Wiltshire Council
Where everybody matters

AGENDA

Meeting: **Children's Select Committee**

Place: **Kennet Room - Wiltshire Council Offices, County Hall, Trowbridge**

Date: **Tuesday 6 November 2018**

Time: **10.30 am**

Please direct any enquiries on this Agenda to Roger Bishton, of Democratic Services, County Hall, Bythesea Road, Trowbridge, direct line 01225 713035 or email roger.bishton@wiltshire.gov.uk

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

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

Pre-meeting information briefing

There will be a briefing session starting at 9.30am, immediately before the meeting. Its focus will be on **Building Bridges.**

Membership:

Cllr Jon Hubbard (Chairman)
Cllr Mary Douglas (Vice-Chairman)
Cllr Mary Champion
Cllr Andrew Davis
Cllr Christopher Devine
Cllr Sue Evans
Cllr David Halik
Cllr Deborah Halik
Cllr Chris Hurst
Cllr Johnny Kidney
Cllr Jacqui Lay
Cllr Hayley Illman
Cllr Roy While

Substitutes:

Cllr Pat Aves
Cllr Clare Cape
Cllr Trevor Carbin
Cllr Ernie Clark
Cllr Stewart Dobson
Cllr Nick Fogg MBE
Cllr Peter Fuller
Cllr Russell Hawker
Cllr Jim Lynch
Cllr James Sheppard

Non-Elected Voting Members:

Dr Mike Thompson — Clifton Diocesan RC Representative

Non-Elected Non-Voting Members:

Tracy Cornelius	Primary Head Teacher Representative
Miss Sarah Busby	Secondary Head Teacher Representative
John Hawkins	School Teacher Representative
Maisy Humphrey	Children & Young People's Representative
Declan Kiely	Children & Young People's Representative - Substitute

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Bourne Hill, Salisbury
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Public Participation

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

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

The full constitution can be found at this link.

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

AGENDA

PART I

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

1 **Apologies**

2 **Minutes of the Previous Meeting** *(Pages 7 - 18)*

To approve and sign the minutes of the previous meeting held on 4 September 2018. (Copy attached)

3 **Declarations of Interest**

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

4 **Chairman's Announcements**

5 **Public Participation**

The Council welcomes contributions from members of the public.

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

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

Those wishing to ask questions are required to give notice of any such questions in writing to the officer named on the front of this agenda no later than 5pm on **Tuesday 30 October 2018** in order to be guaranteed of a written response**.** In order to receive a verbal response questions must be submitted no later than 5pm on **Thursday 1 November 2018**. Please contact the officer named on the front of this agenda for further advice. Questions may be asked without notice if the Chairman decides that the matter is urgent.

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

6 **Update from Young Person's Representative** *(Pages 19 - 22)*

The Committee will receive an update on the activities of the Wiltshire Assembly of Youth (WAY), Youth Safeguarding Board (YSB) and the Children in Care Council (CiCC) presented by Maisy Humphries, the Committee's Children's & Young People's representative. (Copy attached)

7 **Wiltshire Council Apprenticeship Growth Target**

The committee will receive details on Wiltshire Council's submission to central government on how we are fulfilling our apprenticeship target.

Agenda supplement to follow.

8 **Performance in Public Tests and Examinations 2018 - Provisional Data** *(Pages 23 - 38)*

The committee is provided with a report which provides an overview of pupil performance at the end of each key stage using the latest available data. It compares attainment in Wiltshire with national, south west and statistical neighbour performance and where possible at this stage performance trends are identified.

The report identifies key priorities and gives an overview of strategic school improvement activity carried out by the School Effectiveness Team, including future priorities to improve educational outcomes.

The committee is asked to consider the information in the report, ask questions and comment on the key priorities.

9 **Annual Early Years Standards Report 2017-18** *(Pages 39 - 50)*

The committee is provided with a report detailing local authority standards for early years and pre-school provision including sufficiency, pupil outcomes and Ofsted grades.

Members are asked to consider and comment on the information provided in the report.

10 **Higher Education Strategy** *(Pages 51 - 70)*

The committee is asked to consider a report detailing the Swindon and Wiltshire Local Enterprise Partnership (SWLEP) Higher Education Strategy.

Since 2017, officers have been working with colleagues in Swindon Borough Council on the Strategy in response to the skills issues identified in the Strategic economic plan which include a shortage of skills at level 4 and above and low average progression rates to higher education across the area.

11 **School and Academy Ofsted Inspection Outcomes: September to Mid October 2018** *(Pages 71 - 76)*

The committee is provided with a report which includes information regarding the most recent Ofsted Inspection reports published from September to mid October 2018. It provides an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.

12 **DfE Changes - Update from Department for Education** *(Pages 77 - 78)*

A report by Terence Herbert, Corporate Director, is attached presenting an update on developments relating to children's services arising from the Department for Education.

13 **Task Group and Board Representative Updates** *(Pages 79 - 80)*

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

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

14 **Forward Work Programme** *(Pages 81 - 84)*

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

15 **Date of Next Meeting**

To note that the next scheduled meeting is due to be held on Tuesday 15 January 2019 at County Hall, Trowbridge, starting at 10.30am.

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

CHILDREN'S SELECT COMMITTEE

MINUTES OF THE CHILDREN'S SELECT COMMITTEE MEETING HELD ON 4 SEPTEMBER 2018 AT THE KENNET ROOM - COUNTY HALL, TROWBRIDGE BA14 8JN.

Present:

Cllr Jon Hubbard (Chairman), Cllr Mary Douglas (Vice-Chairman),
Cllr Mary Champion, Cllr Andrew Davis, Cllr Christopher Devine, Cllr Sue Evans,
Cllr David Halik, Cllr Deborah Halik, Cllr Johnny Kidney, Cllr Jacqui Lay,
Cllr Hayley Spencer, Cllr Roy While, Dr Mike Thompson and John Hawkins

Also Present:

Cllr Jane Davies, Cllr Laura Mayes and Cllr Philip Whalley

43 **Apologies**

Apologies for absence were received from Cllr Chris Hurst, Miss Tracy Cornelius, Miss Sarah Busby, Miss Jen Jones, Maisy Humphrey and Declan Kiely.

44 **Minutes of the Previous Meeting**

Resolved:

To approve and sign the minutes of the previous meeting held on 19 June 2018.

45 **Declarations of Interest**

There were no declarations of interest made at the meeting.

46 **Chairman's Announcements**

The Chairman made the following announcements:-

a) Cabinet items

For information, On 3 July 2018, Cabinet considered the following item

Wiltshire Council Adoption Service: 2017-18 Year End Report

Lead officer: Matthew Turner

On 25 September 2018, Cabinet would consider the following items

Consultation about option proposals for Lypiatt Primary School including possible closure
Lead officer: Tom Lindsay
Chairman's Involvement: Briefing paper on the consultation was provided for the item.

