Area Assessment that "too many people in Wiltshire did not have basic reading and maths qualifications. Public services had increased their targets for the number of people getting basic qualifications but it was not clear whether they had met them."

Alistair Cunningham, Service Director for Economy and Enterprise, will present an update report on the work underway to increase the levels of Basic Skills (amongst adults) in Wiltshire, particularly the programme of work enabled by the Performance Reward Grant that commenced in August 2010.

12) **OfSTED Children's Services Annual Rating 2010 (Pages 79 - 86)**

Carolyn Godfrey, Corporate Director for Children and Education will present a report with attaching Ofsted rating letter dated 9 December 2010 following the assessment of the performance of children's services within Wiltshire.

The Committee is asked to note the content of the report and attaching letter which is to be considered by Cabinet at its meeting on 25 January 2011.

13) **Task Group Update**

a) **Major Contracts Task Group**

Membership: Cllr Bill Moss (Chairman), Cllr Carole Soden, Cllr Jon Hubbard, Cllr Peter Colmer and Cllr Jacquie Lay.

The Task Group met on the 16 December to carry out the annual review of the White Horse Education Partnership (WHEP). In addition to this meeting, Councillors visited the three schools within the contract to better understand services provided and any performance matters they experience. Following discussion, the Task Group were satisfied at the performance of the contract and the progress by WHEP to resolve latent defects. In addition, Councillors heard about a number of changes in cleaning, catering and maintenance, which have resulted in improved service over the last year. In catering, WHEP are implementing a cashless payment system for young people. This will result in parents being able to monitor the foods eaten by their children, but also contribute to reducing stigma attached to those receiving free school meals.

Future meetings of the Task Group have been arranged for 2 February 2011 to review Quarriers, and 4 March 2011 to review the Sure Start Children's Centres contract.

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

Membership: Cllr Jon Hubbard (Chairman), Cllr Peter Colmer, Cllr Andrew Davis, Rev. Alice Kemp, Cllr Bill Moss and Cllr Helen Osborn.

The Task Group have not met since November's Committee meeting. Their next meeting, to take place in February, is currently being arranged and will incorporate a visit to the Adoption Centre in Trowbridge, where members will learn more about the adoption process.

This Task Group was initially established in May 2010 to consider the Placements for LAC Commissioning Strategy. So far it has met on three occasions and received a large volume of data and reports regarding residential placements, fostering, adoptions, educational provision for those in care, parenting etc. Overall, members have

been generally satisfied with the Strategy's approach to placements commissioning but have had some concerns regarding an apparent lack of specific, measurable target outcomes for the Strategy. For this reason, members have requested a 'master plan' showing past, present and target data for the Key Performance Indicators with relevance to placements, including regional and national benchmarking data. This, together with the knowledge of placement issues gained from previous meetings, will enable Task Group members to closely monitor the impact of the Placements for LAC Commissioning Strategy on this important but economically volatile area.

Discussions have been underway regarding the approach and make-up of the Corporate Parenting Panel, the remit of which some members felt overlapped with the Placements for LAC Task Group. These discussions are still underway and are likely to affect the work of the Corporate Parenting Panel rather than the Task Group.

c) **Further Education in the Salisbury Area Task Group**

Membership (TBC): Dr Michael Thomson (Chairman), Cllr Mary Douglas, Cllr Jon Hubbard, Cllr Jacqui Lay, Cllr Bill Moss and Cllr Pip Ridout

This Task Group was established in November 2010 to look at provision of 16-19 education in the Salisbury area. The Task Group had their first meeting on 2 December 2010 and the key outcomes were as follows:

Dr Mike Thompson was elected as Chairman, and the review is expected to require 12 months. It was agreed that although the catalyst for the review was the Committee's visit to the three Laverstock schools, this Task Group will be looking at the broader issue of 16-19 choice in the Salisbury area, with no presumption that it is insufficient at present.

The Task Group's remit will include all 16-19 training/educational opportunities (college courses, A-levels, vocational), but will not cover 16-19 provision for those with SEN/LDD. This will be covered by the new Special Schools and Post-16 SEN Task Group and the FE in the Salisbury Area Task Group will take note of its work.

Members agreed the following terms of reference for the review:

- 1. To identify the number of young people from the Salisbury area who travel out of county and for long distances to access 16-19 education provision.***
- 2. To identify why those young people travelling long distances to access provision do so, the quality of life and employment implications, and the financial and environmental impact.***

3. *To seek young people's perception of the 16-19 education provision available in the Salisbury area, both in and out of county.*
4. *To identify and make recommendations as to where there may be viable opportunities for expanding or improving provision of 16-19 education in the Salisbury area.*

The Chairman and Senior Scrutiny Officer are due to meet on 18 January to discuss the Task Group's second meeting and a further update will be provided to the Committee following this.

d) **Special Schools and Post-16 SEN Task Group**

Membership (TBC): Cllr Carole Soden, Rev Alice Kemp and Cllr Tony Trotman

This Task Group was established in November 2010 with the following terms of reference:

1. *To establish the strengths and weaknesses of current special school and post-16 SEN provision in Wiltshire, taking into account the views of service users, parents and other stakeholder groups;*
2. *To consider examples of best practice in special school and post-16 provision in Wiltshire and other authority areas;*
3. *To make recommendations with respect to how special schools and post-16 SEN provision can be developed to ensure improved outcomes for Wiltshire residents with SEN.*

Membership and dates for the first meeting are still being agreed. There may be a further verbal update to provide at the Committee meeting.

e) **Rapid Scrutiny Exercise: Green Paper - Children & Young People with SEN and Disabilities**

Membership (TBC): Cllr Paul Darby, Cllr Jon Hubbard, Rev Alice Kemp, Cllr Jacqui Lay, Cllr Helen Osborn and Cllr Carole Soden

In September, the Committee agreed to undertake a rapid scrutiny exercise to respond to the Government's Green Paper on Children & Young People with SEN and Disabilities. The Green Paper is yet to be released.

14) **Forward Work Programme (Pages 87 - 90)**

A copy of the Committee's Forward Work Programme and Terms of Reference are attached for consideration.

15) **Date of Next Meeting**

The next meeting of the Children's Services Select Committee is scheduled for **10:30am, 17 March 2011.**

16) **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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CHILDREN'S SERVICES SELECT COMMITTEE

DRAFT MINUTES OF THE CHILDREN'S SERVICES SELECT COMMITTEE MEETING HELD ON 25 NOVEMBER 2010 AT COUNCIL CHAMBERS, COUNTY HALL, TROWBRIDGE.

Present:

Cllr Andrew Davis, Cllr Mary Douglas, Cllr Peter Fuller, Cllr Mark Griffiths, Cllr Russell Hawker, Mr J Hawkins, Cllr Jon Hubbard, Rev. A Kemp, Cllr Bill Moss, Cllr Helen Osborn, Mr N Owen, Cllr Pip Ridout, Cllr Carole Soden (Chairman) and Dr M Thompson

Also Present:

Cllr Richard Clewer, Cllr Lionel Grundy OBE, Cllr Alan Macrae and Cllr Sheila Parker

118. Apologies and substitutions

Apologies were received from Cllr Peter Davis, Mrs Rosheen Ryan and Mr Chris Dark.

119. Minutes of the Previous Meeting

The minutes of the previous meeting were approved and signed as a correct record with the following noted:

a) Minute 105 – Chairman's Announcements

Scrutiny of Budget and Performance

It was agreed that all future agendas would include a standing item providing an update on DCE's budget and performance status. Budget and performance monitoring reports to Cabinet would be circulated in hard copy to all members of the Committee when published. Members were asked to submit any specific questions on these reports in advance of the Committee meeting wherever possible.

b) Minute 107 – Coalition Proposals for Children's Services and Education

Cllr Mary Douglas expressed concern that the Committee had not received the new Family & Parenting Support Commissioning Strategy, which it had requested at its previous meeting . It was reported that,

following discussion with the Chairman, the Placements for LAC Task Group had received the Strategy instead, as this allowed scrutiny of the Strategy prior to final Cabinet approval. It was agreed that in future all Committee members would be notified if an item was to be considered by a Task Group instead of the full Committee.

c) Minute 108 – 16-19 Learning – Update on Transfer of Responsibility from LSC to LA

In September, the Committee agreed to submit a letter to the Secretary of State expressing the Committee's concerns regarding funding arrangements for further education. Cllr Hubbard confirmed that he had met with the Head of School Improvement and would be meeting again after the meeting to finalise the letter. This would be circulated to all Committee members for comment prior to despatch.

120. **Declarations of Interests**

There were no declarations of interest received.

121. **Chairman's Announcements**

1. Appointment of a representative to attend the Children & Young People's Trust Board

Cllr Osborn was unable to fulfil this role due to work commitments and therefore a replacement representative was required. discussion. It was agreed that Cllr Mary Douglas would be the appointed representative with Cllr Helen Osborn substituting when required.

2. Visit to Melksham Oak School

The Committee's visit to Melksham Oak School was scheduled for 2pm on Thursday 13 January with the following members confirming their interest in attending:

Cllr Peter Fuller, Cllr Jon Hubbard, Cllr Andrew Davis, Cllr Russell Hawker, Mr John Hawkins and Mrs Alice Kemp.

3. Deferred Items

2 items were deferred from this meeting since the previous meeting:

i) Small Schools Strategy

As the national policy picture for small schools was still unclear an update would now be provided in January 2011.

ii) Transition Planning

The Committee was due to receive an update on the implementation of the Multi-Agency Transitions Protocol for transitioning young people from children's to adult services. This would now form part of the Corporate Review of services for disabled children and adults. It was agreed that the implications of this review, including for transition planning, be considered in March 2011.

5. Cllr Pip Ridout

This meeting would be the final meeting that Cllr Pip Ridout would be attending. However, Cllr Ridout had agreed to remain on the Further Education in the Salisbury Area Task Group.

The Chairman thanked Cllr Ridout for her contribution to the Committee.

122. **Public Participation**

There was no public participation.

123. **Coalition Changes - update report**

The Committee considered a report on the latest changes from Central Government relating to children's services and education. An executive summary of the recent Government white paper, 'The Importance of Teaching', was also circulated.

The Corporate Director for Children's Services introduced the update:

- Schools would now be more autonomous with many becoming academies. Local authorities would play a much more strategic role, supporting and encouraging academies and sponsors to work with under-performing schools.
- New measures were proposed regarding school performance, with the performance bar being raised. A secondary school will be considered to be 'under performing' if fewer than 35 per cent of pupils achieve 5 A*-C grade GCSEs including English and mathematics; an increase from the previous government's figure of 30 per cent. The thresholds for Key Stage 2 had also been increased.
- Teachers would be given new powers to search pupils within school premises and disciplinary powers 'beyond the school gate'.
- Schools were likely to become accountable for the children they excluded both in terms of the pupil's education and finance. The new system was

likely to result in the emergence of local authority and private sector-run pupil units.

- The national curriculum would be reviewed with the aim of reducing prescription and increasing school autonomy while refocusing on the core subject areas.
- Further data is awaited in relation to the school funding system including how the Pupil Premium would be administered. The number of central government grants would be greatly reduced and, of those that remain, few would be ring-fenced.
- The White Paper suggested that Scrutiny may in future have a role to play in scrutinising under-performing schools.

Following member questions, the following points were clarified:

- (a) For academies set up under the previous government's scheme, the local authority would continue to be the governing body when that academy had been sponsored by the local authority. It was likely that where academy schools were sponsored by Trusts, those Trusts would be responsible for appointing the governing body.
- (b) There were a significant number of learners dependant on the Education Maintenance Allowances (EMA) which was to be scrapped. Although the EMA was to be replaced with targeted support for those who face genuine financial barriers to participation, there was concern that this may impact on some learners' ability to qualify. Officers reported that strategic meeting had taken place last week where this had been discussed as a key issue and that there was more work planned on the potential implications. The Committee asked to be kept informed of developments.
- (c) DCE would be deleting approximately 60 posts as part of the current management review. In many cases, two deleted posts had been merged into one. Members requested that details of the final structure and number of deleted posts be circulated to members once known.
- (d) The 2010/11 Play Capital Funding allocation for Wiltshire had been reduced to £372k. To ensure a fair allocation, the criteria given to local authorities had been to ensure that those areas of highest deprivation were given priority.

Resolved:

- 1) To note the update.**

- 2) To receive a written update on the Department for Children & Education's staffing structure prior to the Committee's next meeting in January.
- 3) To closely monitor the local impact of removing the Education Maintenance Allowance (EMA) for those in further education.

124. **Update on Implementation Of Wiltshire's Strategy to Improve the Emotional Well-Being and Mental Health of Children & Young People**

The Joint Service Director for Commissioning and Performance presented a update report on progress made towards the implementation of the Strategy and work undertaken by the Mental Health Trust.

Clarification was provided that the Strategy covered 4 tiers of support:

- Tier 1 - Schools. Promoting the service.
- Tier 2 – Primary Mental Health Service. Support for the early stages of service requirements. Managed by the local authority and known as 'Healthy Minds'.
- Tiers 3 and 4 – Specialist Services. Known as Specialism CAMHS and run by the Oxfordshire and Buckinghamshire Mental Health Trust. The majority of funding was provided by the Primary Care Trust (PCT).

Prior to the new contract being awarded to Oxfordshire and Buckinghamshire Mental Health Trust on 1 April 2010, there had been 3 specialist providers across the Wiltshire region. The rationale behind retendering was to secure a single provider that would provide good access and reduced waiting times. As the contract had been running for only 6 months, the Trust was now in the process of setting out its new service model, to include:

- A much closer relationship with Healthy Minds (Tier 2) to ensure a smoother pathway through the service.
- A reduction to the length of stay within in-patient units for severe mental health illness, which was currently above the national average of 65 to 70 days. This had already been reduced over the last 6 months but work continued to reduce further whilst ensuring care in the community was appropriate.
- No person under the age of 18 had been admitted to an adult ward.
- The new provider was clear about the involvement of young people as part of the revised service provision. The 'Off the Record' representative had commenced work in this area and would continue to ensure involvement.

- The Crisis and Outreach Service had been developed and was a key part of the new model. This was the service that bridged the gap between Tier 3 and Tier 4. The service provided a more intensive support and was particularly focused on looked after young people and young offenders.

Following member questions, the following points were clarified:

- (a) The 2010/11 Play Capital Funding allocation for Wiltshire had been reduced to £372k. To ensure a fair allocation, the criteria given to local authorities had been to ensure that those areas of highest deprivation were given priority.
- (b) Where possible the Common Assessment Framework (CAF) was used. However, within Tier 2 referrals were often received from external sources (to include GPs, schools, etc) that did not allow for the CAF to be followed.
- (c) The Mental Health Trust were working to reduce the timeframe for referral to specialist services from 8 to 2 weeks. It was understood that central government did not class this as a key target although the Trust were still making steps to reduce the timeframe.
- (d) The financial implications for NHS Wiltshire once GPs took over the specialist CAMHS service from 2013 were not known. However, in the interim, the PCT had a duty to fulfil its 5-year contract to fund the service.
- (e) Clarification was provided that there were no plans to reduce the 10 children and young people's mental health beds currently shared by Wiltshire, Bath, North East Somerset and Swindon. The Trust had undertaken to ensure that where a bed was required, this would be found in an adolescent unit within Wiltshire.

Resolved:

- 1) To note that the Health and Adult Social Care Select Committee were also to receive an update on this paper.**
- 2) To note the progress made towards implementation of the strategy and the new contract for specialist CAMHS.**

125. **Review of Special Educational Needs (SEN) Provision - Update on Implementation**

The Head of SEN presented an update report on how individual plans for young people affected by the Review of SEN Provision 2009/10 were being progressed. This following a request by the Rapid Scrutiny Exercise Group who considered the proposals for SEN Provision and made a number of recommendations. The Group had concerns regarding the transitioning of

young people from Specialist Learning Centres (SLCs) (now known as 'Resource Bases') to mainstream schools as a result of the Review's proposals.

Following member questions, the following points were clarified:

- (a) Meetings had been planned or already taken place with all affected Resource Bases and individual pupils. Plans would be in place for all pupils by the start of the next academic year. An update report would therefore be provided to the Committee in six months.
- (b) It was noted that a specialist assessment may need to take place for some children through the transitioning process but that an identified approach had already been agreed for the majority of children affected. The report confirmed that the process in place was working well in the majority of cases.
- (c) The proposal and cost implications for remodelling of the Resource Bases would be considered by the Schools Forum at its meeting in December would provide recommendations to Cabinet for further consideration thereafter. The funding model was based on the needs of children within Resource Bases today and therefore a formula was being sought for the future.

Resolved:

- 1) To note the report on the progress made with establishing individual plans for each pupil affected by changes to Specialist Learning Centres (SLCs) as part of the Review of SEN Provision 2009/10.**
- 2) To receive a further update report in 6 months on the implementation of the proposals relating to the Review of SEN Provision 2009/10.**

126. Special Schools and Post-16 Special Educational Needs (SEN) Task Group

At its meeting in January 2010, the Committee considered proposals for service development with regards to SEN provision in Specialist Learning Centres (SLCs), SEN support services and SEN provision in mainstream primary schools. The Committee agreed that a decision would be made in the Autumn on whether to establish a further Task Group to consider specifically special schools and post-16 SEN provision.

The Senior Scrutiny Officer presented a report containing suggestions for the terms of reference, methodology and timescale of the scrutiny review. It was noted that, in contrast to July's rapid scrutiny exercise looking at the initial SEN Review proposals, the long time-frame for this exercise would allow an in-depth

look at the issues and an opportunity for the Committee to undertake its policy development role.

Those members of the Committee interested in being a member of the Task Group were asked to advise the Senior Scrutiny.

Resolved:

To establish the Special Schools and Post-16 Special Educational Needs (SEN) Task Group, with the terms of reference described within the report.

127. **Task Group update**

An update on the work of the Task Groups was included with the Agenda.

The following further information was provided as follows:

Placements for Looked after Children (LAC)

The Chairman and Senior Scrutiny Officer was due to meet later today to recap on the Task Group's work so far and agree a future direction.

Clarification was sought on whether Area Boards were able to provide funding for services that had otherwise or previously been provided by the local authority. The Senior Scrutiny Officer would seek clarification following the meeting for circulation to all members of the Committee.

Further Education in the Salisbury Area

A meeting had been scheduled to take place on Thursday 2 December at Bourne Hill House in Salisbury.

The Parent Governor Representative (Primary School) and School Teacher Representative had expressed interest in taking part in the Task Group but had been informed that, due to a conflict of interest, they were not able to do so although it was noted that both parties could be called as witnesses to the Task Group to ensure the expertise they held was fully utilised.

Resolved:

To note the updates provided.

128. **Forward Work Programme**

Cllr Hawker requested that an item be added to a future agenda on the methodology used by the Council to calculate the demand for nursery places in Wiltshire (the Childcare Sufficiency Assessment).

As agreed under Minute 119, items on budget and performance monitoring were to be added as a standing item on future agendas. Hard copies of the Cabinet budget monitoring reports would be circulated to all Committee members when published.

Academies would be added as an agenda item for consideration in June 2011.

Resolved:

- 1) **To note the Forward Work Programme and Terms of Reference.**
- 2) **To add the additional items agreed by the Committee for future consideration.**

129. **Date of Next Meeting**

10.30am, 27 January 2011, Council Chamber, County Hall, Trowbridge.