Appropriation of Education Land at Poulton Field, Bradford on Avon New!
Lead officer: Will Gray
Chairman's Involvement: Meeting with Will Gray, Estate Surveyor, to assure that sufficient protections would be in place for the local green space.

b) Councillor workshop: Making scrutiny meetings more effective – 10 October 2018

This would be an event for all councillors who have had any role in the scrutiny arena and would look at how to ensure scrutiny meetings of any kind had maximum impact. This would include effective agenda setting, preparation, witnesses, chairmanship, debate, resolutions and tracking actions.

With 18 months' worth of meetings since the 2017 local elections, this was identified by scrutiny councillors as the most important topic to address in the Council's four-year Overview and Scrutiny (OS) Learning & Development Programme.

Through a combination of exercises and group discussion, attendees would be asked to discuss and examine

- what an effective OS meeting is
- what are the ingredients of an effective OS meeting
- what are everyone's responsibilities in terms of delivering those ingredients
- in Wiltshire, what is and isn't working well, and how can we continue to improve?

The results of the day's discussions would then be presented to the OS Management Committee to consider.

47 **Public Participation**

No questions had been received from councillors or members of the public.

48 **Update from Young Person's Representative**

The Committee received an update on the activities of the Wiltshire Assembly of Youth (WAY), Youth Safeguarding Board (YSB) and the Children in Care

Council (CiCC) which was presented by the Senior Commissioning Officer in the absence of Maisy Humphries, Children & Young People's Representative.

It was noted that during the summer members of YSB, CiCC and WAY had attended a strategic youth engagement event at Devizes School in partnership with Wiltshire Police. There were a number of clear messages that came out of the event, which included:-

- Young people would rather speak/engage with a youth worker than with workers from across Wiltshire Council and Wiltshire Police.

- The Council and the Police were too formal. Young people considered that if engagements were to be made, then it was important to ensure that these were carried out in a relaxed environment.

- It was necessary for these engagements to take place where young people congregated, e.g. youth clubs, sports clubs and schools.

- Young people do not want to use social media as a form of communication with workers, although sometimes they would use Facebook messenger.

- Generally young people do not read emails but use text messaging as their main form of communication.

Following receipt of this information, and further work that would be carried out, the Senior Commissioning Officer would be looking at how to strengthen and further develop engagement with young people.

During discussion, it was suggested that town and parish councils might be prepared to act as a means of communication by publicising events and other information concerning young people.

Resolved:

To note the update on the activities of the WAY, the Youth Safeguarding Board, and the Children in Care Council and to thank Maisy Humphries for her update to the Committee.

49 **Corporate Parenting Panel Annual Report**

The Committee received the draft annual report prior to finalisation by the Corporate Parenting Panel at its meeting on 18 September 2018. The finalised report would be presented to Council 16 October 2018.

It was reported that meetings had been well attended with a young person being present at each meeting. However, as previously noted in Minute No 48 above, young people preferred to attend meetings in places which they regularly met and consideration would be given as to how this desire could be accommodated.

It was pointed out that the current strategic strategies were still relevant and had not been changed. They were as follows:-

- Strengthen the corporate parenting role and corporate parenting function across Wiltshire Council as a whole.

- Continue to improve timeliness of permanency for looked after children across the range of permanency options.

- Ensure that there is sufficient accommodation for looked after children within Wiltshire which meets the needs of those children. Prioritise placement within Wiltshire.

- Improve care leavers journey by ensuring an enhanced offer to care leavers across all areas: education, employment and training, independent living, housing options and health.

- Improve the educational outcomes for looked after children; closing the gap between looked after children and other children in the county.

- Ensure that looked after children are protected from the risk of child sexual exploitation and reduce the frequency with which some looked after children and care leavers currently go missing.

- Ensure that looked after children and care leavers have timely and easy access to mental health services.

During discussion, reference was made to the closure of Aspire House and its effect on the provision of virtual teaching in Wiltshire. It was explained that virtual teaching had now moved out of Aspire House on the recommendation of the virtual school headteacher and work was being carried out on developing a new service specification. It was generally considered that it was more beneficial for children to be educated in the community at a mainstream school as close to their home as possible.

In welcoming the draft annual report, it was hoped that a young person might be available to speak to this report when it was presented to Council.

Resolved:

(1) To note and endorse the draft Corporate Parenting Panel Annual Report.

(2) To request further information on Priority 2 at a briefing session immediately before the meeting of this Committee on 5 March 2019.

Children not in Education Policy

Consideration was given to a report by Terence Herbert, Corporate Director, which provided a copy of the following policies:-

(1) Elected Home Education, and
(2) Children Missing Out on Education/Children Missing Education

Members were pleased to see the development of these two policies and generally supported their contents. It was suggested that the draft letter to parents as set out on page 62 of the report be slightly amended so as to refer to *suitable* education rather than *appropriate* education, thus being consistent with the other draft letters to parents with children being home educated.

It was reported that statistical information on children missing out on education/children missing education was being held on a database.

After some discussion,

Resolved:

(1) To receive a briefing session to present the new dataset on Elective Home Education and Children Missing Education.

(2) To receive the Elective Home Education and Children Missing Education dataset annually at Children's Select Committee

51 **Family and Children's Transformation (FACT) Update**

The Committee considered a report by the Director, Family & Children's Services which provided an update on progress of the Families & Children's Transformation (FACT) programme.

Members were reminded that at its meeting on 17 April 2018, the Committee received a report outlining the rebranding of the Children's Service Integration Project into the Families & Children's Transformation (FACT) programme and set out the activity that would be progressed through projects within the programme. The report before this meeting provided an update on the programme to progress service developments across the partnership that would support the programme to be driven by the following five key principles:-

- **Help when you need it**

We will intervene earlier; providing support early to prevent families' difficulties escalating and in doing so improve outcomes and reduce demand for higher tier services

- **We are Better Together**

We will simplify and integrate processes and improve multi-agency integrated working and collaboration and in doing so reduce spend by eradicating duplication.

- **More time to be with Families**

  We will maximise the time our staff can spend with families and in doing so improve the child's experience of support.

- **Investing in our Staff**

  We will ensure we are an effective confident workforce with an effective practice framework.

- **Resilient communities with Equity of Opportunity**

  We want to ensure all our children and young people reach their full potential by having high aspirations for, and creating opportunities with, those who are disadvantaged through poverty or vulnerability. We want to support families in overcoming difficulties and being able to care for their children and each other.

It was noted that the FACT programme was being overseen by a multi-agency Board, comprising key partner agencies, which in turn reported to the Health & Wellbeing Board.

It was also noted that the FACT programme consisted of eight workstreams covering all aspects of a child and family's need for help and support.

The Chairman stressed the need for joined up working with Adult Services and it was reported that a new Case Management System (CMS) would bring together multiple IT systems across early years, education, early help, SEND and safeguarding into one system, so that all information on families, children and young people was shared in one place. Furthermore, this new CMS system would enable users to input, read and retrieve information relevant to the child and family they were working with and would provide a holistic view of the child and family to help with good decision making.

One of these workstreams was to support young people to live in their families and communities. This workstream was developing a number of projects to take a whole family approach, identifying causes of need and then using the support of relevant professionals and the voluntary sector to meet the needs of the family until stability was reached.

A wraparound multi-disciplinary approach was also supporting projects such as the *No Wrong Door* proposal which was implementing a service delivery model to divert adolescents from being taken into care by providing a multi-agency approach to targeted support including the provision of residential care if required. Members requested that they be provided with more information about this, possibly by including this subject in a pre-meeting briefing.

Resolved:

To note the update on the Family and Children's Transformation programme.

52 **Update on Multi-Agency Forums (MAF's)**

The Committee is received a brief update on the performance and progress of Multi Agency Forums (MAFs) in Wiltshire.

The update followed previous work on MAFs performed by the Committee. In December 2015 a Task Group of the Children's Select Committee conducted a deep dive meeting focused on MAFs. The Committee endorsed the Task Group's recommendations regarding MAFs at its meeting on 26 January 2016. An Executive Response to the Interim Report of the Safeguarding Task Group was presented to the Committee on 22 March 2016, and monitoring of the outstanding actions taken up by the Safeguarding Children and Young People Panel.

The Director, Family & Children's Services explained that work had started on the standardisation of the MAFs terms of reference which would include:-

- Regular discussion of cases
- Meetings timed to allow schools to attend in the expectation that the head teacher, SENCO or any other appropriate representative of all schools would attend the MAFs.

During discussion, Members expressed concern that there was little evidence that the MAFs were meeting and functioning correctly. It was explained that the Council would be undertaking comprehensive quantitative and qualitative reporting to monitor the effectiveness of MAFs which would be regularly reported to and monitored by the Safeguarding Children & Young People Panel.

Resolved:

To note the updates on the ongoing transformation work both under Family and Children's Transformation and the Wiltshire Safeguarding Children's Board (WSCB) that may have an impact on the future of Multi-Agency Forums (MAFs).

53 **Education Transformation Board - Stage 2 Update**

Consideration was given to a report by the interim Director, Education & Skills which provided an update on the progress of the Education Transformation Project in Wiltshire and outlined changes to the Local Authority's School Improvement Framework due to be implemented from September 2018.

This Project established the core vision -

'to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.'

Following consultation leading to a conference in February 2018, various characteristics were identified that were desirable in the new system which was subsequently launched in July 2018.

It was noted that outcomes from this new system would be reviewed by the Wiltshire Education Standards Board which was tasked with ensuring that the thematic needs of schools and academies could be met through the providers of support within Wiltshire through Teaching School Alliances and other providers. These providers would need to be able to respond to demands placed upon schools for their continued improvement.

Members noted with some concern that some single school academies were not always engaging with partners and further work would need to be carried out to persuade these schools to collaborate and share their statistics.

After further discussion,

Resolved:

To note the update on stage 2 of the Education Transformation Board

54 **School Ofsted Judgements**

The Committee received a report by the interim Director, Education & Skills which provided an overview of state funded school inspection outcomes at the end of the 2017/18 academic year, including an analysis of inspection outcomes by phase of school, by LA maintained or academies and trends from the previous year. The report also included an analysis of the current Ofsted position from published reports as at the end of July 2018 for all schools and academies and further considered outcomes for schools for inspections carried out during the 2017/18 academic year.

It was noted that Ofsted had the direct remit of 'Raising Standards, Improving Lives' and in its 2017-2022 strategy document stated that it

"exists to be: 'A force for improvement through intelligent, responsible and focused inspection and regulation' "

Inspections focused on the following four main areas

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Where appropriate the effectiveness of early years or sixth form was also inspected.

From the evidence collected, schools were given an overall effectiveness grade:

- Grade 1 (outstanding)
- Grade 2 (good)
- Grade 3 (requires improvement)
- Grade 4 (inadequate)

It was noted that academies worked with the Regional School Commissioner rather than the Local Authority for school improvement.

From the statistical information provided, the Committee noted that Wiltshire's figures as at March 2018 were broadly comparable with the national average and more closely comparable with those schools in the South West. However, it was worrying to note that Wiltshire's figures (good & outstanding places) had fallen from 93% at August 2016 to 84% in March 2018.

78% of primary schools in Wiltshire with existing grades achieved Ofsted grades the same or better whilst 88% of Wiltshire secondary schools with existing grades achieved Ofsted grades the same or better.

It was drawn to Members' attention that whilst schools graded 2 to 4 required Ofsted inspections every three years, this was not a requirement of schools grading as being outstanding. Some concern expressed on receiving this information but Members were informed that Ofsted were always grateful to receive any concerns or complaints about school standards which could be investigated.

Resolved:

To note the update on school Ofsted judgements.

55 **DfE Changes - Update from Department for Education**

The Committee received an update from Terence Herbert, Corporate Director, on developments relating to children's services arising from the Department for Education from February to March 2018 as follows:-

- Public spending on children in England: 2000 to 2020
- 30 hours childcare to be extended to foster carers
- Gender separation in mixed schools
- Relationships education
- Academies update
- Working together to safeguard children
- Disqualification by association
- Information sharing advice for safeguarding practitioners
- Reporting a serious safeguarding incident
- Social Work England: secondary legislative framework and announcement of new Chief Executive Officer
- Family and friends care
- Placing a child under 13 in a secure children's home

- Grant funding for Virtual School Head role for previously looked after children
- Bursary for care leaver apprentices
- Stability Index 2018
- Secure schools
- Children and adolescent mental health services

It was drawn to Members' attention that under the new child safeguarding incident reporting procedure, Wiltshire had reported two serious cases in a two month period, this being the first serious referrals being made in two years.

Members were pleased to note that resulting from the Children & Social Work Act 2017, Wilshire had been awarded £37,794.79 to support the implementation of the virtual school head's role for previously looked-after children. It was noted that additional funding for this would be provided by Wiltshire Council.

Resolved:

To note the update provided.

56 **Task Group and Board Representative Updates**

The Committee received updates on the activities of the following Task Groups/Boards:-

- Child and Adolescent Mental Health (CAMHS) Task Group.

- Traded Services Task Group. Mr John Hawkins, Task Group Chairman, reported that this Task Group had met the previous day. To reflect the changes to the situation with regards to outdoor education the task group would like to propose an amendment, already discussed with the relevant Cabinet Member and officers, to its terms of reference by including the following:
  3. To review and comment on:
  a) the Council's advertising of the two outdoor education sites (Braeside and Oxenwood);
  b) the Council's consideration of expressions of interest, including evaluation criteria and weighting;
  c) the report to Cabinet presenting the findings on the expressions of interests.

Resolved:

To note the updates on task group activity provided.

57 **Forward Work Programme**

The Committee received a document showing the relevant items from the Overview & Scrutiny Forward Work Programme together with the Children's Services Strategy List.

Resolved:
To note the Forward Work Programme for this Committee and the Children's Services Strategy List.

58 **Date of Next Meeting**

Resolved:

To note that the next scheduled meeting of this Committee was due to be held on Tuesday 6 November 2018 at County Hall, Trowbridge, starting at 10.30am.

59 **Urgent Items**

There were no urgent items of business.