130. **Urgent Items**

There were no urgent items for consideration.

(Duration of meeting: 10.30 am - 12.40 pm)

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

27 January 2011

Coalition Changes – DCE update November / December 2010

1. A new approach for Children's Trust Boards, children and young people's plans, and the 'duty to cooperate'

As of 31 October 2010:

- Statutory children's trust guidance, which no longer reflects Government policy, is withdrawn.
- Children and young people's plan regulations, which are unnecessarily prescriptive, are revoked. This means Children's Trust Boards will not be required to produce a children and young people's plan.

DFE are neither prescribing nor proscribing the need for a Board. In many areas such Boards are working well, but equally, other partnership arrangements can be as effective in securing the wellbeing of local children and young people.

The DFE acknowledges partnership working gets results and has no plans to remove this sensible principle, enshrined in the 'duty to cooperate' (section 10 of the Children Act 2004) from legislation. Local authorities should continue to lead partnership arrangements that make sense for local people and services. 'Relevant partners' continue to be:

- district councils
- strategic health authorities
- primary care trusts
- youth offending teams
- police
- probation services
- persons providing Connexions services in pursuance of section 68 of the Education and Skills Act 2008
- Jobcentre Plus.

The forthcoming Education Bill will, subject to the will of Parliament, remove the 'duty to cooperate' from

- maintained schools
- FE and sixth-form colleges
- non-maintained special schools

- academies, city technology colleges and city colleges for the technology of arts.

Within Wiltshire, we are still planning to maintain the Children and Young People's Trust although governance arrangements are being reviewed. We are also retaining a children and young people's plan.

2. Education Endowment Fund

The Secretary of State for Education has allocated £110 million to establish an education endowment fund (EEF) designed to raise standards in underperforming schools.

The EEF will distribute money to local authorities, academy sponsors, charities and other groups that bring forward innovative proposals to improve performance in our most challenging schools. Those bidding for funds from the EEF will have to outline how their proposals will raise attainment although the exact process has not yet been published.

3. Improving underperforming schools and the Academies programme

DFE propose to liberate local authorities by announcing the ending of statutory requirements on local authorities to set and then monitor a whole range of externally imposed performance targets on schools and Early Years settings.

However there will be new "floor standards". These will apply from January 2011, when we have the verified and final summer 2010 examination data.

Michael Gove has said he wants to focus on schools where both attainment and pupil progression are low and where schools lack the capacity to improve themselves. The minimum standards on attainment and progression are set out in the [Schools White Paper](#). Where schools fall outside these benchmarks but LAs consider that schools would still benefit from the involvement of sponsors, LAs will be encouraged to make proposals for the conversion of those schools to become academies.

Where schools are failing and where it has not been possible to reach agreement on a way ahead with the LA or the school or both, Mr Gove will be ready to use his power to insist on a change to academy status.

4. Schools in Wiltshire applying for academy status

Lavington School and South Wilts Grammar School have academy status from 1 January 2011.

5. Year 1 Reading progress check

All children will be given a phonics-based progress check in Year 1 so teachers can identify those not at the expected level in reading and in need of extra support. Tests will be administered by pupils' teachers and will be piloted in summer 2011 and will take place nationally from summer 2012. To help schools select an effective synthetic phonics programme, the

Government has published the core criteria that define the key features of such programmes.

6. Review of Key Stage 2 testing

The review will look at a number of issues, including:

- how best to ensure schools are properly accountable to pupils, parents and the taxpayer for the achievement and progress of every child, on the basis of objective and accurate assessments
- how to ensure parents have good-quality information on the progress of their children and the success of schools
- how to avoid, as far as possible, the risk of perverse incentives, over-rehearsal and reduced focus on productive learning
- how to ensure performance information is used and interpreted appropriately within the accountability system by other agencies, increasing transparency and preserving accountability to parents, pupils and the taxpayer while avoiding the risk of crude and narrow judgements being made.

The panel will publish its final report by June 2011.

7. New all-age careers service to launch in England in 2012

The Department for Business, Innovation and Skills announced the creation of a new all-age careers service. Both young people aged 13-19 and adults will be able to begin accessing new arrangements for careers guidance from September 2011. The service will be fully operational by April 2012. It will build on the best of Next Step and Connexions and provide a fully joined up service for all age groups for the first time.

The all-age careers service will be delivered through a range of channels – online, telephone and in the community – with prioritised intensive face-to-face guidance.

Local authorities will continue to have a statutory duty to provide services to young people that enable, encourage and assist them to participate in education and training. This is likely to be for specific vulnerable groups.

8. Schools & Children's Services Financial Settlement 2011-12 and 2012-13

The Department for Education (DfE) published the 2011/12 and 2012/13 financial settlement for schools and for other Children's Services Grants on 13th December. The settlement includes details on:

- Early Intervention Grant
- The Pupil Premium
- The Dedicated Schools Grant
- Academies Funding

- Capital Funding

In order to fully interpret the funding settlement for schools we need a clear estimate of pupil numbers and the detail on how the Minimum Funding Guarantee (MFG) for schools is to work. However it is possible to summarise the main headlines at this stage.

8.1 Early Intervention Grant

The Early intervention Grant (EIG) replaces a number of former funding streams (see below). The DfE has applied a **10.9% reduction to the 2010/11 baseline** before applying the allocation formula for 2011/12.

Grants Replaced by Early Intervention Grant:

Sure Start Children's Centres
 Early Years Sustainability
 Early Years Workforce
 Two Year Old Offer
 Disabled Children Short Breaks
 Connexions
 Think Family
 Youth Opportunity fund
 Youth Crime Action Plan
 Challenge & Support (Wiltshire did not receive)
 Children's Fund
 Positive Activities for Young People Programme
 Youth taskforce
 Young People Substance Misuse
 Teenage Pregnancy
 Key Stage 4 Foundation Learning
 Targeted Mental Health in Schools
 ContactPoint
 Children's Social Care Workforce
 Intensive Intervention Grant (Wiltshire did not receive)
 Child Trust Fund

The grant is not ring-fenced however the government has made it clear that the EIG should be spent on supporting services for children, young people and families including:

- Sure Start Children's Centres
- Free early education places for disadvantaged two year olds
- Targeted support for vulnerable young people
- Targeted support for families with multiple problems

The EIG is allocated by formula – around 79% of the allocation is determined by an Early Years formula and the remainder is determined by a youth formula. The early years formula is based on the under 5 population weighted to reflect deprivation, rurality and the area cost adjustment. The youth formula is based on population numbers, educational attainment at Key Stage

2 and 3 and GCSE, numbers of young people who are NEET, deprivation indicators and the Education Area Cost Adjustment.

The application of the formula gives Wiltshire an allocation of £18.325 million in 2011/12 however in order to minimise turbulence a damping mechanism has been applied and the amended allocations for Wiltshire are £14.6 million in 2011/12 and £15.5 million in 2012/13.

Allocations are indicative at this stage and will be finalised in the new year. Current figures suggest that the EIG will be £3.3million less than the 2010/11 allocations of previous specific grants.

8.2 Pupil Premium

A pupil premium to support pupils from deprived areas will be introduced from April 2011. The premium will be paid to LAs as a specific grant based on the number of pupils eligible for Free School Meals in the January Census in years from Reception to Year 11.

The value of the pupil premium in 2011/12 is £430 per pupil – no figure has been announced for future years however the national total spend on the pupil premium is set to increase from £625 million in 2011/12 to 2.5 billion in 2014/15. Pupils in non-mainstream settings, including special schools, independent special schools, pupil referral units and children not in school will attract the pupil premium.

Children who have been looked after for more than 6 months will attract the pupil premium at the value of £430.

Children from service families will attract a pupil premium of £200 for 2011/12. The school census will be used to drive the allocation of the funding.

For pupils in mainstream schools the pupil premium will need to be paid directly to the school. The premium is not ring-fenced at school level however schools will be held accountable for how they use it. This will be through new measures in the performance tables that capture the achievement of pupils covered by the premium, and through schools publishing how they have used the premium – this will be available on line.

For pupils in non-mainstream settings the premium will be paid to the authority on whose census return the pupils appear. The LA will retain the responsibility for allocating the premium for these pupils and what provision should be made for them; this could include passing the premium to the setting. Schools Forum will want to consider whether the premium should be allocated to Wiltshire's special schools and the Young People's Support Service.

8.3 Dedicated Schools Grant (DSG)

The government has only issued a one year financial settlement for the schools budget confirming that the current methodology for allocation of DSG will be continued. DSG is allocated on the basis of a guaranteed unit of funding (GUF) multiplied by the numbers of pupils as calculated by the January schools and Early Years census.

A number of former standards funds and other grants have been mainstreamed in to DSG. These are listed below.

Grants rolled in to DSG for 2011/12:

Schools Standards Grant (SSG and SSG(P))
School Development Grant
School Lunch Grant
Ethnic minority Achievement Grant
1:1 Tuition
Extended Schools – Sustainability
Extended Schools – Subsidy
Targeted Support for the Primary National Strategy allocated to schools
Targeted Support for the Secondary National Strategy allocated to schools
Diploma formula grant
London Pay Addition Grant (not received in Wiltshire)

The unit of funding per pupil for the grants has been added to the guaranteed unit of funding (GUF) for DSG in 2010/11 to arrive at a total GUF for 2011/12 – there has been no inflationary increase applied to DSG for 2011/12. The GUF for Wiltshire in 2011/12 is £4,592.87.

A minimum funding guarantee (MFG) of -1.5% has been applied to the delegated schools budget meaning that no school has a cut in its budget of more than 1.5% before any pupil premium is added. There is an expectation that LAs will be able to offer a greater level of protection than 1.5%. It is possible that further reductions may be required in central DSG budgets to fund the MFG.

8.4 Academies Funding

Funding for academies and the calculation of the Local Authority Central Expenditure Equivalent Grant (LACSEG) will be consulted on in the spring of 2011. For 2011/12 minimal changes are proposed.

Funding for delegated budgets for academies will be recouped from the DSG allocation for each LA based on the previous methodology under which the LA will run its funding formula for those schools and this will be the figure recouped by the DfE.

8.5 Capital

Capital Allocations have been received for Basic Need and Capital Maintenance as follows:

Basic Need £8,472,070

Maintenance £7,922,771

These allocations have been confirmed as grant funding but are not ring-fenced.

Devolved formula capital allocations for schools are significantly lower than in the current year.

9. Public Health white paper - Healthy Lives, Healthy People,

The [White Paper](#) sets out the Government's long-term vision for the future of public health in England. The aim is to create a 'wellness' service (Public Health England) and to strengthen both national and local leadership.

The core elements of the new approach will be set out in the forthcoming Health and Social Care Bill. The key features include:

- Local health improvement functions and responsibilities to be transferred to local government with ring fenced budgets, from April 2013
- Directors of Public Health to be the strategic leaders for public health and health inequalities in local communities
- A strong link to the Big Society agenda - empower local government and communities to improve the health and wellbeing of their populations and tackling inequalities
- A new integrated public health service will be created called 'Public Health England' as part of the Dept of Health, to strengthen the national response on health protection and emergencies

During 2011, the Department of Health will publish documents that build on this new approach, including on mental health, tobacco control, obesity, sexual health, pandemic flu preparedness, health protection and emergency preparedness, together with documents from other government departments addressing many of the wider determinants of health.

10. Child Poverty

The Government is asking local communities, voluntary groups and charities for their views on a new strategy to tackle the root causes of poverty and disadvantage.

A [consultation](#) sets out a new approach to tackling poverty, building on Frank Field's Independent review on poverty and life chances and Graham Allen's work on Early Intervention.

The Government is clear that tackling child poverty requires more than simply treating the short-term symptoms of poverty or moving families across an arbitrary income line. Making real progress requires a new focus on promoting fairness, opportunity and social mobility – to help address ingrained patterns of worklessness, family breakdown and educational under-achievement. Consultation closes 15 February 2011.

11. 16 to 19 funding and statutory guidance on arrangements for funding.

The Young People's Learning Agency (YPLA) published its [funding statement](#) for 16 to 19 education in the 2011/12 academic year.

The funding for young people's education and training over the period of the Spending Review makes it possible to support delivery of full participation for 16 and 17 years olds by 2015. In 2011-12 the total budget for education and training places £7.6 billion. This includes around £800 million for Apprenticeships and £310 million for young people with LDD. This is a 1.5% cash increase over the planned 2010-11 budgets. It will support record numbers of young people and the highest participation rates ever.

CAROLYN GODFREY
Corporate Director, Department for Children and Education

Report author: Lynda Cox, Head of Performance and Information Management, Department for Children and Education.

Wiltshire Council

Cabinet
15 January 2010

Children's Services Select Committee
27 January 2010

Revenue Budget Monitoring 2010-11 (as at the end of Period 7)

(N/B. This is an edited version of the full Budget report received by Cabinet on 14 December – this version contains only the information pertinent to DCE)

Purpose of Report

1. A key area of movement since the last period has been:
 - DCE – £0.914 million reduction due to an increase in the contribution from Dedicated Schools Grant, subject to schools forum confirmation, towards looked after children placements in residential schools.

General Fund

10. The overall net position by departments is as follows:

Department	Revised Budget £ m	Actual Period 7 £ m	Forecast Y/E £ m	(Under)/overspend £ m	(Under)/overspend Reported at period 5 £ m	Movement since period 5 £m
DCE (paras 12-15)	49.889	150.054	50.090	0.201	1.115	(0.914)
DCS (paras 16-19)	116.820	81.641	121.944	5.124	5.229	(0.105)
DNP (paras 20-22)	80.845	45.537	81.440	0.595	0.547	0.048
DHWB (paras 23-25)	5.142	2.662	5.213	0.071	0.183	(0.112)
DOR (paras 26-27)	66.538	18.849	65.688	(0.850)	(0.850)	-
Corporate (paras 28-29)	28.043	4.423	22.857	(5.186)	(5.186)	-
TOTAL	347.277	303.166	347.232	(0.045)	1.038	(1.083)

Department for Children and Education (DCE)

12. Overall the Department of Children & Education is now forecast to overspend by £0.201 million in 2010/11. This can be broken down as a £0.509 million underspend on service related activity and a £0.710 shortfall remaining from the £2.1 million of Area Based Grant reductions. Placement budgets for

looked after children (LAC) remain under considerable pressure as numbers of LAC have increased through the year.

13. The following notes summarise the key pressures and the assumptions that have been made in calculating the projected position:
14. Whilst progress has been made in implementing recovery actions to offset projected overspends in some areas, pressures remain against demand led budgets including External Residential Placements, In-house Foster Care, Legal Services and Aftercare.
15. A review of placements for Children and young people placed in residential schools has taken place and it has been possible to increase the contribution, subject to confirmation by the schools forum, from the overall schools budget (Dedicated Schools Grant) towards these placements on a one off basis in the current year.

Proposals

41. That Members note the report showing a balanced position, pending future monitoring reports that will highlight ongoing actions being taken to continue a balanced budget.

Reasons for Proposals

42. That Members can approve a continued corporate approach to managing the financial pressures and government reductions and ensure a balanced budget.

Michael Hudson
Interim Chief Finance Officer

Original report authors: Andy Brown, Matthew Tiller and Michael Hudson

Unpublished documents relied upon in the preparation of this report: NONE
Environmental impact of the recommendations contained in this report: NONE

Appendix 1 – Wiltshire Council Revenue Budget Monitoring Report

Wiltshire Council Revenue Budget Monitoring Statement as at Period 7 (31 October 2010)

		Revised Budget 2010-11	Profiled Budget to Date	Actual and committed to date	Projected Position for Year	Projected Variation for Year	Variation as % of Approved Budget
		£m	£m	£m	£m	£m	
DETAIL							
Children and Education							
Schools & Learning							
Early Years	Gross Costs	28.588	16.106	14.393	28.588	-	-
	Income	(28.594)	(0.907)	(6.709)	(28.594)	-	-
	Net	(0.006)	15.199	7.684	(0.006)	-	-
School Buildings & Places	Gross Costs	0.743	0.431	0.330	0.743	-	-
	Income	(0.342)	0.006	(0.061)	(0.342)	-	-
	Net	0.401	0.437	0.269	0.401	-	-
School Improvement	Gross Costs	18.412	10.699	16.868	18.651	0.239	1.3%
	Income	(13.455)	(2.242)	(10.489)	(13.455)	-	-
	Net	4.957	8.457	6.379	5.196	0.239	4.8%
Traded Services	Gross Costs	18.380	11.342	14.672	18.380	-	-
	Income	(18.626)	(0.725)	(1.701)	(18.626)	-	-
	Net	(0.246)	10.617	12.971	(0.246)	-	-
Special Educational Needs	Gross Costs	18.931	8.748	7.339	18.817	(0.114)	(0.6%)
	Income	(12.606)	(0.265)	0.314	(12.606)	-	-
	Net	6.325	8.483	7.653	6.211	(0.114)	(1.8%)
Targeted Services							
Youth Development Service	Gross Costs	3.100	1.770	1.147	3.111	0.011	0.4%
	Income	(0.455)	(0.225)	(0.595)	(0.455)	-	-
	Net	2.645	1.545	0.552	2.656	0.011	0.4%
Connexions Service	Gross Costs	2.676	1.552	1.519	2.981	0.305	11.4%
	Income	(0.074)	(0.017)	(0.134)	(0.074)	-	-
	Net	2.602	1.535	1.385	2.907	0.305	11.7%
Youth Offending Service	Gross Costs	2.033	1.185	0.570	2.039	0.006	0.3%
	Income	(1.426)	(0.832)	(0.476)	(1.426)	-	-
	Net	0.607	0.353	0.094	0.613	0.006	1.0%
Young People's Support Service	Gross Costs	3.053	1.764	1.248	3.053	-	-
	Income	(2.841)	(0.189)	(0.044)	(2.841)	-	-
	Net	0.212	1.575	1.204	0.212	-	-
Other Targeted Services	Gross Costs	4.412	2.517	2.680	4.412	-	-
	Income	(2.082)	(0.078)	(0.181)	(2.082)	-	-
	Net	2.330	2.439	2.499	2.330	-	-
Commissioning & Performance							
Commissioning & Performance	Gross Costs	9.052	5.394	4.506	9.351	0.299	3.3%
	Income	(8.124)	(1.799)	(0.433)	(8.124)	-	-
	Net	0.928	3.595	4.073	1.227	0.299	32.2%
Funding Schools	Gross Costs	251.693	118.574	134.257	251.693	-	-
	Income	(251.693)	2.841	(51.108)	(251.693)	-	-
	Net	-	121.415	83.149	-	-	-
Children's Social Care							
Safeguarding	Gross Costs	0.843	0.519	0.447	0.876	0.033	3.9%
	Income	(0.088)	(0.054)	(0.050)	(0.088)	-	-
	Net	0.755	0.465	0.397	0.788	0.033	4.4%
Children's Social Care	Gross Costs	29.093	15.485	22.069	28.515	(0.578)	(2.0%)
	Income	(0.714)	(0.253)	(0.324)	(0.714)	-	-
	Net	28.379	15.232	21.745	27.801	(0.578)	(2.0%)
Sub Total							
	Gross Costs	391.009	196.086	222.045	391.210	0.201	0.1%
	Income	(341.120)	(4.739)	(71.991)	(341.120)	-	-
	Net	49.889	191.347	150.054	50.090	0.201	0.4%

Note: Revised Budget is original budget plus authorised changes.