(Duration of meeting: 10.30 am - 1.20 pm)

The Officer who has produced these minutes is Roger Bishton of Democratic Services, direct line 01225 713035, e-mail roger.bishton@wiltshire.gov.uk

Press enquiries to Communications, direct line (01225) 713114/713115

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Report on Activities of Wiltshire Youth Voice
Children's Select Committee
November 2018

1. **Introduction**
   This report offers a summary of activities of the Wiltshire Assembly of Youth (WAY), Youth Safeguarding Board (YSB) and the Children in Care Council (CiCC) during the period September – October 2018.

2. **Meetings**
   On 26 September both WAY and YSB came together again and held a joint meeting.

   Within the meeting discussions were had by existing group members on their thoughts around the option of joining WAY and YSB into a new group. Members spoke about the function of both groups and engaged in positive discussions on how much more could be achieved as a single group.

   Ideas were brought forward by members regarding frequency of the group meetings, where they could be held, with external venues a popular choice, such as youth groups, clubs and schools. The use of technology, such as social media and a specific website for the new 'Forum/Union' was high in their thoughts. This would support direct contact with a wider range of young people, keeping young people in Wiltshire updated and engaged in what is happening across the county. It would also enable young people to participate in online consultations and questionnaires.

   Members engaged in discussion on areas of work they would like to take forward within a new group. The topic of personal, social and emotional education in Wiltshire schools remains high on the agenda for these young people.

   Members were asked to suggest a name for a combined forum, and took this to a ballot after which two options where chosen to be taken forward for a final decision:

   - Wiltshire Youth Union
   - Wiltshire Youth Forum

   Eight members expressed their interest in attending a sub-group meeting to work through both WAY and YSB Terms of Reference (ToR), to review and create a combined ToR for the new group. The meeting took place on 10 October and a draft ToR is now in the editing stage. It is the intention to create a completed draft and circulate to key staff and elected members for consideration and agreement by the end of November.

3. **Working in Partnership**
   Wiltshire Police continue to support youth voice activities. At the last meeting, PCSO Alan Byrne (Schools and Youth Liaison Supervisor) was in attendance and engaged young people in a discussion about 'sextortion', a key priority for the service. Members of WAY/YSB have been invited to attend Police HQ in Devizes on 14 November 2018 and will have the opportunity to pose some questions and concerns to Chief Constable Kier Pritchard.

4. **CiCC**
   Work continues to engage and capture the voice of our young people in care with activities reporting to the Corporate Parenting Panel. Opportunities to link with WAY and YSB will continue and CiCC members will be invited to be part of the new arrangements for youth voice, as well continuing as a distinct forum.

5. **Care Leavers Promise Launch Event**

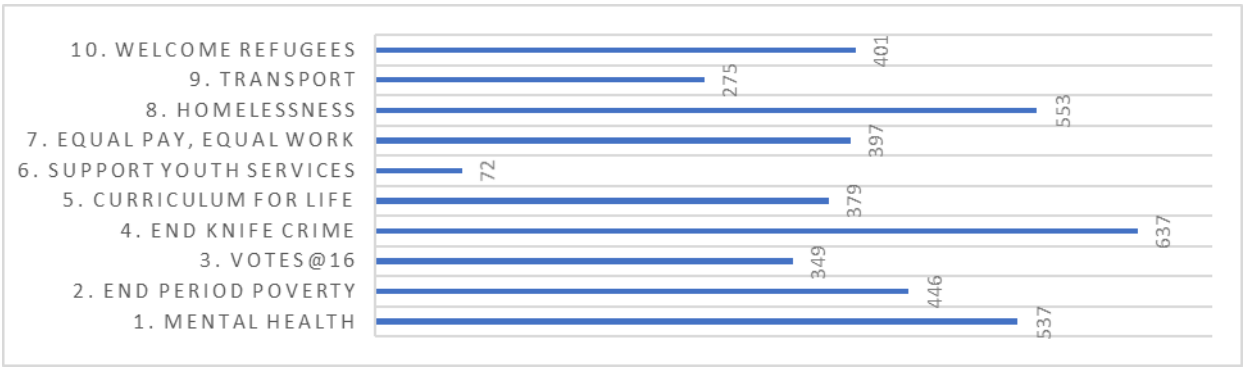
To coincide with the 2018 National Care Leaver's Week, 25 October sees the launch of Wiltshire Council's Care Leavers Promise. As part of the event an update will be given on proposals to co-produce a new Care Leavers' Forum. Expressions of interest will be gathered from those care leavers attending the event who wish to participate in developing the forum. Updates will be offered via the Corporate Parenting Panel.

6. **Make Your Mark**

Group members have worked hard to engage secondary schools in Make Your Mark, the UK's largest youth consultation, delivered by U Youth Parliament. 10 issues were included on the ballot papers:

1. **Mental health** – Mental health services should be improved with young people's help: and should be available in schools
2. **End period poverty** – Sanitary products are an essential item. The Government and the NHS should make them free and accessible for all who need it
3. **Votes at 16** – Give 16 and 17 year olds the right to vote in all elections/referendums
4. **Put an end to Knife Crime** – Too many young people's lives are lost to knife crime: The Government need to do more to help end the knife crime epidemic
5. **Curriculum For Life** – Schools should cover topics like finance, sex and relationship education and politics
6. **Support Youth Services** – Youth services help young people but in recent years they have been cut. Youth services need better financial support and security
7. **Equal Pay for Equal Work** – Give young people the same amount of pay, if they are doing the same work as adults in the same job
8. **Homelessness** – Every person should have a place to live and the opportunity to live comfortably. Let's make it happen and put a stop to homelessness
9. **Transport** – Make public transport cheaper, better and accessible for all
10. **Welcome Refugees** – Everyone deserves the right to live without fear of death and persecution, so we believe that refugees should be welcomed into communities in the UK

Over 4,000 of Wiltshire's 11-18 year olds took part in Make Your Mark in 2018 with the following results:



Top five issues – Wiltshire
1. End knife crime
2. Homelessness
3. Mental health
4. End period poverty
5. Welcome refugees

Report author: Sarah Banks 24.10.18

Given the concerns that Wiltshire's young people have over these issues, they will be taken to the new youth forum for discussion and action, and reported to partners agencies via the Families and Children's Transformation Board.

The top five national issues will be announced on 25 October 2018 and will be available at the UK Youth Parliament website.

7. **Your Voice Survey**

Work is underway to deliver this year's Your Voice Survey, which is planned to take place over the last two weeks of November. Your Voice is an annual survey of young people who have been subject to Child in Need or Child Protection procedures. The purpose of these annual consultations is to find out directly from children and young people:

a) Whether they felt things were explained to them;
b) If they felt involved in decisions about their lives;
c) If children's services had made a positive difference for them and their families;
d) If they had received a good quality service;
e) What improvements they felt children's social care services needed to make.

Findings will be reported to Children's Select Committee and Corporate Parenting Panel in the new year.

8. **Wiltshire's Members of the Youth Parliament (MYP)**

Our MYP's continue to be active regionally and nationally with highlighted representation as below:

- **Convention 2** – 13 October in Exeter. A chance for MYP's to share what's happening around the region. Keynote speakers were present from 'The Red Box Project' and 'Countering Coulston'. There was a briefing on the House of Commons debate coming up on 9 November. Karl Smithson, Wiltshire MYP participated and spoke in front of the group during the debate lead elections and did a great job!

- **House of Commons / Youth Parliament Sitting** – will this year be taking place on 9 November. The top five national issues when identified in this year's Make Your Mark consultation results will be debated by young people in the House of Commons.

- MYPs have also been invited to engage with Local Youth Networks, youth town councils, Area Boards and schools.

9. **Elections to the UK Youth Parliament - 2019**

Wiltshire has three elected seats on the United Kingdom Youth Parliament, to which annual elections are held. For 2019, the election process has been launched and the closing date for applications is 26 November. Elections will take place between 29 January and 10 February 2019 and results announced shortly after. The new term of office commences on 1 March 2019.

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Wiltshire Council

Children's Select Committee

Date: 6 November 2018

Performance in Public Tests and Examinations 2018 - Provisional data

Purpose of Report

1. The report provides an overview of pupil performance at the end of each key stage using the latest available data. It compares attainment in Wiltshire with national, south west and statistical neighbour performance and where possible at this stage performance trends are identified. The report identifies key priorities and gives an overview of strategic school improvement activity carried out by the School Effectiveness Team, including future priorities to improve educational outcomes.

Background

2. Provisional figures that are included in the report are subject to validation and therefore may change. Where available the report provides a comparison of the Wiltshire figures against other Local Authorities (LA) using the LA quartile (25%) position – 'A' being the top quarter and 'D' being the lowest quarter of LAs in England. Where possible statistical neighbour comparisons are also shown. These are LAs in England that are most similar to Wiltshire and where comparable performance would be expected.

   A further report later in the year will provide an update to the provisional figures presented in this report. The outcomes for groups of children and young people who are vulnerable to underachievement will also be presented later in the year.

   Primary attainment and progress
   A more challenging National Curriculum was introduced in 2014 and the 2016 Key Stage 1 and 2 assessments are the first assessment of this framework. Because of these changes, the figures for 2016 are not comparable to those from previous years and so only data from 2016 onwards is provided.

   Assessments no longer compare attainment against levels. At Key Stage 1, teachers to assess if pupils have reached the expected standard. This is different from and more demanding than previous benchmarks.

At KS2 pupils are assessed against an expected standard benchmark. However the implementation of the different and more demanding curriculum means that data is not directly comparable before 2016.

The progress pupils make from KS1 to the end of KS2 is calculated for reading, writing and maths separately. Pupils' results at the end of KS2 are compared with those nationally who had the same KS1 results. Progress scores are expressed as positive or negative numbers around zero. Zero means pupils have made the same progress as similar pupils nationally, positive scores means they have made more progress and negative scores, less.

Secondary attainment and progress

The GCSE reforms continue with 20 new subjects examined in 2018. The reformed GCSEs award 1-9 grades replacing A*-G. There is difficulty with equivalence with the legacy grade C equivalent overlapping both a 4 and 5. A grade 4 is a standard pass, a grade 5 a strong pass. A 9 is beyond an A*. It is therefore not possible to look with accuracy at trends from last year and any comparisons should be made with caution as assessment and the demands of the curriculum have changed. Comparisons with 2017 figures are only possible for English and maths that were examined in their reformed style in 2017 with students awarded grades 1 – 9 in both 2017 and 2018.

Progress 8 is a main indicator of schools' performance. This measure aims to show the progress of each pupil from end of KS2 to the end of KS4 and compares the score for each pupil with similar pupils with the same starting point. Progress 8 is a relative score and the national figure is 0 as with primary progress.

Attainment 8 measures the attainment of pupils in 8 qualifications. These include English and maths (both are double weighted to reflect the importance of these subjects), 3 other English Baccalaureate (EBacc) qualifications and another 3 qualifications from a list approved by the DfE.

A' levels have also been reformed and trends are difficult to determine. AS levels no longer contribute to A level results. All A level courses are now are 2 year free standing exam courses with reformed assessment and curriculum.

Main Considerations for the Council

3. **Performance overview at each phase and key stage**

a) **Foundation Stage, phonics, KS1**

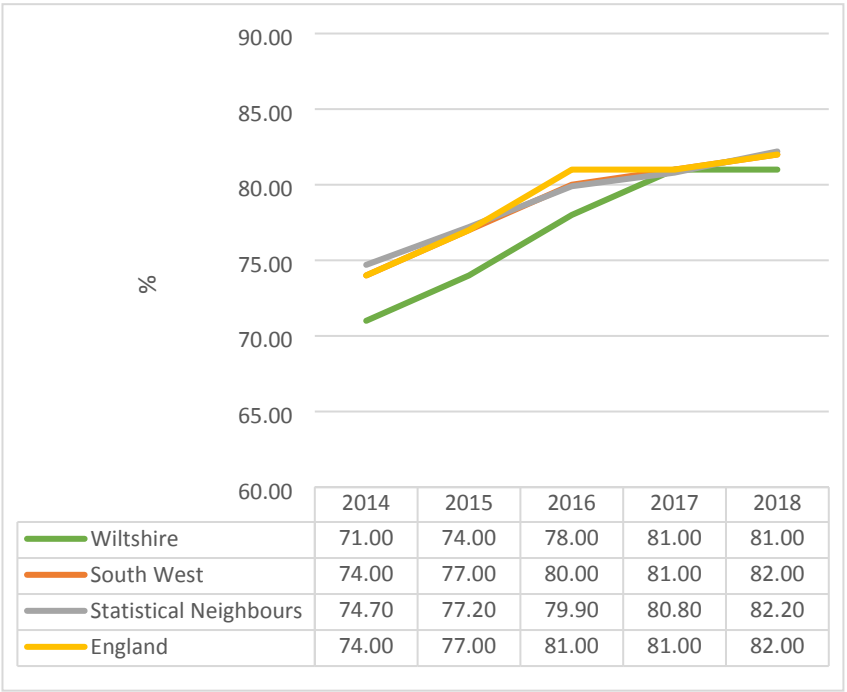
Foundation Stage (age 5)
Percentage of pupils achieving a Good Level of Development

	2014	2015	2016	2017	2018
Wiltshire	58.70	66.10	70.80	70.60	72.10
South West	62.40	67.20	69.50	70.50	71.30
Statistical Neighbours	62.47	67.59	70.01	71.08	71.77
England	60.40	66.30	69.30	70.70	71.50

Change from previous year	
Wiltshire	**+1.5**
England	**+0.8**
Quartile position	**B**

Key points
Attainment has improved and remains above the national and other comparator figures.