Note overspendings are positive

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Wiltshire Council

**Cabinet
15 January 2010**

**Children's Services Select Committee
27 January 2010**

Capital Budget Monitoring 2010-11 (as at 31 October)

(N/B. This is an edited version of the full Budget report received by Cabinet on 14 December – this version contains only the information pertinent to DCE)

Purpose of Report

1. To update Cabinet on the position of the Capital Programme as at 31 October 2010.

Background

2. Since the last Cabinet meeting the budget has been adjusted as follows;

	£m	Notes
2010-11 Capital budget (as per Cabinet 19 October 2010)	167.472	
Budget adjustments awaiting Cabinet approval since Octobers meeting (CFO Delegations)	0.004	Net budget adjustments as detailed in Appendix B of this report.
Revised Capital budget 2010-11	167.476	

3. A review of the capital programme is currently being undertaken by officers under the instruction from, and reporting to, the newly formed Cabinet Capital Assets Committee (CCAC).
4. This review will look at all approved schemes in the three year capital programme and proposals are expected from the Committees formal meeting in January. Any outcomes from the review will be reported through the regular capital monitoring and, if needed, the budget setting report to Cabinet later in the financial year.

Summary of Current Position

5. The financial position of the 2010-11 capital budget is summarised below.

Department	2010-11 Budget £m	Actual Spend as at 31 October 2010 £m	Forecast Outturn £m	Full Year Projected Variance* £m
Children & Education	70.476	23.570	52.799	(17.597)
Resources	39.909	8.316	20.088	(19.821)
Neighbourhood & Planning	53.529	22.065	48.400	(5.130)
Community Services	3.563	0.392	2.515	(1.048)
Total	167.476	54.343	123.802	(43.675)

* Underspends are shown in brackets

6. A breakdown of the position of schemes within the capital programme can be seen in appendix A.
7. The variance on the full year projection is £43.675 underspend, of which all relates to re-profiling of expenditure.

Central Government Grant Cuts

8. Since the last Cabinet meeting the government have confirmed further reductions in capital grant funding for local government in the current 2010-11 financial year; the impact of these cuts are summarised below.

Grant Description	Funding cut £m	Project affected in the capital programme
Aiming High for Disabled Children	0.161	Aiming High for Disabled Children
Playbuilder Capital Grant	0.223	Sure Start Early Years
Total	0.384	

9. A decision on how the cut in grant funding is dealt with in the capital programme needs to be made. There are 3 potential options available:
- I.) Reduce the affected projects in the capital programme by the corresponding cut in funding from central government. This will reduce the overall spending on education schemes in 2010-11.
 - II.) Retain the affected projects at the current level in the 2010-11 capital programme. This would mean a need to increase unsupported borrowing levels in 2010-11 to cover the loss in grant and would also attract ongoing annual revenue costs

associated with borrowing. This option would keep spending on education schemes at planned levels in 2010-11.

- III.) Reprioritise schemes within the capital programme by reducing the budgets of other schemes to account for the cut in grant funding. This would also keep spending on education schemes at planned levels in 2010-11 but reduce the levels of other, as yet identified, budgets within the programme.
8. Budget managers affected by the cut in central government grants have been working on the assumption that funding levels will be reduced in 2010-11 and therefore have planned to manage schemes within the reduced budget levels (option I).

Main Considerations for the Council

- a) To note the current financial position of the 2010-11 Capital Budget.
- b) To note the budget changes in section 1 of Appendix B.
- c) To decide on how the cut in education funding from central government is dealt with in the 2010-11 capital programme through the 3 options identified.

Michael Hudson
Interim Chief Finance Officer

Original Report Author: Lloyd Brown

Unpublished documents relied upon in the preparation of this report: NONE
Environmental impact of the recommendations contained in this report: NONE

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APPENDIX A

CAPITAL BUDGET MONITORING STATEMENT AS AT PERIOD 7 (31 OCTOBER 2010)

SCHEME NAME	DEPT	2010/11 BUDGET £m	EXPENDITURE TO PERIOD 7 £m	FORECAST OUTTURN SPEND £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE ANALYSED	
						SLIPPAGE £m	(UNDERSPEND)/ OVERSPEND £m
Wellington Academy	DCE	14.077	7.599	14.077	0.000		
Salisbury Academy	DCE	1.040	0.521	0.828	(0.212)	(0.212)	
Extended Schools	DCE	1.342	0.633	1.342	0.000		
Additional Accommodation	DCE	7.898	0.227	2.474	(5.424)	(5.424)	
Access and Inclusion	DCE	1.366	0.236	0.843	(0.523)	(0.523)	
NDS Maintenance	DCE	2.761	1.971	2.650	(0.111)	(0.111)	
NDS Modernisation	DCE	1.622	0.168	1.622	0.000		
Devolved formula Capital	DCE	4.382	2.422	4.095	(0.287)	(0.287)	
DCSF Primary Capital programme	DCE	10.022	1.261	6.823	(3.199)	(3.199)	
Melksham Oak School	DCE	4.352	3.290	4.352	0.000		
DCSF Targeted Capital 14-19 SEN	DCE	7.340	0.248	2.525	(4.815)	(4.815)	
Targeted Capital Food Technology General	DCE	0.916	0.373	0.916	0.000		
Targeted Capital School Kitchens General	DCE	0.929	0.929	0.929	0.000		
Other Projects New Schools	DCE	3.571	0.280	1.605	(1.966)	(1.966)	
Other Schools Projects - Expansions	DCE	2.347	0.070	1.338	(1.009)	(1.009)	
Other Schools Projects - Replacements	DCE	0.566	0.001	0.436	(0.130)	(0.130)	
DCSF 14-19 Diplomas reforms	DCE	0.696	0.620	0.696	0.000		
DCSF Information System Parents & Providers	DCE	0.000	(0.010)	0.000	0.000		
Sure Start early years	DCE	4.375	2.584	4.375	0.000		
LPSA PRG (DCE)	DCE	0.104	0.000	0.104	0.000		
Aiming High for Disabled Children	DCE	0.639	0.077	0.639	0.000		
Youth Projects	DCE	0.130	0.073	0.130	0.000		
	DCE TOTAL	70.476	23.570	52.799	(17.677)	(17.677)	0.000
BMP/SAP	DOR	0.455	0.000	0.455	0.000		
LPSA PRG (Resources)	DOR	0.043	0.000	0.043	0.000		
Area Boards	DOR	0.345	0.146	0.345	0.000		
Revenue & Benefits Systems.	DOR	0.750	0.000	0.750	0.000		
WTP	DOR	35.101	7.290	15.280	(19.821)	(19.821)	
Buildings repair & Maintenance	DOR	2.552	0.770	2.552	0.000		
The Shambles	DOR	0.380	0.000	0.380	0.000		
County Farms	DOR	0.050	0.005	0.050	0.000		
DDA Works	DOR	0.198	0.081	0.198	0.000		
Other DOR Initiatives	DOR	0.034	0.025	0.034	0.000		
	DOR TOTAL	39.909	8.316	20.088	(19.821)	(19.821)	0.000

APPENDIX A

CAPITAL BUDGET MONITORING STATEMENT AS AT PERIOD 7 (31 OCTOBER 2010)

SCHEME NAME	DEPT	2010/11 BUDGET £m	EXPENDITURE TO PERIOD 7 £m	FORECAST OUTTURN SPEND £m	PROJECTED VARIANCE £m	PROJECTED VARIANCE ANALYSED	
						SLIPPAGE £m	(UNDERSPEND)/ OVERSPEND £m
LTP – Integrated Transport	DNP	4.490	1.438	3.490	(1.000)	(1.000)	
LTP – Maintenance of Principal/Non Principal roads Inc Bridges	DNP	13.328	7.529	13.328	(0.000)		
Additional Highway Maintenance	DNP	2.639	0.335	2.639	0.000		
Footways	DNP	0.249	0.000	0.249	0.000		
Land Drainage	DNP	0.473	0.199	0.473	0.000		
Highways Depot and office strategy	DNP	3.060	0.903	3.060	0.000		
Major Integrated Tr. Improvements	DNP	0.034	0.032	0.034	0.000		
Major Highway Improvements	DNP	0.541	0.239	0.300	(0.241)	(0.241)	
Waste Vehicles (Purchase)	DNP	2.068	1.486	2.068	0.000		
Leisure & Amenities	DNP	0.563	0.078	0.563	0.000		
Waste Management	DNP	2.348	1.394	2.150	(0.198)	(0.198)	
LPSA PRG (TEL)	DNP	0.225	0.229	0.225	0.000		
Road Maintenance Vehicles	DNP	0.092	0.000	0.092	0.000		
Pest Control vehicles	DNP	0.015	0.015	0.015	0.000		
Corporate Carbon Reduction	DNP	0.500	0.278	0.500	0.000		
Consolidated IT System	DNP	0.350	0.000	0.350	0.000		
Tidworth Castledown	DNP	0.181	0.015	0.181	0.000		
Economic Development	DNP	2.221	0.013	2.221	0.000		
Disabled facilities grants Housing	DNP	3.035	1.255	2.800	(0.235)	(0.235)	
Corporate other housing grants	DNP	3.066	0.852	1.433	(1.633)	(1.633)	
Strategic Housing	DNP	2.961	1.825	2.961	0.000		
New Housing	DNP	7.301	1.946	5.478	(1.823)	(1.823)	
HRA	DNP	3.790	2.004	3.790	0.000		
	DNP TOTAL	53.529	22.065	48.400	(5.129)	(5.129)	0.000
Libraries, Heritage & Arts	DCS	1.188	0.309	0.744	(0.444)	(0.444)	
Adult Social Care Strategy & Commissioning - Older People	DCS	1.340	0.004	0.942	(0.398)	(0.398)	
Adult Social Care Strategy & Commissioning - Learning Disability	DCS	0.055	0.000	0.055	0.000		
Adult Social Care Strategy & Commissioning - Mental Health	DCS	0.796	0.044	0.590	(0.206)	(0.206)	
Resources Other	DCS	0.127	0.021	0.127	0.000		
Safer, Stronger Communities Fund	DCS	0.057	0.014	0.057	0.000		
	DCS TOTAL	3.563	0.392	2.515	(1.048)	(1.048)	0.000
TOTAL CAPITAL PROGRAMME 2010-2011		167.476	54.343	123.802	(43.675)	(43.675)	0.000

**CHIEF FINANCE OFFICER (CFO) - EXERCISE OF DELEGATED POWERS & REQUESTS FOR ADDITIONAL RESOURCES
WITHIN THE CAPITAL PROGRAMME**

Cabinet Meeting: 14 December 2010
Financial Year: 2010/11

SECTION 1 - DELEGATED CFO POWERS

"Adjustment/addition of scheme in the capital programme which has no effect on the net funding position of the programme i.e. Additional resources available in the form of Grant, Section 106 contributions etc,etc which fund the addition, "

Project Name: Youth Projects
Budget Change: 2010/11 2011/12 2012/13
4,021

Funding Source: Revenue Contribution

Description: The purchase of a minibus for the Youth services was made using revenue budget. The purchase of vehicle has been moved to the capital programme to ensure inclusion on asset register . The revenue budget has been transferred to capital programme to cover cost of purchase.

4,021 Total Delegated Changes Approved by Section 151 Officer

SECTION 2 - DELEGATED CFO POWERS

"Schemes within the capital programme which require the reprogramming of expenditure between years due to scheme not progressing as originally anticipated or other circumstances"

Project Name:
Budget Change: 2010/11 2011/12 2012/13

Funding Source:

Description:

SECTION 3 - REQUESTS TO CABINET FOR ADDITIONAL RESOURCES

"Adjustment/addition of scheme to the capital programme which places an additional funding requirement on the programme"

Project Name:
Budget Change: 2009/10 2010/11 2011/12

Funding Source:

Description:

In the exercise of my delegated powers (Section 1 and 2), I hereby authorise the amendments to the Capital Programme summarised above.

INTERIM CHIEF FINANCE OFFICER: Michael Hudson

SIGNED:

DATE: December 2010

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WILTSHIRE COUNCIL

CHILDREN'S SERVICES SELECT COMMITTEE

27 JANUARY 2011

INTEGRATED WORKING IN WILTSHIRE

Purpose of Report

1. To provide an update on progress being made in Wiltshire to implement and embed use of the Common Assessment Framework (CAF) and Lead Professional which are part of Integrated Working.

Background

2. The Common Assessment Framework is a standard national assessment framework for use by all children & young people's services, using a prescribed standard form. It does not replace any existing assessments. The framework provides a series of headings ("assessment factors") which act as a checklist to ensure that all aspects of a child or young person's needs are considered. A series of short videos, entitled 'Introduction to CAF', can be viewed on the Wiltshire Pathways website (www.wiltshirepathways.org).
3. Completion of a CAF assessment, which can only be undertaken with the agreement of the parents and/or young person, involves collating information from a range of sources – the child or young person, the family and services to which the child or young person is known. The aim is to identify unmet need and then to set out an action plan for meeting that need. The nature of action required will depend on the severity and complexity of need. The required co-ordination of actions may be achieved through the CAF Action Plan and a Lead Professional may be required in order to achieve it.
4. The responsibilities of the Lead Professional are:
 - To hold a copy of a completed CAF form for the child or young person, including an up-to-date Action Plan
 - To help co-ordinate the provision of services in accordance with the Action Plan
 - To contribute to those services as appropriate
 - To act as a point of contact for the family and for other professionals involved with the family
 - To monitor for any changes in the child's needs, review and update the Action Plan and provide or refer for additional services if required.

5. The best person to act as Lead Professional will be the person with the necessary skills, who is familiar with the needs of the child or young person and who has a good relationship with them and their family. The workers most likely to undertake the role of Lead Professional at level 2 are:
 - Midwives
 - Early Years
 - Children's Centres
 - Health Visitors
 - School Nurses
 - School staff
 - Education Welfare Officers
 - (Connexions) Personal Advisers
 - Youth development workers
 - College staff
6. There is a CAF team within the Council which provides guidance and support to practitioners across the County when completing a CAF, and support the Lead professional. The CAF coordinators chair "team around the child meetings" and support and encourage other practitioners to fulfil this role. They link closely with Extended Services by supporting the Implementation of the Multi-agency Forums. A duty system is operated to provide advice, guidance and information about accessing resources. They register CAFs and respond to queries about whether a CAF has been completed and who the Lead Professional is.
7. In July 2008 the Joint Area Review (JAR) recognised that CAF was not sufficiently embedded in Wiltshire (only 76 CAFs had been completed) and the subsequent Annual Performance Assessment (APA) letter which followed confirmed this. The interface between social care and CAF was also identified as an area of development during the Unannounced Inspection of Social Care which took place in July 2010.

Main Considerations for the Council

8. Since the last update to the Children's Services Select Committee in January 2010 there has been a continued effort to drive forward the Integrated Working agenda in Wiltshire.
9. A programme of multi agency integrated working training sessions is being delivered. The training programme is composed of 4 modules. An E-Learning module is available which covers the basic principles of CAF, Lead professional and information sharing. A total of 632 people have accessed this e-training. More detailed face to face training is available and 308 people attended this year. Evaluations of the training programmes have been hugely positive and included below are some comments from training sessions.

- *Excellent course – well informed trainers, now have knowledge of CAF, well presented and pace was just right*
 - *More clear on what happens to start and review CAFS*
 - *Feel more confident in what is offered and how it works*
 - *It has increased my awareness and reduced my anxieties*
 - *Much better understanding of CAF process and roles*
 - *I'm not going to run away from CAF anymore*
 - *Thank-you for helping me feel more confident*
10. Further development of CAF is being shaped through an Integrated Processes Group which brings together representatives from Social Care, Primary and Secondary schools, Targeted services, Voluntary Sector, Early years, Police and Health, to progress the integrated working agenda at a strategic level.
11. To date (Dec 2010) 1000 CAFs have been registered and statistics show the range of agencies involved in completing CAFs as-well as the geographical areas where establishment of the process is more embedded.
12. A number of protocols have been agreed with agencies including Health visitors, Early years and draft protocols with Social care and Teenage pregnancy outlining the use of CAF within their processes. These are now being reviewed to ensure they are up to date and to ensure that relevant practitioners are aware.
13. In April 2010 guidance to schools on the use of CAF to access Targeted services was agreed. This meant that a CAF assessment was necessary to access Targeted services. It was felt that a holistic assessment of the child/young person's needs rather than just focusing on the presenting need would result in more effective identification and interventions for young people. There has been some difficulty in implementing this process mainly for schools who feel that it is a laborious process when they know what the need is e.g. referral to speech & Language. However many colleagues from the provider services feel that a more holistic assessment has resulted in a better understanding of the child's needs and an awareness of other issues which may impact on the presenting issue or on the identified action plan which they previously would have been unaware of. There is now agreement to review and revise this process and to ensure that schools have quicker access to support services where it is clear that a single service is needed. There are also plans to put in place a system of locality resource allocation panels to ensure that where a CAF is completed, there is an appropriate response from front line services.
14. In the Autumn, stronger links were established with Social care resulting in CAF coordinators spending structured time in the teams to discuss families where social care intervention is terminating and to ensure where appropriate that services at level 2 will be provided. Discussion also

centres on high level 2 cases which may not meet Social care thresholds but which need intervention.

15. Service user and practitioner feedback highlights the benefits of a holistic assessment which in many cases has identified needs not previously known to professionals. This has therefore resulted in more effective and timely support being given to a family. Two DVDs have been produced involving practitioners and a service user - a CAF film describing how it is used and the benefits it can offer and a series of integrated working mini films.
16. Further work is planned to extend the use of CAF and ensure it benefits children and young people. This includes:-
 - Developing a more efficient system for Team around the Child meetings
 - Improving agency engagement both in completion of CAFs and undertaking the role of Lead Professional
 - Working with agencies to improve the communication & flow of information
 - Resolving resources issues and linking to strategic commissioning
 - Revise the CAF processes to include a method for evaluating and reviewing outcomes including family feedback & involvement in development of the service.

Proposal

17. For the Children's Services Select Committee to note the progress made in respect of implementing CAF & Lead Professional across Wiltshire.

Carolyn Godfrey
Director – Children & Education

Report Author: Julia Cramp, Joint Service Director – Commissioning and Performance 01225 718221

Background documents - None

WILTSHIRE COUNCIL

CHILDREN'S SERVICES SELECT COMMITTEE

27 JANUARY 2011

PUPIL PERFORMANCE IN PUBLIC TESTS AND EXAMINATIONS 2010

Purpose of Report

1. This report provides an overview of pupil performance at the end of each key stage and compares Wiltshire's attainment with national expectations across all phases.

Background

2. In recent years reports have been submitted to this committee highlighting pupil performance outcomes in Wiltshire schools. This performance is based on national performance measures at the end of each Key Stage and has also included comparative performance against relevant National Indicators. Performance against Wiltshire's statutory targets is also considered. The detail in this paper follows this pattern capturing pupil performance in 2010 against national measures at the end of each key stage and outlines progress against the National Indicators, where the data exist.
3. The Department for Education (DfE) have announced they are reviewing the future of school target setting. They have also confirmed that pupil performance targets are no longer required at Local Authority (LA) level. For 2012 schools are required to set performance targets and submit them to the LA for onward transmission to the DfE.