Phonics Screening Check (age 6)
Percentage of pupils achieving Expected level in **Phonics** decoding

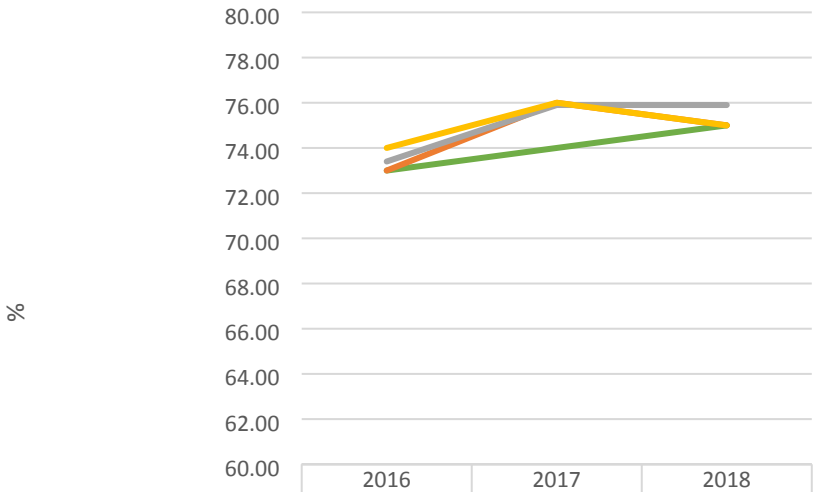


	2014	2015	2016	2017	2018
Wiltshire	71.00	74.00	78.00	81.00	81.00
South West	74.00	77.00	80.00	81.00	82.00
Statistical Neighbours	74.70	77.20	79.90	80.80	82.20
England	74.00	77.00	81.00	81.00	82.00

Change from previous year	
Wiltshire	**0**
England	**+1.0**
Quartile position	**D**

Key points
Attainment has not improved since 2017 although other comparator figures continue to go up.

KS1 performance (teacher assessments informed by test at age 7)
Percentage of pupils achieving Expected level and above in **Reading**

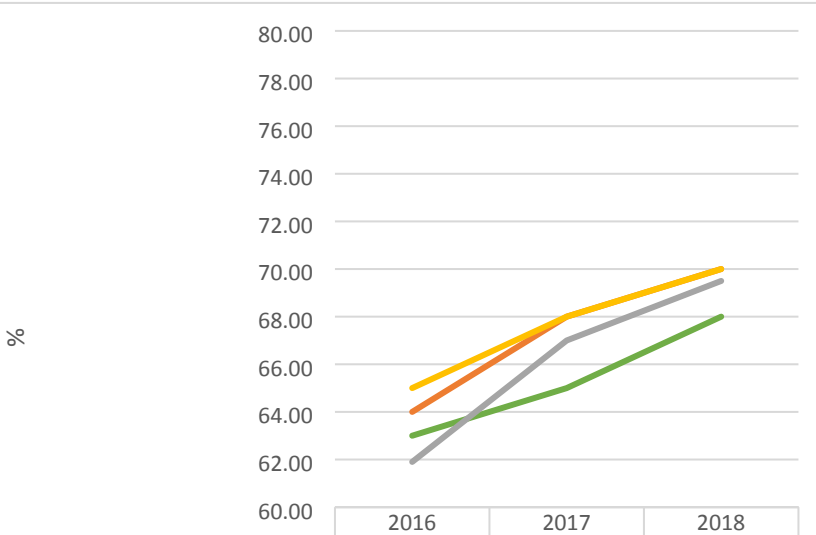


	2016	2017	2018
Wiltshire	73.00	74.00	75.00
South West	73.00	76.00	75.00
Statistical Neighbours	73.40	75.90	75.90
England	74.00	76.00	75.00

Change from previous year	
Wiltshire	**+1.0**
England	**-1.0**
Quartile position	**C**

Key points
Consistent improvement since 2016. 2018 figure in line with national but not statistical neighbours.

KS1 performance (teacher assessments informed by test at age 7)
Percentage of pupils achieving Expected level and above in **Writing**

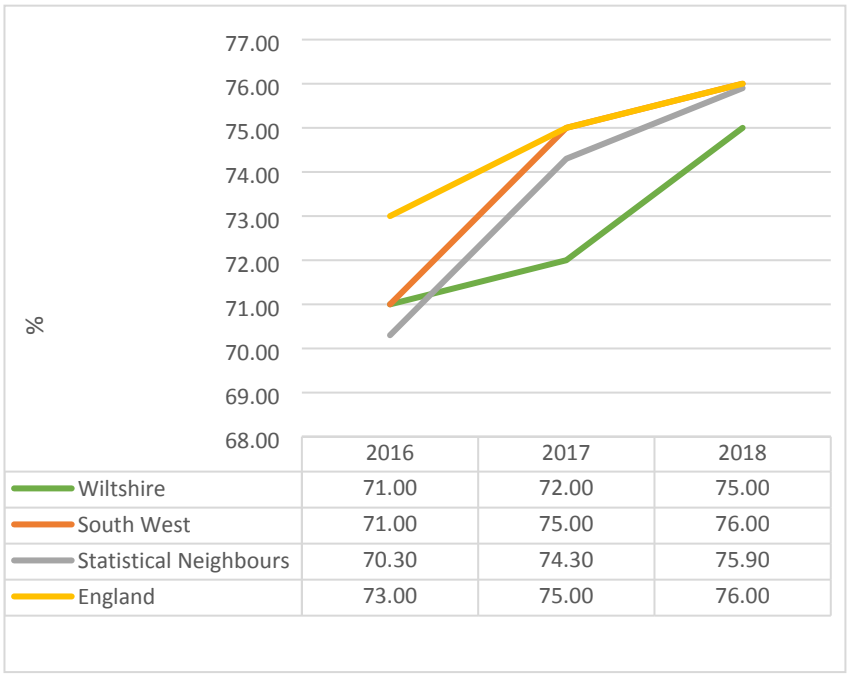


	2016	2017	2018
Wiltshire	63.00	65.00	68.00
South West	64.00	68.00	70.00
Statistical Neighbours	61.90	67.00	69.50
England	65.00	68.00	70.00

Change from previous year	
Wiltshire	**+3.0**
England	**+2.0**
Quartile position	**D**

Key points
Although improving at a slightly higher rate than comparators attainment in writing remains a concern.

KS1 performance (teacher assessments informed by test at age 7)
Percentage of pupils achieving Expected level and above in **Maths**



	2016	2017	2018
Wiltshire	71.00	72.00	75.00
South West	71.00	75.00	76.00
Statistical Neighbours	70.30	74.30	75.90
England	73.00	75.00	76.00

Change from previous year	
Wiltshire	**+3.0**
England	**+1.0**
Quartile position	**C**

Key points
More rapid improvement than comparators have brought the Wiltshire figure closer to attainment elsewhere. This area remains a priority.

Summary
The provisional data presents a mixed picture with the Foundation Stage continuing to achieve higher standards than nationally. Attainment in phonics has been sustained in 2018. Attainment in KS1 remains below the national figure, especially in writing and maths.

b) **Key Stage 2**

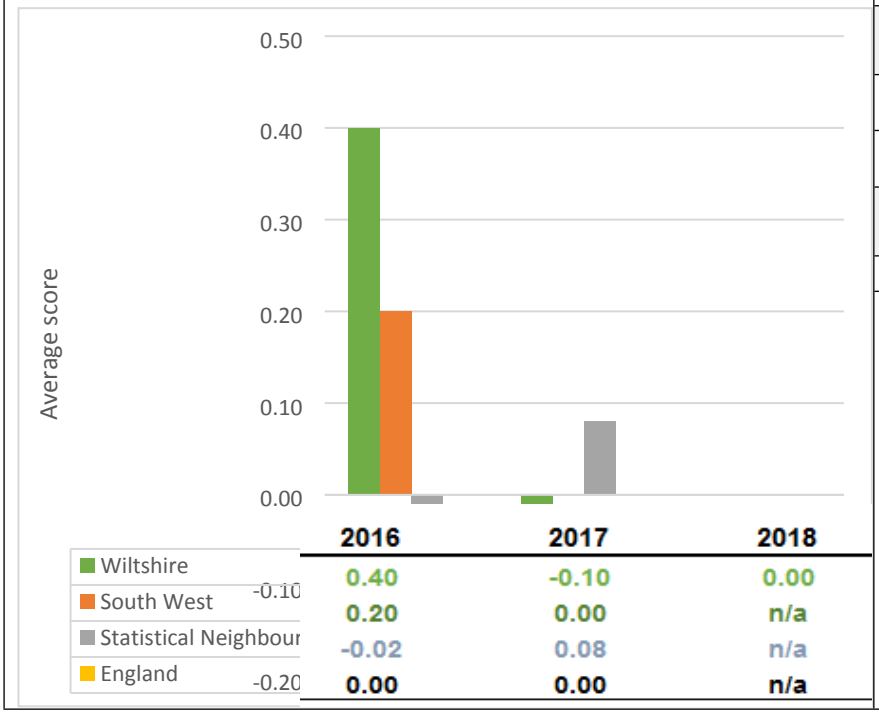
KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)
Percentage of pupils achieving Expected standards and above in reading, writing and maths

	2016	2017	2018 (Prov)
Wiltshire	54.00	59.00	63.00
South West	52.00	60.00	63.00
Statistical Neighbours	51.50	60.40	63.10
England	53.00	61.00	64.00

Change from previous year	
Wiltshire	**+4.0**
England	**+3.0**
Quartile position	**C**

Key points
Slightly higher improvement rate has placed the Wiltshire Figure closer to the national and in line with other comparators.

KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)
Average progress from KS1 to the end of KS2 – **Reading (provisional)**

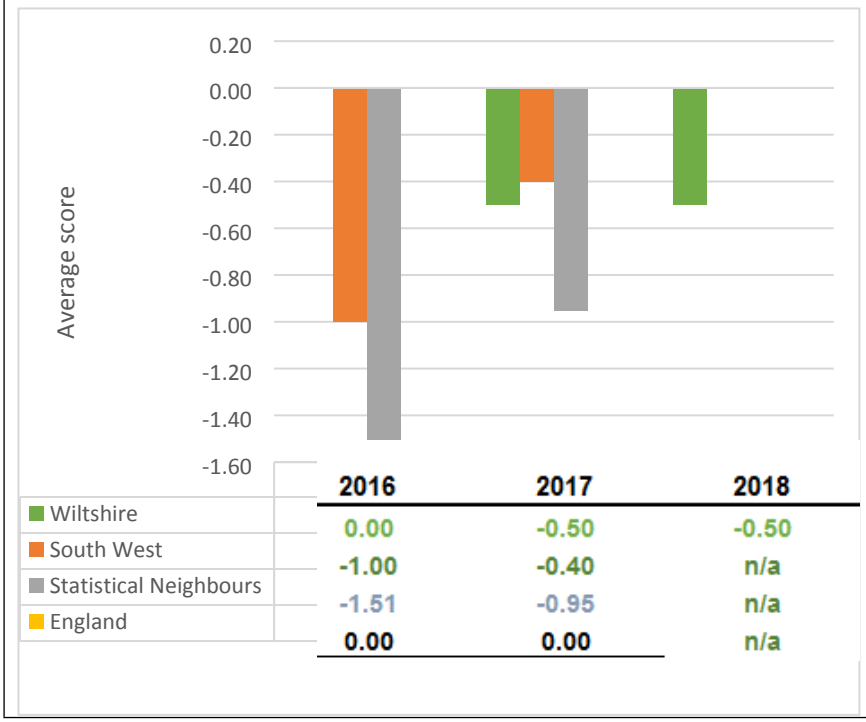


	2016	2017	2018
Wiltshire	0.40	-0.10	0.00
South West	0.20	0.00	n/a
Statistical Neighbour	-0.02	0.08	n/a
England	0.00	0.00	n/a

Change from previous year	
Wiltshire	**n/a**
England	**n/a**
Quartile position	**n/a**

Key points
Early results are suggesting that progress (zero) in reading is in line with national progress rates

KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)
Average progress from KS1 to the end of KS2 – **Writing (provisional)**

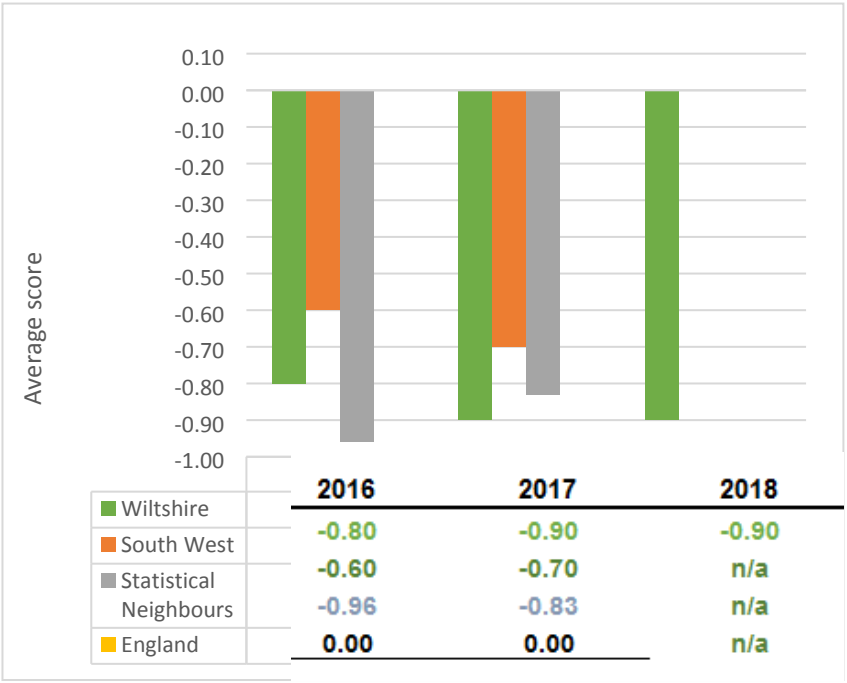


	2016	2017	2018
Wiltshire	0.00	-0.50	-0.50
South West	-1.00	-0.40	n/a
Statistical Neighbours	-1.51	-0.95	n/a
England	0.00	0.00	n/a

Change from previous year	
Wiltshire	**n/a**
England	**n/a**
Quartile position	**n/a**

Key points
Progress in writing continues to be Significantly low.