Performance overview at each key stage

Foundation Stage (end of reception aged 5) (see Appendix 1)

4. The Foundation Stage Profile (FSP) is made up of 6 Areas of Learning: Personal, Social and Emotional Development (PSED), Communication, Language and Literacy (CLL), Problem Solving Reasoning and Numeracy (PSRN), Knowledge and Understanding of the World (KUW), Physical Development (PD) and Creative Development (CD) to be achieved by the time children are at the end of the Reception year. The Primary Care Trust, Strategic Health Authority and Jobcentre Plus all have reciprocal duties to work with the Local Authority to achieve the Outcomes Duty.
5. The 6 Areas of Learning have 3 sections for PSED, 4 sections for CLL, 3 sections for PSRN, and one section each for the remaining, making 13 sections in total. Each child can achieve a maximum of 9 points in each of the sections of the Areas of Learning. This gives a maximum score of 117 points. Teachers and early years

practitioners observe and assess children as part of every day learning activity. The final assessments for a proportion of schools are moderated by the LA.

6. There are 2 statutory Early Years targets. One is an improvement and one is an equalities target:
 - National Indicator (NI) 72 ~ Improve young children's development by increasing the % who achieve a total of at least 78 points in the Foundation Stage Profile (FSP) including at least 6 points in each PSED and CLL scales (Improvement Target)
 - National Indicator (NI) 92 ~ Narrow the % gap between the median and mean scores for the 20% lowest performers (Equalities Target)
- 7 In 2010, the percentage of children achieving at least 78 points in the FSP including at least 6 points in each PSED and CLL scales (NI72) was 60%. This is a 3% increase on last year and places Wiltshire 4% above the national average. With the Wiltshire figure being consistently higher than the national, statistical neighbours and the South West averages over the last 3 years, the 2010 Wiltshire results remain in the top 25% of all authorities nationally.
- 8 The gap between the median and mean scores for the 20% lowest performers (NI 92) has remained at 29.2% in 2010. The gap is consistently narrower than national, statistical neighbours and the South West averages over the last 3 years and, although unimproved from 2009 remains in the top quartile. The percentage of children achieving six or more points in PSED has risen by 1% from 2009 and the percentage achieving 6 or more points in CLL has risen by 2%. The work on raising attainment and closing the gender gap in a Mark Making Matters writing project this year has led to a 16.6% increase in boys attaining 6 or more points in writing compared to 3% nationally.
- 9 Children who are resident in the lowest 30% Super Output Areas (SOA) continue to increase in achievement with a rise of over 4% in those achieving 6+ in PSED and CLL. This figure is lower than national increase of 5%. However looking at the figures separately, there was a 7% increase in CLLD compared to 4% nationally and a 9% increase in PSED compared to 4% nationally. This reflects the impact of the Children's Centres in raising achievement for children from the most disadvantaged families.

Progress against targets

- 10 In 2010 ambitious targets were set for both improvement and equalities targets. Both targets were narrowly missed; the equalities target by 0.14% (target 29.06 and actual result 29.2) and the improvement target by 0.8% (target 60.5 and actual result 59.7). This demonstrated the continued ambition and achievement of early years' colleagues at both improving achievement for all and narrowing the attainment gap.

Key Stage 1 (7 year olds) (see Appendix 2)

- 11 Key Stage 1 is assessed by teachers supported by national tests marked within the school. Key stage one assessments are moderated by the LA with each school being visited once every four years and a range of pupils' work moderated.
- 12 In 2010 results were maintained at level 2+ at Key Stage 1 in both reading and writing; while mathematics experienced a 1% drop (90% to 89%). Reading and mathematics are both in line with national figures, while writing is 1% below. Overall attainment figures have been steady over the last few years. Further analysis shows that for pupils assessed at a secure level 2 (2B) percentages have increased slightly for reading (72% in 2009 to 73% in 2010) and writing (58% to 59%) with a slight decline for mathematics (73% in 2009 to 72% in 2010). This pattern is also reflected in the achievement of level 3 at KS1.

Key Stage 2 (11 year olds) (see Appendix 3)

- 13 Performance at the Key Stage 2 is assessed using Statutory Assessment Tests (SATs), held under examination conditions and marked externally. Teacher Assessment of pupils also takes place at the end of Key Stage 2. The results reported within this paper are those derived from the SAT tests. A small proportion of schools boycotted the tests in 2010 with approximately 26% of school nationally not taking part in the process. National comparisons therefore do not include all schools but work carried out nationally has declared the results suitably robust and valid to act as a national comparator benchmark. Eight schools in Wiltshire did not take part and, therefore their results are not included in the paper.
- 14 The results for pupils achieving L4 and above in English and Mathematics improved by 4% from 2009 to 2010 to be just above the national average of 74%. The 2010 performance at 75% represents the highest figures that Wiltshire has ever reached in this indicator. The second table in Appendix 3 shows English at L4+ has increased by 2% from 2009. Further analysis of the results shows reading declining by 1% and writing improving by 4%, reinforcing the impact of strategies to support the development of writing, especially for boys. The third table shows Mathematics improved by 3% to the highest ever level 4+ figure of 80%. There were also improvements in the achievement of level 5 with mathematics rising by 1% and English by 6%.
- 15 Tables four and five in Appendix 3 outline the 'expected progress' indicators. This is average expected progress for each child which is considered to be two levels from the level at the end of KS1 to the end of KS2. For example a pupil who was assessed at Working toward level 1 would be expected to achieve level 2+, from level 1 to level 3+, level 2 to level 4+ and so on. These progress figures also show improvement from 2009. In English (NI 93) and mathematics (NI 94) 2 levels' progress have both improved by 3%, with mathematics gaining the highest ever figure for Wiltshire. English 2 progress levels' figures continue to be consistently above national figures and mathematics in 2010 is also now above national average.

- 16 Overall performance at Key Stage 2 in 2010 has significantly improved on 2009 performance and we are reporting Wiltshire's best every performance against a number of the current indicators. Officers and schools acted quickly on 2009 results identifying strategies to improve the outcomes and there is evidence that these strategies have had an impact. The (Top Quartile) TQ2010 strategy identified underachieving groups from 2009, flagged this information to schools and then supported them to help pupils achieve more, accelerating progress. Activities and strategies were appropriately identified by individual schools and included improved pupil tracking, one-to-one tuition and other specific intervention strategies.

Progress against targets

- 17 The level 4+ in English and Mathematics target was set at a highly aspirational 81% and despite improvements was missed by 6%. The two level progress targets for English and Maths were set at a challenging 92% and 90% also being missed by 6% and 7%.

Key Stage 3 (14 year olds) (see Appendix 4)

- 18 With the cessation of National testing in 2008 teacher assessment is used for Key stage 3 attainment. Appendix 4 contains the summary results. English at both Level 5+ (82%) and Level 6+ (49%) have improved on 2009 outcomes and remain above the national average of 79% Level 5+ and 43% Level 6+. Performance in Mathematics remains in line with 2009 performance at 84% Level 5+ and 64% Level 6+ and continues to be above the national average by 4% and 6% respectively.

Key Stage 4 (16 year olds) (see Appendix 5)

- 19 The principle means of assessing student attainment at the end of Key stage 4 is by the General Certificate Secondary Education (GCSE) examination. However the performance measure does include a range of other qualifications for which an equivalence point score has been assigned. The other qualifications include vocational qualifications including the first cohort in Wiltshire of the new Diploma.
- 20 Within the principal measure of 5 or more GCSE (or equivalent qualifications) at A*-C including GCSE English and maths (NI75) Wiltshire secured its best ever performance rising again by 0.4% in 2010 to 55.8. The Wiltshire figure remains 2.4% above the national average. The Level 2 performance measure of 5 or more GCSE at A*-C (or equivalent qualifications) figure again rose by 2.2% from 68.6% to 70.8% in 2010. However improvement in the national average now places Wiltshire 4.6% below the national averages.
- 21 The English Baccalaureate is a new indicator of school performance. This measure shows the proportion of young people gaining good GCSEs in a range of core subjects including English, maths, humanities, a language and at least 2 science GCSEs. Although schools have not had time to plan for this new measure, those in Wiltshire are already performing above the national average with 18.8% of

students achieving success across the full range of GCSEs making up the English Baccalaureate in Wiltshire compared with 15.6% of school nationally.

Progress against targets

- 22 The 5+A*-C (including En and Ma) (NI75) target was set at an aspirational 59% and although improvement was made the target was missed by 3.2%.

Key Stage 5 (18 year old) (see Appendix 6)

- 23 This focuses predominantly on level 3 qualifications and especially General Certificate of Education (GCE) Advanced Level achievement. (It is important to note that the National Qualifications Framework makes reference to level 1, 2 and 3 qualifications, these are not related to National Curriculum levels referred to earlier at Key Stage 1. For reference, level 1 qualifications are equivalent to GCSE A*-G; level 2 qualifications equate to 5A*-C and level 3 qualifications are equivalent to GCE A Level.) The full suite of qualification results for all Wiltshire learners, which contribute to the National Indicators 79 and 80, capture the performance of those on apprenticeships or studying vocational courses at College and will be available later in the year. The level 3 (GCE A level) performance shows that across Wiltshire the average point score per student performance at 774.2 is well above the national average figure at 744.8. This is an improvement on 2009 and reflects an ongoing improvement trend. Table two in Appendix 6 captures the average point score per examination entry and this has also increased in 2010 to 214.3 and shows performance is in line with national averages.

Performance of vulnerable groups – narrowing the gap

- 24 Pupil characteristics are collected through the school census. Many groups of children and young people may be at risk of underachievement but the characteristics that have national and regional comparative data will be discussed here

Pupil performance by known eligibility for Free School Meals (see Appendix 7)

- 25 Parents of children who receive such benefits as Income Support and Job Seeker Allowance are eligible to apply for free school meals for their children. The following compares pupils who are known to be eligible for free school meals (FSM) against those who are not.
- 26 When comparing the performance of all pupils against those who are known to be eligible for FSM there remain considerable gaps between FSM attainment; although there has been a narrowing of the gap at KS2 from 30% to 27%. This has been partly the result of intervention to highlight the achievement of this group of children, particularly for those with FSM eligibility and no other vulnerability where the most impact has been seen. At KS4 despite schools identifying students and providing targeted interventions the gap has widened on previous performance with a 6.6% increase from 29.4% in 2009 to 36% in 2010. The target of a 26% gap was missed by 10%. The strategies to narrow the gap at KS4 have

not had the same impact of those deployed at KS2. LA officers, Schools' senior and middle leaders and School Improvement Partners have all been involved in raising awareness and highlight the need to support both raising student aspiration alongside the targeted learner support. One school has been proactive in using senior leaders to mentor and monitor achievements of young people with eligibility for free school meals in order to raise both aspirations, others have linked with the AimHigher programme. The performance of young people who were in receipt of free school meals at academic age 15 who attain level 2 qualifications by the age of 19 (NI 82) has risen by 18% over the last 5 years to 56%. 2010 figures are not yet available. There has been a continuing focus on Foundation learning at both level 1 and 2 at both KS4 and 5 which is supporting improved engagement and outcomes for pupils vulnerable to underachievement.

Progress against targets

- 27 Targets for the achievement of children known to be eligible for free school meals were set at KS2 and KS4. At KS2, targets for children with FSM achieving level 4 and above in both English and mathematics were set at 54% and missed by 4% with attainment of this group reaching 50%. This represented an improvement of 7% from 2009 figures. The FSM target for KS1 - 2 2 levels progress in English was missed by 6% (target 83%, actual 77%) but the progress target for mathematics was exceeded by 1% with attainment at 74% and the target set at 73%. Although some successes have been evident at closing the gap, the attainment of FSM pupils at KS2 remains a priority with highly ambitious targets for 2011 reflecting this. At KS4 the proportion of students achieving 5+A*-C grades including English and mathematics dropped by 6% from 27% in 2009 to 21% in 2010 with the target missed by 12%. A range of strategies are in place to address the raising attainment for those who are eligible for FSM, including a significant increase in the funding of one to one tuition, developments with the curriculum and a range of activities under the AimHigher programme to raise aspiration. Highly ambitious targets for attainment and progress are in place for 2011 and the attainment gap for this group of children remains a high priority.

Pupil performance by pupils with Special Educational Needs (SEN). (see Appendix 8)

- 28 The gap is composed of the percentage difference between pupils who do not have Special Educational Need (SEN) and all those pupils who do have identified needs. SEN includes a range of needs including pupils who have support based within school (School Action), involving external support (School Action Plus) and those with a statutory statement of special needs ('statemented'). 'SEN' includes all pupils in any of these 3 categories. At KS2 the gap between pupils achieving L4 + in English and mathematics without SEN and those with, has remained the same at about 54%. A rise can be seen at KS4 where the proportion of students achieving 5+A*-C including English and mathematics gap between SEN and no SEN has risen from 47% in 2009 to 51% in 2010 a rise of 4%.

Pupil performance by Looked After Children (LAC)

- 29 At the time of preparing this report national figures for the performance of Looked After Children are not yet available. Local data confirms that the performance of pupils at the end of Key Stage 4 for 5+ A*-C including English and mathematics has made improvement on the 2009 performance. At Key Stage 2 the performance of pupils at level 4+ in mathematics has declined, whilst in English it has remained in line with 2009 performance. Highly individual targeted work continues with Looked After Children including one to one tuition and additional specialist work through the Headteacher of the Virtual School.

Pupil performance by Ethnicity (see Appendix 9)

- 30 Although the performance of most ethnic groups is in line with White pupils at KS2, there continues to be a gap between these pupils and those of Black ethnicity where there is a smaller proportion of pupils with Black backgrounds who achieve level 4 or above in both English and Maths. At KS4 a similar pattern is evident with the performance of young people of Black heritage where the proportion achieving 5 or more good GCSE grades including English and Maths is significantly below other ethnic groups.
- 31 Continued work by the Ethnic Minority Achievement Service (EMAS) has had success in engaging ethnic minority group members. It can be noted that Black pupils who are in an extreme minority in mainly white demographic environments experience particular issues relating to engagement, achievement and attainment. EMAS continues to focus on those vulnerable to underachievement and particularly those of Black ethnicity. The team has had success in engaging Black minority ethnic pupils and their families through the 'Vibes project' and, more recently, an important part of EMAS work is to train volunteer mentors from the Wiltshire Council workforce, and to match these with pupils from various groups vulnerable to under achievement. Although in its early phases this strategy is already showing promising results. In addition, EMAS works with schools to raise awareness of the achievement of Black people through a focus on Black History.

Progress against targets

- 32 Targets are only required to be set for ethnic groups where there are over 30 pupils in a cohort except for Gypsy/ Roma and Traveller of Irish heritage combined where there is a lower number threshold. At Key Stage 2 pupils of White/Black Caribbean heritage have lower proportion achieving level 4+ in both English and maths 68% against the target of 78%. Statutory targets for this group in 2011 have not been set as there are insufficient numbers in the cohort. This pattern of achievement can also be seen at KS4 with lower attainment in the White/Black Caribbean ethnic group with a considerable difference in attainment of 5+A*-C including English and mathematics between this group (37%) and the Wiltshire average (55.8%). The attainment of this group was 26% below the 63% target. Again statutory targets have not been set for 2011 for this group due to insufficient numbers. At KS2 achievement for pupils of any other minority ethnic group is

evident with 75% of these pupils achieving Level 4 in both English and maths, exceeding the target by 14%.

Pupil performance by School Type (see Appendix 10)

33 Following requests from committee members last year Appendix 10 provides a breakdown of school performance by school type (community, foundation, voluntary controlled, voluntary aided, academy and grammar schools), this is as designated on 31 August 2010. The table shows both the number of schools and the size of the cohort and these figures are important to note when comparisons are being made.

Main consideration for the Council

Priorities for raising achievement

- 34 Continue to:
- Build on the achievements (raised standards and narrowed gaps) in the Foundation Stage to secure improvements in later key stages.
 - Continue to employ strategies to support schools to narrow the gap between lowest performers and the rest especially pupils eligible for Free School Meals, Special Educational Needs, Looked After Children and those from minority ethnic groups with Black backgrounds at both KS2 and KS4.
 - Improve attainment of 5+A*-C including English and mathematics and continue to work with school colleagues to support them to the transition to new indicators such as the English Baccalaureate.

Risk Assessment

35 This report identifies that not all targets set for pupil performance have been met in 2010; this is particularly the case at Key Stage 4 where against some measures performance is not raising as rapidly as national performance and against some of the targets for the most vulnerable. Additional focus is being placed on raising the performance of the most vulnerable, with a range of targeted activities, including the further development of the curriculum offer both broadly in schools and for targeted groups.

36 Changes to accountability framework including target setting, school performance tables and national data collection is likely to lead to different ways of judging the improvement in pupil performance. The framework of national performance indicators going forward have not yet been confirmed, this could mean that future performance will need to be reported differently to this committee.

Financial Implications

37 The reduction in funding from April 2011 will have an impact on the authority's capacity to sustain and develop whole county strategies for improvement and thereby further reduce gaps in performance against both national and statistical neighbours.

Conclusion

38 Children's Services Select Committee is asked to note the contents of the report.

CAROLYN GODFREY
Director
Department for Children and Education

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Jayne Hartnell, Head of Data for School Self Evaluation, Schools & Learning

The following unpublished documents have been relied on in the preparation of this report:

None

Performance overview at each key stage - Raising Achievement for All

Appendix 1 - Foundation Stage

NI72 - 78 points achieved across Foundation Stage with at least 6 points in each PSED and CLL scales				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	57.0	57.0	60.0
990	South West	52.0	54.0	57.0
	Statistical Neighbours	52.2	53.4	57.9
970	England	49.0	52.0	56.0

NI92 - Narrowing the gap between the lowest achieving 20% in Foundation Stage profile and the rest					
	Local Authority, Region and England	2008	2009	2010	
865	Wiltshire	31.4	29.2	29.2	
990	South West	33.4	31.6	30.3	
	Statistical Neighbours	32.6	31.3	30.3	
970	England	35.6	33.9	32.7	

Appendix 2 - Key Stage 1

% of pupils achieving Key Stage 1 Level 2+ Reading				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	85.0	85.0	85.0
990	South West	85.0	85.0	85.0
	Statistical Neighbours	85.7	85.8	86.6
970	England	84.0	84.0	85.0

% of pupils achieving Key Stage 1 Level 2+ Writing				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	80.0	80.0	80.0
990	South West	81.0	82.0	82.0
	Statistical Neighbours	82.6	83.1	83.6
970	England	80.0	81.0	81.0

% of pupils achieving Key Stage 1 Level 2+ Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	89.0	90.0	89.0
990	South West	90.0	90.0	90.0
	Statistical Neighbours	91.2	90.8	91.0
970	England	90.0	89.0	89.0

Appendix 3 - Key Stage 2

% of pupils achieving Key Stage 2 Level 4+ English & Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	73.0	71.0	75.0
990	South West	73.0	72.0	
	Statistical Neighbours	73.8	72.4	
970	England	73.0	72.0	74.0

% of pupils achieving Key Stage 2 Level 4+ English				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	83.0	80.0	82.0
990	South West	82.0	81.0	81.0
	Statistical Neighbours	82.7	81.1	80.9
970	England	81.0	80.0	81.0

% of pupils achieving Key Stage 2 Level 4+ Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	78.0	77.0	80.0
990	South West	79.0	79.0	80.0
	Statistical Neighbours	79.2	78.4	79.6
970	England	79.0	79.0	80.0

NI93 - Progression by 2 levels in English between KS1 and KS2				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	86.0	83.0	86.0
990	South West	83.0	82.0	84.0
	Statistical Neighbours	82.5	81.3	83.1
970	England	83.0	82.0	84.0

NI94 - Progression by 2 levels in Maths between KS1 and KS2				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	81.0	80.0	83.0
990	South West	79.0	81.0	82.0
	Statistical Neighbours	77.7	79.7	81.4
970	England	78.0	81.0	83.0

Appendix 4 - Key Stage 3

Key Stage 3 results for all pupils 2010

	2009	2010		2009	2010
English L5+	%	%	English L6+	%	%
Wilts	81	82	Wilts	47	49
National	77	79	National	41	43

	2009	2010		2009	2010
Maths L5+	%	%	Maths L6+	%	%
Wilts	84	84	Wilts	64	64
National	79	80	National	58	58

Appendix 5- Key Stage 4

NI75 - 5 or more A*-C grades at GCSE including English and Maths (End of Key Stage 4)				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	53.2	55.4	55.8
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	47.6	49.8	53.4

% of Pupils Achieving GCSE 5+ A* to C				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	64.8	68.6	70.8
990	South West	63.5	67.9	-
	Statistical Neighbours	65.0	68.9	-
970	England	65.3	70.0	75.4

Appendix 6 - Post 16

GCE/A/AS Level - Average Point Score per student				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	748.6	755.1	774.2
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	740.0	739.3	744.8

GCE/A/AS Level - Average Point Score per exam entry				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	208.7	210.9	214.3
990	South West	-	-	-
	Statistical Neighbours	-	-	-
970	England	209.4	211.7	214.4

Performance of vulnerable groups – narrowing the gap

Appendix 7 – FSM gaps

NI102a - Attainment Gap FSM/non FSM Key Stage 2 inc English and Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	31.0	30.0	27
990	South West	25.7	24.0	-
	Statistical Neighbours	27.4	27.1	-
970	England	22.4	22.3	21

NI102b - Attainment Gap FSM/non FSM GCSE inc English and Maths				
Local Authority, Region and England		2008	2009	2010
865	Wiltshire	37.7	29.4	36
990	South West	30.9	31.4	-
	Statistical Neighbours	32.5	32.6	-
970	England	27.9	27.8	28

Appendix 8 – SEN gaps

NI104 - Attainment Gap SEN/non SEN Key Stage 2 inc Eng and Maths				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	54.7	54.5	54
990	South West	51.0	50.8	-
	Statistical Neighbours	52.8	52.9	-
970	England	51.0	50.9	53

NI105 - Attainment Gap SEN/non SEN GCSE inc Eng and Maths				
	Local Authority, Region and England	2008	2009	2010
865	Wiltshire	53.0	46.9	51
990	South West	46.4	46.4	-
	Statistical Neighbours	48.4	48.7	-
970	England	45.6	46.5	45

Appendix 9 – Achievement of Minority Ethnic Groups

Key Stage 2 English & Mathematics	Coverage		White		Mixed		Asian		Black		Chinese		All pupils ²	
	Total number of schools	Number of participating schools	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above	Number of eligible pupils	Percentage achieving Level 4 or above
Wiltshire	194	186	4,509	75	94	77	36	75	25	44	8	63	4,731	74
England			328,830	74	15,590	75	30,261	74	18,612	68	1,295	85	403,003	73
KS4			Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs	Number of eligible pupils	5+ A*-C grades inc. English & mathematics GCSEs
Wiltshire			5,008	56	95	60	34	59	21	29	12	x	5,251	56
England			476,972	55	18,007	55	42,124	58	23,992	49	2,205	76	576,951	55

Appendix 10 Performance of school by type

Primary schools

2010			KS2 ATTAINMENT			KS1-2 PROGRESS	
school type	number of schools	eligible pupils	%L4+ E&M	%L4+ E	%L4+ M	% making expected progress in English	% making expected progress in maths
Community	44 + 4 boycott	1422	72	80	78	83	82
Foundation	8 + 1 boycott	352	64	72	71	80	78
Voluntary Aided	59 + 1 boycott	1196	82	88	85	89	87
Voluntary Controlled	70 + 2 boycott	1724	76	83	81	87	83

Secondary schools

2010				KS2-4 PROGRESS	
school type	number of schools	eligible pupils	% 5+ A*-C inc A*-C GCSE E&M	% Pupils achieving 3+ Levels of Progress in English	% Pupils achieving 3+ Levels of Progress in Maths
Academy	1	96	43	71	56
Community	7	1453	50	68	61
Foundation	14	2703	55	72	68
Grammar	2	249	100	99	100
Voluntary Aided	3	334	62	82	76
Voluntary Controlled	2	337	64	82	76

WILTSHIRE COUNCIL

CHILDREN'S SERVICES SELECT COMMITTEE

27 JANUARY 2011

16-19 Learning and Skills ~ Strategic Priorities for 2011-12 and update on the transfer of responsibility from the Learning and Skills Council (LSC) to the Local Authority

Purpose of Report

1. This report presents the draft Strategic Priorities Statement for Wiltshire 16-19 year olds in 2011-2012. It also provides an update of progress since the Local Authority (LA) took on the strategic responsibilities for education and training for 16-19 year olds from the Learning & Skills Council (LSC).

Background

2. In April 2010 the Local Authority took on a range of new statutory duties and responsibilities following the abolition of the LSC. These new statutory duties were set out in the Apprenticeship, Skills, Children and Learning Act 2009 (the ASCL Act). They include the duty on LAs to secure enough high quality suitable education and training to meet the reasonable needs of:
 - a. Persons in their area who are over compulsory school age but under 19, and
 - b. Persons in their area who are aged 19 or over but under 25 and subject to learning difficulty assessments.

Section 41 of the Act provides further detail of the duty which requires the Council to take account of quality, location and the time at which provision is made available. The Council is also required to act with a view to encouraging the diversity of provision and increasing the choice available to learners.

3. On the 19 July 2010 the Secretary of State for Education announced the need to simplify and streamline the processes and arrangements related to 16-19 funding and the commissioning processes. As a consequence key processes and responsibilities changed from those originally outlined, including:
 - a. The responsibility for the financial payments to General Further Education and Sixth Form Colleges and other training providers resting with the Young People's Learning Agency (YPLA) rather than the LA.

- b. The 2011/12 core allocation of funding for school sixth forms and colleges being based on the equivalent of 'lagged pupil numbers' rather than calculated on a projected number with in-year adjustment; and
 - c. Improved data and information flow from the Young People's Learning Agency to LAs so that they can maintain their strategic overview and fulfil their strategic commissioning and influencing roles, maintaining the strategic overview of provision and needs in their area.
4. On the 24 November 2010 the Education White Paper; The Importance of Teaching was published. In relation to the 16-19 phase it confirmed:
- a. all young people will be expected to remain in some form of education or training until they are 18. It is expected that the Raising of the Participation Age will come into full force by 2015;
 - b. the introduction of a single simple post 16 funding system for School Sixth Forms, Sixth Form and General Further Education Colleges. It is anticipated that the single funding system will end any disparity between different types of providers.
 - c. the introduction of the transition process to the new funding system would begin in 2011-2012 and complete by 2015.
 - d. there will be transitional protection for schools facing significant challenge as a result of the changes.
5. In addition to the changes outlined above it should be noted that the Education Maintenance Allowance (EMA) for post 16 learners will cease to exist from the end of the current academic year. An enhanced discretionary learner support fund will be developed for those learners who most need financial support; the details of this fund are not yet known. There is no further news at the time of preparing this paper on post 16 capital funding and on the review of vocational education led by Professor Alison Wolf. The review began in the Autumn 2010 and is due to initially report in Spring 2011. The purpose of the review is to consider how vocational education for 14-19 year-olds supports full participation and progression.

Main Considerations for the Council

6. The key document demonstrating the LA's strategic overview is the Statement of Priorities; the LA is required to develop and 'publish' it on an annual basis. The document structure is broadly prescribed requiring certain headings and information. Its purpose is to form the basis of planning and communication with the Young People's Learning Agency (YPLA) and its successor organisation (Education Funding Agency), key stakeholders and providers 16-19 (14-19) and 16-25 for those with Learning Difficulties and Disabilities.
7. The Wiltshire Strategic Priorities Statement was approved as a draft for circulation by the 13-19 Strategic Board in November 2010 and is annexed to this report. Annex 1 contains a summary of the priorities for 2011-2012 and Annex 2 the full draft statement containing all the background information.

Feedback and comments on the statement are currently being received from stakeholders and providers; it is intended that the final document is published in February 2011.

8. Four broad strategic priorities have been identified for 2011-2012;
 - a. **Increasing participation** of learners in education, training and employment (especially for LLDD)
 - b. Reducing economic disadvantage through **improving achievement and progression** opportunities for all learners
 - c. **Increasing the range of opportunities** available across a rural county in order to meet needs geographically and for identified groups
 - d. Improving the **quality of provision** and ensuring value for money in commissioned provision.

Annex 1 details specific areas of focus under each priority, especially the groups of learners or areas of focus. Once the priorities are confirmed more detailed targets, impact measures or outcomes will be finalised to accompany the priorities. **Annex 2** contains the detail behind the summary priorities and outlines both the current and planned actions which support the delivery of the outcomes.

9. Consultation regarding the priorities with providers (Schools, FE Colleges, Training Providers and Independent Specialist Providers) and the YPLA and other stakeholders is underway. Events and meetings are planned during January to support the development of the statement. As the LA receives further detail relating to both provider level and LA central funding for 2011-2012 specific funds (if available) can be allocated to activity and will enable the delivery against priorities. Select committee have already established groups focused on post 16 provision; they include those looking at provision in the Salisbury area and Special Education Needs (for those with Learning Difficulties & Disabilities). The outcomes and recommendations of these groups will contribute to the shaping of activity in 2011-2012 and beyond.
10. The LA in partnership with the YPLA is actively securing appropriate provision for those young people with Learning Difficulties and Disabilities. Provision is in place for 2010-2011 and Connexions advisers are currently working with young people, parents and carers regarding the placements for 2011-2012. The budget relating to placements of young people in out-of-county Independent Specialist Providers (ISPs) remains with the YPLA. It is planned that this budget will transfer to the LA in the future; this is currently expected to happen for 2012. Officers are currently working with regional YPLA officers to not only ensure smooth transition, but also to reduce the risk of inheriting amongst the highest levels of out-of-county ISP placements in the South West.
11. The central funding provided through the special purposes grant to support the costs associated with the transferred staff and new duties is to be reduced.

Officers are currently working to manage the implications of the reduction in grant in line with the wider Council strategies to manage overall grant reduction.

Environmental Impact of the Proposal

12. There is no further knowledge in relation to the environmental impact as a result of the transfer of responsibility from the LSC to the LA, especially in the proposals for governance, leadership and management. The Strategic Priorities Statement may lead to changes in the pattern of provision. If this is the case officers and providers will incorporate environment priorities into planning, in order to reduce the amount and distance of travel.

Risk Assessment

13. The Strategic Priorities Statement and its development will contribute to risk management processes, especially if changes or development is required to the current pattern of provision for 16-19 years. Changes in the pattern of funding to individual learners through the Education Maintenance Allowance (EMA) may lead to some young people who are not able to benefit from the new funds withdrawing from Education and Training provision, increasing the figure of those Not in Education and Training (NEET). Changes in the funding of School Sixth Forms as the development of the single funding formula emerges may lead to financial difficulty for individual providers. Transitional funding should ease this impact but full the implications of the change in funding formula is unlikely to be clear until March 2011 at the earliest.

Financial Implications

14. Reductions in grant allocations and funding through the Area Based Grant (ABG) are becoming clearer; reductions are likely to affect the capacity of the LA to deliver services as it has done in recent years. Changes to service delivery are planned and are taking place, this includes reduction in staff and changes to service delivery. As outlined previously the impact of the financial changes to EMA, provider funding and future capital are not fully known as we await detail of transitional and new learner support funding.

It has been confirmed that The Special Purpose Grant provided to fund the LSC staff who transferred will form part of the ABG will be subject to funding reductions and the financial rules for ABG. Reduction in the grant will be managed in line with the wider Council Strategies to manage overall grant reduction.

Legal Implications

15. Reference has regularly been made to the Council's legal team through the transfer process from the LSC and new policy and guidance emerges. To date no immediate issues have emerged.

Conclusion

16. The transfer process has been effectively managed to date with adjustment made to take account of the changing requirements. The Statement of Priorities is being shared and discussed with all providers and stakeholders and following feedback a final version will be published in February 2011; this will be renewed every year.

CAROLYN GODFREY
Director
Department for Children and Education

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The following unpublished documents have been relied on in the preparation of this report:

None

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Participation

- Reduce NEET and increase participation in targeted groups of young people especially LLDD
- Support the transition of E2E into Foundation Learning (FL) for all providers working with Connexions to ensure that young people access suitable provision
- Support the most vulnerable young people to access appropriate provision to engage and maximise progression opportunities via ESF funding
- Continue to raise awareness of apprenticeship routes in the County and engage with employers to grow the provision

Achievement

- Continue to narrow the FSM gap by 19 at L2 and L3
- Explore strategies to ensure more 17 and 18 year olds are in learning irrespective of the RPA legislation with a particular focus on vulnerable groups
- Support the implementation of FL across Wiltshire ensuring achievement opportunities for all learners working at level 1 or below
- Improve the quality of CEIAG for all young people in Wiltshire; ensuring it is impartial, timely, raises aspiration and challenges stereotypes

Range of opportunities

- Explore strategies to increasing participation of young people at level 2 and level 3 particularly in vocational and applied learning
- Continue to commission high quality, cost effective provision, including A-level (currently 45.4% year 11 leavers access A-levels), Diplomas, Apprenticeships and Foundation Learning
- Support partnership working across Wiltshire to maximise opportunities for young people to access appropriate learning at all levels
- Increase participation in Wessex where numbers, including out of county are significantly lower than the rest of the County particularly for year 11 school leavers
- Secure quality provision on Salisbury Plain to meet the needs of learners
- Explore strategies to develop in county provision and internal collaboration to meet the needs of LLDD locally to reduce numbers that are being referred to higher cost ISPs
- Work with employers (including Wiltshire Council) to promote and expand apprenticeship opportunities
- Work with employers to increase opportunities for young people in paid employment to access training opportunities

Quality and value for money

- Secure further improvements in FE success rates, particularly at L2
- Work with providers to increase the VA in order to show positive CVA for all learners
- Secure further improvement in APS within SSF for schools who are in line or below average point scores
- To work with the schools who have the highest failure rate in A level and AS level in order to improve success rates and prevent failure
- Improve retention rates on post 16 courses
- Explore strategies which will support the sharing of effective practice, including linking higher performing providers with those who, relatively, perform less well
- Work with providers to ensure that quality provision is available to meet learner needs that are currently being met out of county through rigorous commissioning process

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1 Introduction

The Wiltshire Strategic Statement sets out the priorities for 16-18 learning in 2011/2012. It aims to inform the major stakeholders, including learning providers, schools, college, training providers, third sector, independent specialist providers, neighbouring local authorities and members, of the key challenges and priorities for 16-18 learning in Wiltshire. Three key questions in establishing our priorities are:

1. Which groups of young people do well within Wiltshire?
2. Which groups of young people are least well served in Wiltshire?
3. What activities have been identified that could make a significant difference?

This document aims to respond to the three key questions: firstly, by setting the overall Wiltshire and educational contexts, economic trends and employment opportunities. Secondly, by setting out the key priorities for strategic planning purposes. Thirdly, by identifying those priorities and the associated key actions and timeframe. Finally, the appendices in section four provide the evidence base for this statement.

Wiltshire context

The total population of Wiltshire for 2009 is 456,100 persons. The population is projected to grow to 458,700 in 2010, 461,000 in 2011 and 463,500 in 2012. The Wiltshire Local Development Framework for additional housing for the period up to 2026, which is currently being consulted on, identifies that the key growth areas for additional housing will be Salisbury, Chippenham and Trowbridge.

Wiltshire is the 9th most rural county in England with a large military population. Plans have been developed for a Super Garrison in the Salisbury Plain area. The numbers of military personnel stationed at the Super Garrison sites (Tidworth, Bulford, Larkhill, Warminster and Netheravon) are forecast to increase from 11,400 in 2008 to 11,500 in 2009, 12,100 in 2010 and 12,700 from 2011 onwards.

The number of young people in Wiltshire, per cohort is fairly static with currently 5,103 in year 7; 5,236 in year 8; 5,053 in year 9; 5,211 in year 10 and 5,296 in year 11. However, there is an anticipated decline in cohort size within the primary phase, falling to as low as 4,645 in current year 3. This will reduce the requirement for post 16 places in education and training from 2014 until 2020, after which a gradual rise is anticipated.

Wiltshire's ethnic diversity is lower than the national average with the West Wilts area showing most diversity. At the 2001 Census, 96.06% of the population were recorded as White British and a further 2.08% were White Other. In England, 86.99% are White British and 3.93% are White Other. Of the remaining 1.86% of the West Wilts population there are similar numbers of Black and Chinese people and fewer Asians.

Educational context

In September 2010 providers of 11-19+ education include:

- 29 secondary schools*
 - including 2 single sex grammar schools
 - 2 academies
 - 1 converter academy
- 21 with sixth form provision to include the academies
- 8 11-16 secondary schools
- 6 special schools
- Young People Support Service (4 short stay centres)
- Collaborative post 16 provision has been available in:
 - The South; Bishop Wordsworth's Grammar School for Boys and South Wilts Grammar School for Girls
 - The West; John of Gaunt School, St Augustine's Catholic College and Clarendon College
 - The North; Abbeyfield School, Hardenhuish School and Sheldon School

- Wiltshire College has 4 main campuses in Chippenham, Lackham (land-based), Salisbury and Trowbridge. The College is a provider of HE courses however there is no dedicated HEI within Wiltshire.
- 4 Training providers (delivering 16-18 Learner Responsive provision)

** we understand that 3 further secondary schools are likely to convert to academy status by April 2011*

Since 2007 the number of young people entering into post 16 education and training has risen dramatically from 89.2% in 2009 compared with 64% in 2007. The proportion of young people choosing to stay in full time education reflects this increase and is currently 2342 (45.5%) in school sixth forms and 2199 (42.7%) in FE colleges. School sixth form provision is largely at level 3 and is mostly GCE Advanced level, whilst FE provision is across all levels and mainly based on vocational qualifications. Private training providers deliver Foundation Learning (FL) programmes. Apprenticeship 16-18 year old starts for 2009/2010 show a provisional figure of 191 at level 3 and 898 at level 2, which is 4.6% of the 16-18 year old cohort. It should be noted that there is continued decline in young people entering employment, with 345 (6.2%) in 2008 compared with 185 (3.5%) in 2009.

Since 2008, the number of those Not in Education and Employment and Training (NEET) has remained fairly static at around 6%, however the current figure for September 2010 has increased to 7.23%. This is higher than regional and statistical neighbour values but below national figures. NEET young people from black and minority ethnic groups are in line with the proportion of young people, whilst those with learning difficulties and/or disabilities are significantly higher at 10%. Provision at post 16 for learners with learning difficulties and/or disabilities (LLDD) within Wiltshire is limited for learners with high level needs resulting in a significant number being placed with out of county independent specialist providers.

Economic trends and employment opportunities

Wiltshire has a diverse economic base with Wholesale, Retail, Real Estate, Renting and Business Activities having the largest share of total workplace employment. Compared to the GB average, Wiltshire has a comparatively larger share of employment in sectors such as Manufacturing, Hotels, Restaurants, Public Administration and Defence.

Wiltshire also has key employment strength in Research and Development, centred within the Salisbury Research Triangle, and focused around the long-established, world-class research and development facilities of DSTL (Defence Science and Technology Laboratory), QinetiQ and the Health Protection Agency (HPA), global leader in vaccine development and medical testing.

Employment growth over the last ten years is slightly lower than the GB average but substantially lower than the South West growth. The main reasons for this are above average losses in the Public Administration and Defence sector and a fall in employment in public service activities of 42% compared to a national rise of 35% and a regional rise of 50%. In January 2009 the JSA claimant count was 5,250 compared to 2,890 in June 2008.

The 13-19 Employer Engagement Strategy has identified employment sector champions at senior manager level. They are stimulating collaborative working with schools and colleges to meet a variety of needs including the development of Diplomas and Apprenticeships.

In summary

The strategic priorities for 16-18 education in 2011/2012 focus on four key areas, based on the three identified questions in the opening of this section:

- Increasing participation of learners in education, training and employment (especially for LLDD)
- Reducing economic disadvantage through improving achievement and progression opportunities for all learners
- Increasing the range of opportunities available across a rural county in order to meet needs geographically and for identified groups
- Improving the quality of provision and ensuring value for money in commissioned provision.

2 Priorities

Participation

- Reduce NEET and increase participation in targeted groups of young people especially LLDD
- Support the transition of E2E into Foundation Learning (FL) for all providers working with Connexions to ensure that young people access suitable provision
- Support the most vulnerable young people to access appropriate provision to engage and maximise progression opportunities via ESF funding
- Continue to raise awareness of apprenticeship routes in the County and engage with employers to grow the provision

Achievement

- Continue to narrow the FSM gap by 19 at L2 and L3
- Explore strategies to ensure more 17 and 18 year olds are in learning irrespective of the RPA legislation with a particular focus on vulnerable groups
- Support the implementation of FL across Wiltshire ensuring achievement opportunities for all learners working at level 1 or below
- Improve the quality of CEIAG for all young people in Wiltshire; ensuring it is impartial, timely, raises aspiration and challenges stereotypes

Range of opportunities

- Explore strategies to increasing participation of young people at level 2 and level 3 particularly in vocational and applied learning
- Continue to commission high quality, cost effective provision, including A-level (currently 45.4% year 11 leavers access A-levels), Diplomas, Apprenticeships and Foundation Learning
- Support partnership working across Wiltshire to maximise opportunities for young people to access appropriate learning at all levels
- Increase participation in Wessex where numbers, including out of county are significantly lower than the rest of the County particularly for year 11 school leavers
- Secure quality provision on Salisbury Plain to meet the needs of learners
- Explore strategies to develop in county provision and internal collaboration to meet the needs of LLDD locally to reduce numbers that are being referred to higher cost ISPs
- Work with employers (including Wiltshire Council) to promote and expand apprenticeship opportunities
- Work with employers to increase opportunities for young people in paid employment to access training opportunities

Quality and value for money

- Secure further improvements in FE success rates, particularly at L2
- Work with providers to increase the VA in order to show positive CVA for all learners
- Secure further improvement in APS within SSF for schools who are in line or below average point scores
- To work with the schools who have the highest failure rate in A level and AS level in order to improve success rates and prevent failure
- Improve retention rates on post 16 courses
- Explore strategies which will support the sharing of effective practice, including linking higher performing providers with those who, relatively, perform less well
- Work with providers to ensure that quality provision is available to meet learner needs that are currently being met out of county through rigorous commissioning process

3 Actions			
Priorities	Actions	Timescales	
3.1 Participation			
3.1.1	Collect intended destinations data to ensure post 16 transition and SG offer	<ul style="list-style-type: none"> ▪ Support ID activities ▪ PMG membership ▪ Provider support and challenge 	July 2010 Sept 2010 Ongoing
3.1.2	Implement strategies to increase participation rates of 17 and 18 year olds	<ul style="list-style-type: none"> ▪ NEET exec/SB membership ▪ FL support programme ▪ ESF co-financing coordination ▪ Provider networks ▪ Commissioning alternative provision 	2010/11 ongoing
3.1.3	Commission effective ESF co-financing provision	<ul style="list-style-type: none"> ▪ ESF steering group membership ▪ Provider support and challenge ▪ PfVYP provider group 	2010/11 ongoing
3.1.4	Increase year 11 learners registered on VMS	<ul style="list-style-type: none"> ▪ NAS targeted support for schools ▪ Area partnership engagement 	Oct 2010 – July 2011
3.2 Achievement			
3.2.1	Narrow the FSM gap by 19 at L2 and L3	<ul style="list-style-type: none"> ▪ Data analysis/monitoring ▪ Tracking learners ▪ Supporting intervention programmes 	2010/11
3.2.2	Implement strategies to narrow the gap for vulnerable groups (FSM, BME, young offenders, teenage parents)	<ul style="list-style-type: none"> ▪ Data analysis ▪ Identification and sharing of good practice ▪ Tracking/monitoring identified learners ▪ Targeted support for individuals and providers ▪ Commissioned provision to meet learner needs 	2010 ongoing
3.2.3	Implement strategies for collaborative work by special schools and the college on transitions for LLDD	<ul style="list-style-type: none"> ▪ Transitions sub-group coordination ▪ FL implementation group coordination ▪ Facilitate meetings between local college and ISPs using FL to provide a progression route allowing transition from ISP to local college ▪ Attend SENCO meetings to start planning transitions at yr 9 ▪ SENCOs encouraged to invite local colleges to the transition meetings ▪ Meetings being arranged with SEN Education Officers, Special School Head teachers, Partnership Officer (Vulnerable groups) and local college to discuss transitions. 	Jan 2010 ongoing
3.2.4	Develop collaborative working across services within the LA to support learners with complex needs	<ul style="list-style-type: none"> ▪ Transitions board and sub-group ▪ Attend transitions panel ▪ Attend LLDD transport meetings ▪ Attend SEN Team meetings ▪ Reviewing Section 139a process with Connexions, SEN Team and Adult Services. 	Ongoing
3.2.5	Improve the quality of timely and impartial CEIAG in our schools	<ul style="list-style-type: none"> ▪ Support Career Mark quality award ▪ Provide tutoring for guidance training ▪ Engage schools in improving the quality and quantity of careers education ▪ Continue to complete IAG quality standards audits ▪ Support IAG networks to share good practice ▪ Support schools and Connexions in the use of new Partnership Agreements ▪ Provide CPD for Careers Coordinators 	Jan 2012 July 2011 Jan 2012 Ongoing Ongoing April 2011
3.3 Range of opportunities			

3.3.1	Support collaborative working to increase participation at level 2 and 3	<ul style="list-style-type: none"> ▪ Partnership working ▪ Area based curriculum planning/development ▪ College and training provider support networks 	2010/11
3.3.2	Focused support on sector subject areas (Maths, Science, Art, Media and Publishing)	<ul style="list-style-type: none"> ▪ Subject advisers ▪ Area coordinator support ▪ Curriculum mapping 	2010/11
3.3.3	Investigate impact of travel time on learning outcomes	<ul style="list-style-type: none"> ▪ Analysis of travel to learn cohort 	Dec 2010
3.3.4	Investigate provision for cross border learning particularly in the Salisbury area	<ul style="list-style-type: none"> ▪ Data analysis outcomes ▪ Operational forum cross-border workshops 	Nov 2010/ Feb 2011
3.3.5	Support for ELB provision in the Salisbury area	<ul style="list-style-type: none"> ▪ Capital planning ▪ Facilities/resource planning ▪ Curriculum development 	Oct 2011 – Apr 2011
3.3.6	Work with all providers in Salisbury and the Plain area to review and develop the current offer	<ul style="list-style-type: none"> ▪ Support partnership working through TWP ▪ Curriculum planning/development ▪ ELB capital developments Engagement through TWP ▪ Ho6 network ▪ IAG network 	Sept 2010 – Apr 2011
3.3.7	Support local colleges to develop suitable provision to meet the needs of vulnerable learners (focus on ASD)	<ul style="list-style-type: none"> ▪ Member of College FL implementation group ▪ SEN/LLDD provider support 	2010/11 ongoing
3.3.8	Work with SEN team to support £5m capital build at Exeter House	<ul style="list-style-type: none"> ▪ Collaborative working with SEN and capital team 	Sept 2010 ongoing
3.3.9	Develop strategies to increase Apprenticeship opportunities	<ul style="list-style-type: none"> ▪ Collaborative working with NAS, Economic Development, HR, Employer groups, Schools, College and providers ▪ Apprenticeship implementation plan 	Sept 2010 ongoing Nov 2010
3.3.10	Increase Apprenticeship opportunities across the county in light of potential risk to MoD activity	<ul style="list-style-type: none"> ▪ Collaborative working via NAS forum ▪ 13-19 team, Economic Development and HR planning 	Ongoing
3.3.11	Develop Apprenticeship opportunities based on Wiltshire priority employment sectors	<ul style="list-style-type: none"> ▪ Data analysis ▪ Employer engagement activities 	2010/11
3.3.12	Produce Wiltshire Apprenticeship implementation plan	<ul style="list-style-type: none"> ▪ Produce plan endorsed within the Council 	Nov 2010
3.3.13	Work with PTU to ensure learners transport needs are met	<ul style="list-style-type: none"> ▪ Support 14-19 transport coordinator ▪ Partnership working 	2010/11 ongoing
3.4	Quality and value for money		
3.4.1	Improve FE success rates, particularly at L2	<ul style="list-style-type: none"> ▪ Curriculum mapping and development ▪ Quality assurance activities 	Sept 2010 ongoing
3.4.2	Increase VA to show positive CVA for all learners	<ul style="list-style-type: none"> ▪ Subject support ▪ Support and challenge 	ongoing
3.4.3	Improve APS and success rates within SSFs	<ul style="list-style-type: none"> ▪ Support and challenge programme ▪ Ho6 networks 	2010/11
3.4.4	Support and challenge SSFs	<ul style="list-style-type: none"> ▪ QA programme ▪ Data analysis ▪ Pre-inspections 	2010/11 ongoing
3.4.5	Support SSF leadership and management	<ul style="list-style-type: none"> ▪ Pre-inspections ▪ Coaching programme 	2010/11 ongoing
3.4.6	Ensure VFM in commissioned provision	<ul style="list-style-type: none"> ▪ Curriculum reviews ▪ Curriculum planning networks ▪ Supporting partnership working 	Sept 2010 – Feb 2011
3.4.7	Implement strategies to share effective provider practice	<ul style="list-style-type: none"> ▪ Ho6 networks ▪ Curriculum manager networks ▪ Support for partnership working 	2010/11

3.4.8	Secure cost effective provision to meet the needs of LLDD	<ul style="list-style-type: none"> ▪ S139a process to start earlier in year 9 allowing forward planning of provision at local college • Explore ISP budget use at local colleges to fund extra support for learners that would have previously been placed at ISP • Facilitate collaboration between local college and ISPs to minimise the time spent at ISP and ensure a successful transition back to local provision ▪ Developing partnerships between ISPs and local College. This allows more learners to be supported in mainstream college with ISP expertise 	Mar 2011- Sept 2011
3.4.9	Work with converter Academies and Academies Division (YPLA) to ensure post 16 stability	<ul style="list-style-type: none"> ▪ Support with data analysis ▪ Curriculum planning and support 	Oct 2010 – July 2011

4 Appendix

4.1 Resident achievement

Key conclusions

- FE residents success rates have been improving (08/09 76.8%) but are still below those in statistical neighbours (10th out of 11 statistical neighbours)
- FE residents success rate for level 2 is 75% and is below regional
- FE residents level 3 success rates (80%) has shown annual increases and is above regional and national.
- Apprenticeship success rate (72.9%) is 3rd highest compared with statistical neighbours
- In school sixth forms Wiltshire learners gain higher APS per candidate (755.1) and per entry (210.9) compared with national (721.1 and 208.3) and higher APS per candidate than regional (719.7 and 211.4). This places Wiltshire 5th for APS per candidate and 6th for APS per entry compared with statistical neighbours
- There is variation in APS in schools by the 3 Wiltshire areas:

Area	APS/candidate	APS/entry
North	801.2	202.4
Wessex	875.9	232.5
West	732.8	206.7
- 5 SSF have significantly positive CVA with 6 having significantly negative. All others are in line with expectations
- The % fails at A-level is significantly lower than national in 14 schools and higher in 6: at AS level 12 are significantly lower than national and 8 higher
- 77.8% of Wiltshire learners achieve level 2 by age 19 (above regional and national)
- 55.5% of Wiltshire learners achieve level 3 by age 19 (above regional and national)
- The FSM attainment gap at level 2 has decreased by 18% over the last 5 years and now is below regional and national
- The FSM attainment gap at level 3 at 32% has shown a fluctuating rate of reduction and is higher than both national and regional
- L2 achievement by 16 (69%) is in line with national and regional figures but L2 by 16 including English and mathematics, Wiltshire (55%) is 4% above the national average and 3% above the regional

Emerging priorities/activities

- Secure further improvements in FE success rates, particularly at L2
- Secure further improvement in APS within SSF for schools who are in line or below average point scores
- Work with providers to increase the VA in order to show positive CVA for all learners
- Work with the schools who have the highest failure rate in A level and AS level in order to improve success rates and prevent failure
- Continue to narrow the FSM gap by 19 at L2 and L3
- Ensure that providers offer value for money on their courses and programmes; by improving the quality of the data, support partnership working and review commissioning decisions if necessary
- Improve the quality of timely and impartial CEIAG in our schools

4.2 Provider information

Provider	16- 18 Learner Responsive Provision	Profile
Wiltshire College	<ul style="list-style-type: none"> • FE • E2E/ FL 	General FE college on 4 Wiltshire-based campuses - the main provider of further and higher education in Wiltshire with over 9300 full-and part-time students.
Protocol Skills	<ul style="list-style-type: none"> • E2E/ FL 	Large national provider of work-based vocational qualifications delivering training solutions to local businesses and multi-national organisations.
North Wessex Training	<ul style="list-style-type: none"> • E2E/ FL 	Wiltshire-wide independent private provider with contracts across both government-funded and private training.
The Learning Curve	<ul style="list-style-type: none"> • FE • Young Parents to Be 	Not for profit organisation delivering a range of training to individuals and organisations within the voluntary & community sector.

Abbeyfield School	• SSF	Community School 11-18; Chippenham based; NOR 933; Specialism: Business and Enterprise
Avon Valley College	• SSF	Foundation School 11-18; Durrington based; NOR 683; Specialism: Sports
Bishop Wordsworth's Grammar School for Boys	• SSF	Voluntary Aided School 11-18; Salisbury based; NOR 884; Specialism: Language and Science
Devizes School	• SSF	Foundation School 11-18; Devizes based; NOR 1,215; Specialism: Sports
Hardenhuish School	• SSF	Foundation School 11-18; Chippenham based; NOR 1,609; Specialism: Maths and Computing
Malmesbury School	• SSF	Foundation School 11-18; Malmesbury based; NOR 1,261; Specialism: Science and Performing Arts
Matravers School	• SSF	Foundation School 11-18; Westbury based; NOR 1,059; Specialism: Arts
Salisbury High School	• SSF	Foundation School 11-18; Salisbury based; NOR 762; Specialism: Arts
Sheldon School	• SSF	Foundation School 11-18; Chippenham based; NOR 1,803; Specialism: Science and Sport
South Wilts Grammar School for Girls	• SSF	Foundation School 11-18; Salisbury based; NOR 991; Specialism: Maths and Computing
St Augustine's Catholic College	• SSF	Voluntary Aided School 11-18; Trowbridge based; NOR 967; Specialism: Technology and Sport
St John's Community College	• SSF	Foundation School 11-18; Marlborough based; NOR 1,561; Specialism: Technology and Language
St Laurence School	• SSF	Voluntary Controlled School 11-18; Bradford-on-Avon based; NOR 1267; Specialism: Arts
Clarendon College	• SSF	Community School 11-18; Trowbridge based; NOR 1,259; Specialism: Language
Corsham School	• SSF	Community School 11-18; Corsham based; NOR 1,417; Specialism: Arts, Maths and ICT
George Ward School	• SSF	Community School 11-18; Melksham based; NOR 1,106; Specialism: Technology
John Bentley School	• SSF	Foundation School 11-18; Calne based; NOR 1,206; Specialism: Language
John of Gaunt School	• SSF	Community School 11-18; Trowbridge based; NOR 1,236; Specialism: Science, Maths and Computing
Warminster Kingdown School	• SSF	Community School 11-18; Warminster based; NOR 1,504; Specialism: Sports and Vocational
Wootton Bassett School	• SSF	Foundation School 11-18; Wootton Bassett based; NOR 1,452; Specialism: Technology

4.3 Provider quality

Provider	Last Inspection	Grade
Wiltshire College	27 February 2009	3
Protocol Skills	27 January 2006	3
North Wessex Training	05 August 2008	2
The Learning Curve	10 November 2009	3
Abbeyfield School	16 September 2009	2
Avon Valley College	12 March 2008	3
Bishop Wordsworth's Grammar	05 December 2006	1
Devizes School	03 December 2008	2
Hardenhuish Academy*	06 February 2008	1
Malmesbury School	09 November 2006	2
Matravers School	28 April 2010	3

Salisbury High School	09 December 2008	3
Sheldon School	27 March 2008	1
South Wilts Grammar School	11 October 2007	1
St. Augustine's Catholic School	21 March 2007	2
St. John's School & Community College	14 January 2009	2
St. Laurence School	20 January 2010	2
The Clarendon College	28 February 2008	3
The Corsham School	25 February 2009	1
The George Ward School	02 December 2009	3
The John Bentley School	24 June 2010	3
The John of Gaunt School	26 May 2010	2
Warminster Kingdown School	12 March 2008	1
Wootton Bassett School	08 November 2007	2
* Converter Academy September 2010		

Key conclusions

- The College and training providers in Wiltshire are graded either 3 (Satisfactory) or 2 (Good) with no provision graded as 4 (Inadequate)
- On average SSF have an Ofsted/SIP grading of 2 (Good) with 6 having a current Ofsted grading of 1 (Outstanding); 8 with a grading of 2 (Good) and 6 with a grading of 3 (Satisfactory). There are no SSF graded as 4 (Inadequate)
- North Wilts has 3 SSFs graded 1 by Ofsted; Wessex has 2 and West Wilts 1
- The SSFs graded 3 by Ofsted are in North (1), Wessex (2) and West Wilts (3)

Emerging priorities/activities

- Explore strategies which will support the sharing of effective practice, including linking higher performing providers with those who, relatively, perform less well
- Support and challenge SSFs to improve and move from satisfactory to good and from good to outstanding
- Identify strategies with providers to support the development of leadership and management in the context of SSF

4.4 Provider participation

Provider	16-18 allocated learner numbers	16-18 learner numbers prior to FO1*	16-18 Funding
Wiltshire College	4,204	3,603	£19,819,321
Protocol Skills	294	47	£869,672
North Wessex Training	317	55	£707,259
The Learning Curve	139	20	£97,055
Abbeyfield School	141	129	£820,709
Avon Valley College	57	75	£279,212
Bishop Wordsworth's Grammar School for Boys	294	286	£1,472,215
Devizes School	205	187	£1,015,388
Hardenhuish School	314	329	£1,402,396
Malmesbury School	231	200	£1,151,371
Matravers School	133	139	£694,495
Sheldon School	400	403	£1,937,902
South Wilts Grammar School for Girls	370	355	£1,724,532
St Augustine's Catholic College	197	203	£1,022,604
St John's Community College	311	350	£1,455,516
St Laurence School	233	242	£1,089,841
Clarendon College	162	178	£797,858
Corsham School	266	285	£1,244,970

George Ward School	137	134	£604,218
John Bentley School	164	160	£831,962
John of Gaunt School	222	193	£952,049
Warminster Kingdown School	254	244	£1,187,729
Wootton Bassett School	294	284	£1,419,520

*** NB provisional numbers which are subject to change at FO1 submission**

4.5 16-18 Historical 2009/10 Learner Number Position Statement

Provider type	Learner numbers resident in LA			Learner numbers non resident who learn in LA	Total Learner numbers who learn in LA
	No. of learners resident in Wiltshire	No. of learners resident in Wiltshire who learn in Wiltshire	No. of learners resident in Wiltshire who learn out of county (exports)		
FE	5,063	2,977	2,086	451	3,428
SSF	4,442	4,094	348	225	4,319
LA total	9,505	7,071	2,434	676	7,747

4.6 Travel to learn patterns

Key conclusions

- For 2009/10 Wiltshire exported 2,156 learners to providers such as City of Bath College, Cirencester, Brockenhurst, Sparsholt and Totton Colleges and Burgate Sixth Form Centre and Gillingham School. Of this total 620 travelled from Wiltshire to Swindon. This is broadly in line with previous years, for example in 2008/9, 2,413 learners accessed out of county provision
- In 2009/10 Wiltshire imported only 451 FE learners from mainly from North Dorset, Somerset, Swindon, and Hampshire
- In 2009/10 there were only 348 imports to Wiltshire school Sixth Forms
- Learners are largely accessing level 3 with significant numbers accessing level 2 at Sparsholt
- Percentage of FE aims accounts for two largest sector subject areas: Arts, Media and Publish, Science and Maths where provision is of higher quality

Emerging priorities/activities

- Support for Wiltshire College and other providers on quality issues with a particular focus on sector subject areas: Maths and Science and Arts, Media and Publishing
- Investigate programme choices for learners travelling across borders including outcomes
- Explore strategies to ensure quality provision within Salisbury and on Salisbury Plain where a large % of learners are crossing the border
- Investigate the relationship between retention, success and travel time because a number of learners are spending a considerable time travelling to learning every day.
- Planned provision for Environmental and Land based studies in the South of the County
- Investigate transport options for learners within and between school and college sites within the County

4.7 Resident participation

Key conclusions

- Apprenticeship in Wessex is the highest % at 226 or 5.8%, in the North at 347 or 4.7% and the West at 192 or 3.9%
- College participation is highest % in the West at 1544 or 31.2%, in Wessex 1164 or 29.8% and the North 2157, 29.3%
- E2E (changing to FL for Sept 2010) participation is highest % in Wessex 85 or 2.2%, in the West 84 or 1.7% and the North 103 or 1.4%
- SSF participation is highest % in the North at 2070 or 28.1%, in the West 1300 or 26.3% and Wessex 810 or 20.8%
- HE progression is highest % in the North at 1202 or 16.3%, in Wessex 514 or 13.2% and the West 604 or 12.2%
- Overall participation excluding jobs with training and other accredited learning highest % in the North at 5879 or 79.9%, in the West 3724 or 75.3% and Wessex 2799 or 71.7%

- Participation by age across all 3 areas decreases from 16 (97.6%) to 17 year olds (91.8%) to 18 year olds (74.9%)
- Worst performing in Wessex where 26.5% fewer 18 year olds are participating than 16 year olds.
- In the West 25.34% fewer 18 year olds are participating than 16 year olds
- Highest performing In the North with 18.9% fewer 18 year olds are participating than 16 year olds
- Year 11 leavers in learning are the highest in the North at 1934 or 92.5%, in the West at 1292 or 90.7% and Wessex at 1114 or 88.4%
- NEET in Wessex at 331 or 8.5%, higher % than the North (441 - 6%) and West (353 - 7.1%)
- No significant difference by gender
- Participation in Wessex is significantly lower than the North and West and the rate of increase is also slower even taking into account those that are travelling out of county
- Although the rate of increase of participation in the West was 7% from 2008/2009 it still remains 4.5% lower than in the North
- Although there has been a decline young people in jobs without training the percentages are relatively high: Wessex at 427 or 10.9%, West at 532 or 10.8% and North 572 or 7.8%. In all three areas there are significantly more males than females in jobs without training (56.4% males to 43.6% females)

Emerging priorities/activities

- Explore strategies to ensure more 17 and 18 year olds is in learning irrespective of the RPA legislation.
- Apprenticeship participation at 4.72% although in line with current trajectories is still significantly below the national targets of 20%. A significant proportion of all apprenticeships are with the MoD (risk factor: if current economic downturn creates job uncertainty at the MoD). Develop strategies to increase apprenticeship opportunities
- Year 11 leavers that are NEET are the highest % in Wessex at 73 or 5.8%, the North at 76 or 3.6% and the lowest in the West at 47 or 3.3%. 196 (4.11%) of school leavers in Wiltshire are NEET. Continued work with providers in collecting timely intended destinations data and support for implementation of September Guarantee including current ESF tendering process targeting pre-E2E learners

4.8 Resident learner support and vulnerable groups

ISP with allocated Wiltshire residents	Learner numbers
David Lewis Centre	1
Derwen College	5
Fairfield Opportunity Farm	19
Farleigh FE College, Frome	6
Farleigh FE College, Swindon	11
Fortune Centre of Riding Therapy	3
Foxes Academy	6
Glasshouse College	1
Homefield College	2
Linkage College	1
Lufton College of FE	10
National Centre (NCYPE)	1
National Star College	9
Oakwood Court College	3
Royal National College for the Blind	2
ERADE	1
Ruskin Mill College	4
St Johns	1
Treloar College	6
West of England College	2
William Morris Camphill Community	5
Total Wiltshire learners accessing ISPs	99
ISP costs to date 2010/11	£5,689,934
Average cost per learner at ISP 2010/11	£58,659 (£56,186 2009/10 avg)

Key conclusions

- 1 x ISP located in Wiltshire with 19 Wiltshire resident learners
- Post 16 provision available at Wiltshire College, Exeter House, Larkrise and St Nicholas
- 18 learners accessing ASD provision out of county in Swindon and Somerset
- Learners accessing out of county provision at higher levels than other LAs
- Funding constraints to continue to support learners accessing out of county provision
- Major capital investment to extend Exeter House and improve provision in the South but no available

resource to improve college facilities to develop in county provision

- Many learners are on individual independent living programme
- FL is now playing a significant part in learners programmes supporting transition from ISPs into mainstream
- Increasing numbers of ASD learners are accessing FE provision supported by ISPs

Emerging priorities/activities

- Support Wiltshire and Swindon Colleges to develop suitable provision to meet needs of learners in particular the ASD cohort
- Continue to work with special schools to build on collaboration and link provision to better prepare learners for post 16/18 transitions
- Work with ISPs to ensure most cost effective provision is accessed via assessment of individual need
- Collaborative working across departments and services within Wiltshire to ensure suitable packages of learning and care are linked within county
- £5 m for extension of Exeter House
- Wiltshire College with specialist ASD centre servicing Farleigh College but needing additional resources to develop further in Trowbridge and other sites
- Wiltshire College Salisbury development to facilitate learners from Exeter House
- Investigate performance of FSM, BME, young offenders and other vulnerable groups
- Independent Specialist College (ISP) budget used at local colleges to fund extra support for learners who had applied to high cost ISP placements ensuring lower cost appropriate provision locally, in mainstream FE. This is also helping to build capacity within the local College to prepare the way for future LLDD learners.
- Facilitating collaboration between local college and ISPs to minimise time spent at ISP and ensure a successful transition to local mainstream provision using FL to ensure a progression route for identified learners.
- Developing partnerships between ISPs and local College to support learners' transition and access support and therapies from ISPs. This allows more learners to be helped in mainstream college with the same support that only a few would have been able to access in ISP

4.9 Resident apprenticeship participation

LA residency apprenticeship starts

- Apprenticeship in Wessex is the highest % at 226 or 5.8%, in the North at 347 or 4.7% and the West at 192 or 3.9%
- 931 apprenticeship started for current year (266 accessing out of county)
- Top employer in Wiltshire is the MoD with 239 apprentices
- A focus on increasing level 2 and 3 apprenticeships rather than meeting the old governments 1:5 16-18 trajectory
- Forecast 2010/11 based on the trajectory 1,260 new starts 16-18 (09/10 – 1,129)

YA participation and developments (pre-16 but informing post 16 planning)

- Young apprenticeship provision is low with Motor Vehicle, Hair and Beauty and Sport well established, Hospitality and Engineering are both new offers for 2010
- Only 2 schools offer YA independently (AVC and Kingdown both offer Sport) although bidding process identifies access for schools within the respective consortia
- Wiltshire College delivering Hairdressing, Motor Vehicle with Hospitality and Engineering in partnership with the West and North federations respectively

Emerging priorities/activities

- Apprenticeship participation at 4.72% although in line with current trajectories is still significantly below the national targets of 20%. Explore strategies to increase apprenticeship opportunities across county
- A significant proportion of all apprenticeships are with the MoD resulting in a risk factor; if current economic downturn creates job uncertainty at the MoD. Continue to work with employers across the County targeting larger organisations
- Explore opportunities to develop apprenticeship opportunities based on priority employment areas within both YA and apprenticeships at level 2 and 3
- Continue to work with NAS, 13-19 Team, Wiltshire Council HR, Economic Development and Employer Engagement groups to strengthen the links and plan strategically for apprenticeship development
- Increase year 11 learners registered on vacancy matching service from current 5% to 10% (9% national) by working with NAS and providers
- Develop apprenticeship plan with NAS and link to YA planning

4.10 Infrastructure considerations

Key conclusions

- Access to quality Post 16 provision on Salisbury Plain for resident learners is limited, with learners travelling into Salisbury and across borders. All learners from Stonehenge access provision in Salisbury, Totton and Andover. New academy in Tidworth opened September 2009, currently drawing learners from Hampshire. Likely impact on Salisbury Plain is low
- Sarum Academy opens in September 2010, with the potential to increase Post 16 provision and participation
- Eight outstanding secondary schools across Wiltshire have expressed interest in Academy status including 1 special school in the North, 3 in the North, 1 11-16 school in the West, 1 Catholic School in the West, 2 grammar schools in the South. Currently unclear if they are seeking to increase range, nature or volume of provision and whether this will impact on other providers
- No school closures planned
- No new school builds planned, Melksham Oak opens in September 2010 replacing George Ward
- No new Sixth Forms or expansions planned. Wiltshire College Salisbury have opened a Sixth Form Centre with increased capacity. New build at Hardenhuish in January 2010 with a significant increase in capacity
- Early indication that a significant Increase in numbers at Marlborough St John for 2010
- Share of £8 m capital allocated for LLDD/SEN and 14-19. Agreed £3 m share funding the following projects due to start September 2010:
 - Skills centres in Trowbridge and Salisbury
 - SHD centre based at John of Gaunt
 - HAB extended accommodation at Kingdown
 - ELB development planned in the South but currently delayed
- Exeter House and Larkrise special schools have capital work to increase capacity including post 16 provision

Emerging priorities/activities

- Continue discussions with Stonehenge and AVC about potential for a collaborative and franchised post 16 provision across both sites
- Sarum Academy will continue to support collaborative placement planning across Salisbury City and the Plain with a complementary curriculum offer
- Increasing participation at level 2 and level 3 particularly in vocational and applied learning at a time when no further funds are available by supporting collaborative working within partnership areas
- Seek clarification on the relationship between LA commissioning and YPLA responsibilities with reference to Academies in order to ensure stability within the post 16 sector

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Wiltshire Council

Children's Services Select Committee

27 January 2011

Basic Skills Update

Purpose of Report

1. Update to the Children's Services Select Committee on work underway to increase the level of Basic Skills attainment in Wiltshire, particularly the project enabled by the Performance Reward Grant that commenced in August 2010.

Background

2. This report builds on an earlier report to the committee in July 2010 which provided the picture (at that time) of Basic Skills attainment levels in Wiltshire accompanied by an outline on issues around Basic Skills in Wiltshire, partnership/governance arrangements, current initiatives and plans for the future.

Main Considerations for the Council

3.1 A new Government Strategy for Skills

In November 2011 the Business Secretary, Vince Cable, and Skills Minister, John Hayes, launched the Government's strategy for skills and reform of the further education (FE) and skills system – Skills for Sustainable Growth. This was accompanied by an investment strategy for further education and skills, Investing in Skills for Sustainable Growth. In brief, with relevance to Basic Skills the reform of the Skills System includes:

- Fully funding basic skills courses for individuals who leave school without basic reading, writing and mathematics;
- Protecting investment of £210 million in adult and community learning, to support personal development, inclusive communities and a route into formal learning for the disengaged;
- Fully funding training for young adults aged from 19 up to 24 undertaking their first full Level 2 (GCSE equivalent) or first level 3 qualification when they do not already have one. Entitlement to free training for a first full Level 2 qualification for those over 25 has gone. Until now there has been an entitlement to free training for a first full Level 2 qualification, regardless of age. Now this will have to be co-funded. And from 2013/14, those over the age of 24 will need to take out a loan in order to secure their first Level 3.
- The expansion of apprenticeships sits at the heart of the strategy. Expanding the numbers of adult apprenticeships available, so by

2014-15 there will be 75,000 more adults starting than under the previous Government's plans; 200,000 adults will be able to start an apprenticeship. Apprenticeships are to be reshaped so Level 3 becomes the level to which learners and employers aspire.

Furthermore, there is a commitment to provide clear routes from Apprenticeships to higher level training including, but not exclusively, Level 4 Apprenticeships.

- Replacing Train to Gain with an SME focused programme to help small employers train low-skilled staff. The October 2010 Comprehensive Spending Review saw the abolition of the Train to Gain funding programme, worth around £900m in 2009/10, Wiltshire Council's own Train to Gain contract for 2009/10 was worth £184,000. £200m was redirected out of Train to Gain nationally in the emergency budget for 2010/11; the cost-savings of abolishing the programme altogether have thus contributed significantly to the total spending cuts made by BIS. BIS will use a small amount of residual funding for work-based training to target SMEs.

In the context of the demise of the current network of business support agencies which will be dismantled over the next 12 months, most notably the abolition of the Regional Development Agencies, Local Enterprise Partnerships are to provide the strategic leadership in their areas and set out local economic priorities. The employment and skills agenda is expected to be an important focus for these emerging structures. In particular, Local Enterprise partnerships are expected to ensure alignment between the economic development priorities and the skills provision available locally.

3.2 Progress in Wiltshire around improving Basic Skills

Since our earlier report more up to date data relating to Basic Skills attainment levels in Wiltshire has been published. It is noteworthy that Wiltshire has increased its lead on both the regional and national averages as follows:

- In 2009 **74.5% (207,800) of Wiltshire's working age population was qualified to at least Level 2**. Wiltshire is now outperforming the regional average by 2.4 percentage points (72.1%) and the national average by 5.4 percentage points (69.1%). Notably, Wiltshire has the second highest performance in the South West, just behind Bath and NE Somerset (75.8%).
- In 2009 **25.5% (71,200) of Wiltshire's working age population did not hold at least a Level 2 qualification**, generally considered to be the minimum for employability. This has decreased from 27.0% in 2008 and now places Wiltshire as the best performing area in the South West and significantly better than the national average of 30.9%.
- In 2009 **7% (19,600) of Wiltshire's working age population held no qualifications**. This has reduced from 7.8% in 2008 and now places Wiltshire as the best performing area in the South West and significantly better than the national average of 12.1%.

- In 2008/09 **78% of people in Wiltshire achieved L2 by age 19**. This level has increased year on year since its introduction in 2003/04, and is in line with the regional average (77%) and just behind the national average (79%).
- In 2010 **55.6% of 15 year old pupils in Wiltshire achieved the equivalent of 5 GCSEs grade A*-C including English and Maths**. This is higher than both the regional average (55.2%) and the national average (53%).

3.3 Availability of accurate and up to date data for Wiltshire

Our earlier report highlighted concern over data quality/availability in relation to the data submitted by the Skills Funding Agency to support performance management of the LAA/Local Agreement for Wiltshire resulting in the escalation of concerns to the Skills Funding Agency directly. This was compounded by a response from their National Strategic Team confirming that currently their focus is on the production of data at a regional level only, with the intention to supply data at a local level for those authorities who currently have section 4 powers. There is currently no capacity or budget to carry out a similar exercise for other authority areas. Since then, the Skills Funding Agency have agreed to provide information on funding for those providers with whom they manage contracts in the Wiltshire area. However, this will not provide the full picture as there will inevitably be national providers who may choose to deliver in this area as well as non-Skills Funding Agency funded provision, which is also taking place. A key development is that to support Local Enterprise Partnerships and Local Employment & Skills Board to understand what is being delivered and how well, the FE Data Service (located within the Skills Funding Agency) will publish regular information so that they and others can assess the extent to which skills delivered match their economic priorities.

Further to this, it has been confirmed that the Skills and Learning Intelligence Module (SLIM) of the South West Observatory will be able to provide continued support going forward with further developing the employment and skills evidence base at the sub regional (Wiltshire) level. In particular, the very useful Employment & Skills Analysis produced by SLIM in the Spring of 2010 will be refreshed in February 2011 as well as new measures to support performance monitoring of skills priorities. SLIM have also offered subject to capacity, to support any bespoke analysis/research required by sub regions.

3.4 Current Activity

Through its own Skills for Life contract with the Skills Funding Agency, Wiltshire Council has been actively raising the Basic Skills levels of its workforce. In 2008/09 139 staff were enrolled on programme with an achievement rate of 94.2%. In 2009/10 74 staff were enrolled on programme with an achievement rate of 97.3%. The lower number of learners is due to funding changes which excluded stand alone Skills for Life provision in 2009/10 so that the numbers are only for those enrolled on NVQ courses.

Through the Family Learning Skills for Life contract with the Skills Funding Agency, the Council has been actively raising the Basic Skills levels of its communities. In 2008/09 there were 138 on programme with an achievement rate of 93.5%. In 2009/10 there were 64 on programme with an achievement rate of 94%. Enrolment numbers were fewer in 2009/10 as a result of national policy changes which now embed Family Learning Skills for Life courses within longer Family Learning courses rather than deliver as additional 'bolt-on' courses. In the past learners on very short Family Learning programmes were able to join 6 hour 'move on' courses but the short delivery times only suited higher level learners who needed to brush up on their existing skills. This new, longer, integrated approach has worked well as learners working at lower levels have more time to prepare and feel less anxious about taking the test.

The Wiltshire Strategic Economic partnership Basic Skills Performance Reward Grant project being delivered by Wiltshire College commenced in August with a shortfall in enrolments in both Literacy and Numeracy as a result of the delivery centres in Corsham, Warminster and Devizes not opening in time for operational/staffing reasons and a subsequent delay in marketing and promotion to learners. Things are picking up though with the centres now open and a SLA in place with the Probation Service, referring prospective learners for both literacy and numeracy - from this it is envisaged there will be upwards of 10 referrals per month once momentum is gained (SLA commenced in November, referrals expected to reach anticipate levels by Jan/Feb). To date we have had 10 enrolments for Numeracy Level 3 and 12 enrolments for Literacy Level 1. The College is working with partners in the community to generate referral interest which is now starting to show promise though hindered by the severe weather conditions during November and December. The Council and College are in discussion about mechanisms for escalating referral activity so the project can claw back from the slow start and deliver in full by the end of the programme.

3.5 Planned Activity

The 'Action for Wiltshire' programme, established early in 2009 has achieved much in dealing with the impact on business and communities moving into recession. The impact of the downturn has created a number of particular issues for businesses, employees and job seekers that are both compounded by the reduction in public sector funding and more difficult to address without the availability of the normal business support tools. The current context for economic recovery and the role of economic development partners is changing. The Government is implementing a programme of work which will radically alter the policy context within which the public sector and its partners operate – one in which addressing the budget deficit will take precedence. It is in this context that a second phase of the Action for Wiltshire programme has been agreed. A key element of this will be an 'Employment Support Programme' aimed at addressing the hardening of unemployment, re-skilling a new workforce for Wiltshire, maximising opportunities for self employment and establishing a new business support model. Basic skills,

employability skills and informal skills development are expected to be feature strongly.

The Economy & Enterprise and HR & Organisational Development services of Wiltshire Council are in the process of developing an Apprenticeships Action Plan in the context of workforce planning and development including talent management and developing coherent career pathways. The Council is also working with Wiltshire College, the national Apprenticeship Service and other partners on a Wiltshire 100 in 100 Apprentices Campaign which launched earlier this month with the aims of achieving 100 new apprentices enrolling on an apprenticeship programme within 100 days.

During January & February Wiltshire Council will lead Wiltshire Works partners through a refresh of the Work & Skills Plan which sets out how Wiltshire Council, working with partners through Wiltshire Works (the worklessness sub-group of the Employment & Skills Board) will help deliver a reduction in worklessness and promote economic inclusion. The Council is also leading partners through the development of a wider Employment and Skills Strategy for Wiltshire with a first draft being prepared for the consideration of the Employment & Skills Board in February. In the work that is emerging, the importance of basic skills is clear.

Environmental Impact of the Proposal

4. There are no identified environmental impacts within this update/outline report.

Equalities Impact of the Proposal

5. The activity on Basic Skills outlined in this report has equalities considerations at its heart as it aims to provide opportunities for those most at need to develop their skills and learning.

Risk Assessment

6. There are no further identified risks within this update/outline report.

Financial Implications

9. There are no identified financial implications within this update/outline report.
10. N/A

Legal Implications

11. There are no identified legal implications within this update/outline report.

Options Considered

13. No alternatives considered as the intention of this report is to provide an update to the Children's Services Select Committee on work underway to increase the level of Basic Skills attainment in Wiltshire, particularly the project enabled by the Performance Reward Grant that commenced in August 2010.

Conclusions

14. According to the latest available data Wiltshire is demonstrating sustained improvement in Basic Skills attainment levels. The current and future activity highlighted in this report has been designed to build on this performance further. The support on offer from SLIM to further develop the sub regional employment and skills evidence base will support effective performance monitoring and measurement.

Proposal

15. The Children's Services Select Committee is invited to note the progress made in improving the level of Basic Skills attainment in Wiltshire and the current and planned activity for maximising and sustaining this improvement. The Committee is also invited to note the improved outlook concerning the availability and quality of Basic Skills data for use by the sub region.

Reason for Proposal

16. Update to the Children's Services Select Committee on work underway to increase the level of Basic Skills attainment in Wiltshire, particularly the project enabled by the Performance Reward Grant that commenced in August 2010.

Alistair Cunningham, Service Director – Economy & Enterprise

Report Author:

Alistair Cunningham, Service Director – Economy & Enterprise

Haylea Fryer, Economic Development Manager (Employment & Skills)

Name, title and contact details

Haylea Fryer, Economic Development Manager (Employment & Skills)

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01225 718588

Date of report: 14 January 2010

Background Papers

July 2010 Report to the Children's Services Select Committee on Basic Skills in Wiltshire.

Appendices

N/a

Wiltshire Council

**Cabinet
25 January 2011**

**Children's Services Select Committee
27 January 2011**

Subject: Ofsted Rating of Children's Services 2010

Cabinet member: Councillor Lionel Grundy, Children and Education

Key Decision: No

Purpose of Report

1. The purpose of this report is to inform members of the Ofsted assessment of the performance of the children's services within Wiltshire.

Background

2. The Ofsted Rating was part of the CAA arrangements and contributed to the overall CAA assessment. The CAA has now been abolished but the rating currently remains. It derives from an Ofsted performance profile of the quality of services and outcomes for children and young people in each local authority area. The information used takes account of the following data groups with an emphasis on A and B:

A. inspected and regulated services and settings eg childminders, preschools, schools and colleges

B. inspections of safeguarding and services for looked after children; annual unannounced inspections; relevant joint area review inspection findings in relation to safeguarding and looked after children; findings from any triggered inspection; and serious case review evaluation findings

C. Every Child Matters indicators

3. A single rating is given and there are 4 possible outcomes:

Performs excellently an organisation that significantly exceeds minimum requirements

Performs well an organisation that exceeds minimum requirements

Performs adequately an organisation that meets only minimum requirements

Performs poorly an organisation that does not meet minimum requirements

4. Ratings are to be published by Ofsted on 9 December 2010 together with a brief commentary.

Main Considerations for the Council

5. The Wiltshire rating is “Performs well”. The commentary is included as appendix 1 of this report.
6. The letter identifies key area for further development. Work is ongoing to:

- **Improve the overall quality of childminding**

There are presently over 650 childminders in Wiltshire registered with Ofsted. To improve the quality of their service the local authority is implementing the Family Childcare Environmental Rating Scale (FCCERS) to assess the quality of childminding practice. This will enable the team to target support, direct training programmes and support focused improvement plans to raise standards.

- **Improve primary schools so that more are good or better**

Following the introduction of the revised Ofsted inspection framework in September 2009, 55 primary schools have been inspected. Of these schools 60% were judged to be good or better overall. This profile reflects the continuous improvement in primary schools. The Leadership development programme for primary education has continued to expand with an increased focus on the development of middle and subject leadership.

- **Close the gap in attainment between the majority of 11-year-olds and those from low income families, as well as those with special educational needs.**

We still await validated school performance data for the summer 2010, however early indications show an overall performance improvement for all pupils at the end of Key Stage 2, against the key National Indicator of percentage of pupils achieving Level 4+ in English and maths. Provisional data also shows that the gap in attainment has narrowed for pupils from low income families who are eligible for Free School Meals. Schools are reporting that a number of strategies are making a difference to improving pupil progress including one to one tuition in English and maths. In 2009-10 over 1600 pupils in primary schools gained access to the additional tuition programmes. While the Every Child programmes target intensive support in numeracy, reading and writing in the primary phase and have led to rapid improvement for some of our lowest attaining pupils.

Environmental and climate change considerations

7. None.

Equalities Impact of the Proposal

8. The commentary acknowledges unacceptable gaps in the outcomes for some vulnerable groups, particularly in school attainment eg special educational needs and those children and young people in receipt of free school meals. This area remains a high priority both within the Departments' improvement plan and the multiagency Children and Young People's Plan.

Risk Assessment

9. In the current climate of change and limited resources it is difficult to assess risk. It is not yet know whether this rating will exist next year but central government has indicated that it expects Ofsted to take a more proportionate approach and has also abolished the national indicator set, part of which is a key part of this assessment.
10. Significant policy change, reduced budgets and lack of certainty in relation to particular grants could have an impact on performance and outcomes for children and young people. This will need to be mitigated through effective prioritisation and strengthened partnership working.

Financial Implications

11. No specific financial implications arising from this report.
12. The full impact of the Comprehensive Spending Review is not yet known as grant allocations and clarity around funding streams will not be finalised until mid December. In order to minimise the impact on front line services efficiencies are being focussed on reducing management and support costs.

Legal Implications

13. None.

Proposal

14. That Cabinet note the content of the report and the rating letter from Ofsted dated 9 December 2010.

Carolyn Godfrey
Director, Department for Children and Education

Report Author: Lynda Cox, Head of Performance and Information Management,
Department for Children and Education

Appendices

Rating Letter from Ofsted dated 9 December 2010

9 December 2010

Ms Carolyn Godfrey
Director of the Department for Children and Education
Wiltshire County Council
County Hall, Bythesea Road
Trowbridge
Wiltshire BA14 8JB

Dear Ms Godfrey

Annual children's services assessment

Ofsted guidance published in July 2010 explains that the annual assessment of children's services is derived from the performance profile of the quality of services and outcomes for children and young people in each local area. This performance profile includes findings from across Ofsted's inspection and regulation of services and settings for which the local authority has strategic or operational responsibilities, either alone or in partnership with others, together with data from the relevant indicators in the National Indicator Set (NIS).

In reaching the assessment of children's services, Ofsted has taken account of all inspected and regulated services for children and young people, arrangements for making sure children are safe and stay safe and performance against national measures. More weight has been given to the outcomes of Ofsted's inspections and regulatory visits (Blocks A and B in the performance profile).

The annual assessment derives from a four point scale:

4	Performs excellently	An organisation that significantly exceeds minimum requirements
3	Performs well	An organisation that exceeds minimum requirements
2	Performs adequately	An organisation that meets only minimum requirements
1	Performs poorly	An organisation that does not meet minimum requirements

Within each level there will be differing standards of provision. For example, an assessment of 'performs excellently' does not mean all aspects of provision are perfect. Similarly, an assessment of 'performs poorly' does not mean there are no adequate or even good aspects. As in 2009, while the performance profile remains central to Ofsted's assessment, meeting or not meeting the minimum requirements alone, does not define the grade. The assessment has involved the application of inspector judgement.

Wiltshire County Council children's services assessment 2010

Children's services assessment	Performs well (3)
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Children's services in Wiltshire County Council perform well.

The large majority of all settings and services inspected by Ofsted are good or better. Fostering and adoption services are good. The local authority's children's home is outstanding and almost all of the homes run by private and voluntary organisations are good or better. The quality of childcare has improved over the last year. This has strengthened existing good provision, but too much childminding remains satisfactory. The large majority of secondary schools and post-16 education providers are good or better, but one secondary school was judged inadequate in the last year. Very little other provision is inadequate, but over a third of primary schools are only satisfactory. Four of the six special schools are good or better, but the one pupil referral unit is satisfactory.

The recent unannounced inspection of front-line child protection services found many areas for development which out-weighed the key strengths and satisfactory features. However, there were no very serious weaknesses requiring priority action.

National performance measures show that the very large majority of outcomes for children and young people are broadly average or better. Test and examination results at all stages of children's education are in line with the average for similar areas but none are above. For five- and 16-year-olds, results are improving at a faster rate than the average elsewhere. The local authority has been successful in improving the progress made by the lowest achieving children in the Reception year and in closing the gap between them and the majority at this age. Educational outcomes for young people from low-income families and those with special educational needs are also improving at the age of 16 and the gap at this age is closing. However, the trend of improvement for these groups at the age of 11 is not as secure and the attainment gap at the end of primary school is slower to close.

Key areas for further development

- Close the gap in attainment between the majority of 11-year-olds and those from low-income families, as well as those with special educational needs.
- Improve primary schools so that more are good or better.
- Improve the overall quality of childminding.

Outcomes for children and young people

The very large majority of services give good encouragement to children and young people in living healthy lives. Action has been taken to improve support for children and young people with emotional and mental health difficulties. The number of

seriously overweight children is comparatively low and falling faster than the average for five-year-olds. The number of young women under the age of 18 who become pregnant is below average, but has risen in recent years against the falling national trend. Screening for chlamydia, a sexually transmitted infection, is well below the national average. Participation in sport and regular exercise has improved in line with the national figures over the last five years.

Arrangements to help children and young people to stay safe are good in the very large majority of individual settings and services. Safeguarding overall was judged adequate in 2008. A recent inspection of front-line child protection services identified many more areas for development than key strengths or satisfactory features, but there were no very serious weaknesses requiring priority action. Partnership work between the different agencies involved contributes effectively to safeguarding children and young people. Child protection enquiries are prioritised appropriately and always carried out by qualified social workers. Two new county-wide teams have been established to improve further the responsiveness and consistency of child protection services. Areas for improvement include the quality of work to assess the needs of children and the way important information is recorded. The most recent data show deterioration in the number of assessments completed on time which has fallen below the national average. Services for children in care were judged adequate in 2008.

Provision to help children and young people achieve well educationally and enjoy their learning is good in most settings and services. However, one in three primary schools are only satisfactory and this is not as good as the national picture. At every stage of children's education, test and examinations results are in line with the average for similar areas. Results for five- and 16-year-olds have improved over the last three years faster than the average in similar areas. Every secondary school met the national minimum standards for attainment in 2009. Results for 11-year-olds have not shown the same consistent trend of improvement, but unvalidated data for 2010 suggest performance is now in line with the national average. The local authority is working closely with schools that need additional challenge and support. Together, they have been successful in improving outcomes for the lowest achieving children in the reception year and at the age of 16, but the attainment gap at the end of primary school is slower to close. The number of secondary school pupils with poor attendance is comparatively low and falling, as is the number of permanent exclusions.

Arrangements to encourage children and young people to get involved in decision-making and in their local communities are good in the very large majority of settings and services. This is a particular strength noted in inspections of special schools and post-16 provision. A higher than average number of children and young people are involved in organised leisure activities outside of school. By most measures, the youth offending service works well and has good prospects for further improvement. Re-offending by young people is well below average. Almost all young offenders have a place to live which meets their needs and the number in education, training or work has improved significantly to above the average.

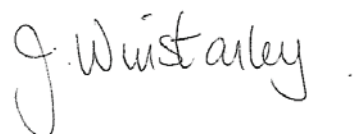
Children and young people get good support from the large majority of services to gain the skills and qualifications they need to get a job or study further. However, outcomes for care leavers deteriorated last year and are now worse than those seen nationally. The large majority of the county's sixth form schools are good, but the general further education college is only satisfactory. The number of 19-year-olds who gain qualifications equivalent to five good GCSEs, or two A levels, is in line with the average for similar areas and improving at about the same rate. Educational outcomes for young people from low-income families are also improving, and the gap between them and the majority at the age of 19 is reducing year-on-year, compared to a much less positive picture nationally. The number of young people who are not in education, training or work is now closer to the average for similar areas, having fallen from a high point a year ago.

Prospects for improvement

Wiltshire's children's services performed well in 2009 and continue to do so. The Children and Young People's Plan sets out clearly the shared vision and objectives of the local authority and its partners. Planning is rooted firmly in good consultation and effective involvement of children and young people; for example, through the Wiltshire Assembly of Youth, and with parents, carers and partner organisations. A multi-agency strategy to develop the children's workforce is well underway and the impact of excellent multi-agency work can be seen, for example, in the service for children with disabilities. In June 2010, following extensive analysis, children's services were reorganised and a new management structure put in place. The local authority is amalgamating some of the smaller primary schools to make the best use of its resources. There is a clear focus on closing the attainment gap between the majority of children and young people who do well and those whose circumstances make them more vulnerable.

This children's services assessment is provided in accordance with section 138 of the Education and Inspections Act 2006.

Yours sincerely

A handwritten signature in black ink that reads "Juliet Winstanley". The signature is written in a cursive style with a large initial 'J'.

Juliet Winstanley
Divisional Manager, Children's Services Assessment

Agenda Item 14

Began	COMMITTEE MEETING: Agenda out:	27 JANUARY 2011 19 January 2011	Who
<i>standing item</i>	<u>Coalition Changes - Update from Department for Children and Education</u> A standing item detailing recent changes made by the Coalition Government.		Carolyn Godfrey
<i>standing item</i>	<u>Budget & Performance Monitoring – Department for Children & Education</u> A standing item reporting the latest budget and performance monitoring information for the Department of Children & Education.		Liz Williams / Lynda Cox
<i>Jan 2010</i>	<u>Integrated Working in Wiltshire</u> Update report on the implementation of Common Assessment Framework (CAF) and Lead Performance.		Sharon Davies
<i>Annual</i>	<u>Pupil Performance figures</u> Annual report on educational attainment.		Julie Cathcart
<i>September 2010</i>	<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
<i>July 2010</i>	<u>Basic Skills – update</u> An update on the work underway to increase the levels of Basic Skills (amongst adults) in Wiltshire, particularly the programme of work enabled by the Performance Reward Grant that commenced in August 2010. This report will also include details of the work being undertaken to address the issues of commuter figures (a significant number of Wiltshire residents worked outside of the Wiltshire area) and the shortage of skilled workers in the manufacturing industry.		Alistair Cunningham
<i>Annual</i>	<u>Ofsted Children's Services Annual Rating 2010</u>		Carolyn Godfrey

Began	COMMITTEE MEETING: Agenda out:	17 MARCH 2011 8 March 2011	Who
<i>standing item</i>	<u>Coalition Changes - Update from Department for Children and Education</u> A standing item detailing recent changes made by the Coalition Government.		Carolyn Godfrey

<i>standing item</i>	<u>Budget & Performance Monitoring – Department for Children & Education</u>	Liz Williams / Lynda Cox
<i>Mar 10</i>	<u>Transitions Planning</u> An update on implementation of the Multi-Agency Transitions Protocol, for transitioning young people from children's to adult services	Julia Cramp
<i>Nov 09</i>	<u>Small Schools Strategy</u> Update report on the Small Schools Strategy and the work of the Small Schools Strategy Working Group.	Julie Cathcart

Began	COMMITTEE MEETING: Agenda out:	9 JUNE 2011	Who
<i>standing item</i>	<u>Coalition Changes - Update from Department for Children and Education</u>		Carolyn Godfrey
	A standing item detailing recent changes made by the Coalition Government.		
<i>standing item</i>	<u>Budget & Performance Monitoring – Department for Children & Education</u>		Liz Williams / Lynda Cox
<i>November 2010</i>	<u>Review of Special Educational Needs (SEN) Provision – Update on Implementation</u>		Trevor Daniels
	Update since November 2010.		

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