KS2 performance (National test in reading and maths and teacher assessment of writing at age 11)
Average progress from KS1 to the end of KS2 – **Maths (provisional)**



	2016	2017	2018
Wiltshire	-0.80	-0.90	-0.90
South West	-0.60	-0.70	n/a
Statistical Neighbours	-0.96	-0.83	n/a
England	0.00	0.00	n/a

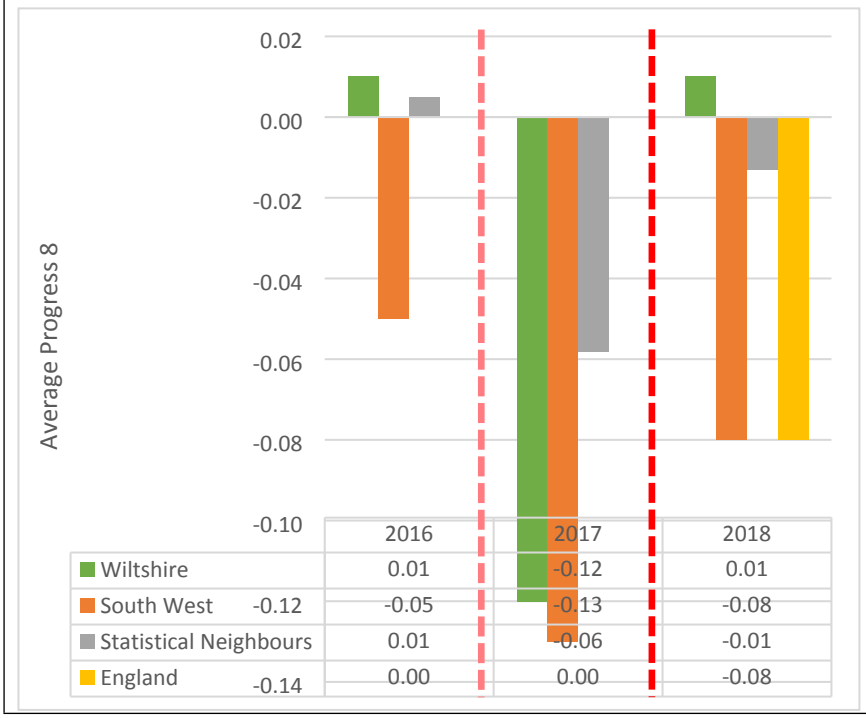
Change from previous year	
Wiltshire	**n/a**
England	**n/a**
Quartile position	**n/a**

Key points
Progress in maths continues to be significantly low and remains a high priority.

Summary KS2
Based on provisional data, KS2 is the area of concern. Overall attainment would increase with an improvement in progress between KS1 and KS2. This is particularly the case with writing and maths where there is insufficient progress leading to lower attainment at the end of KS2.

c) **Key Stage 4**

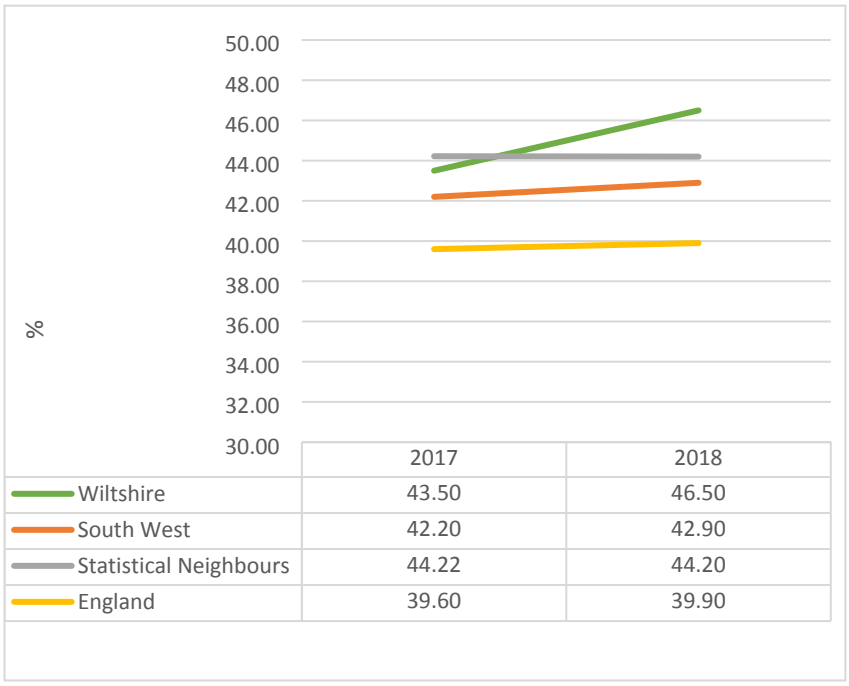
Performance end of KS4 Performance (external examination at age 16)
Average Progress 8 score (reformed for 2018 outcomes and 2017 for E&M))



Change from previous year	
Wiltshire	**n/a**
England	**n/a**
Quartile position	**B**

Key points
Progress slightly greater between KS2 and KS4 than comparators

Performance end of KS4 Performance (external examination at age 16)
% achieving 9-5 pass English and maths



	2017	2018
Wiltshire	43.50	46.50
South West	42.20	42.90
Statistical Neighbours	44.22	44.20
England	39.60	39.90

Change from previous year	
Wiltshire	**+3.0**
England	**+0.3**
Quartile position	**B**

Key points
Rapid rise in 'good' pass and above at GCSE English and maths. Higher performance than all comparators.

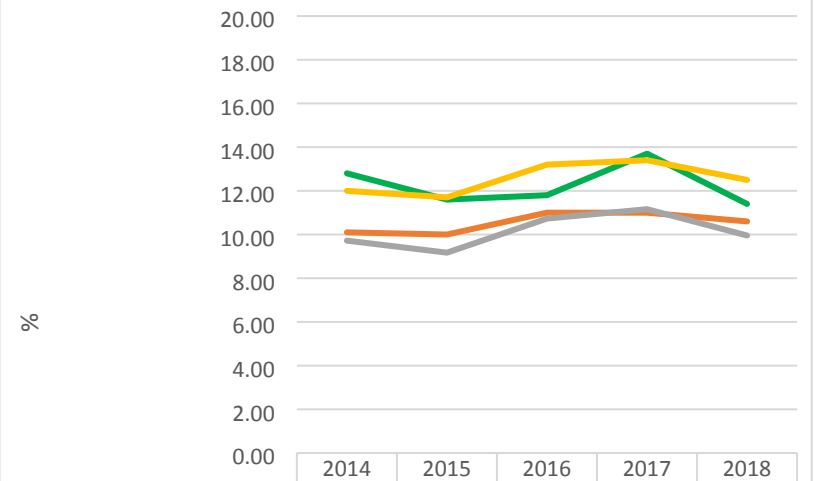
Performance end of KS4 Performance (external examination at age 16)
Average Attainment 8 score (reformed for 2018 outcomes and 2017 for E&M)

	2015	2016	2017	2018
Wiltshire	50.00	51.40	46.60	48.20
South West	49.00	50.30	46.20	46.50
Statistical Neighbours	49.73	50.98	46.95	47.07
England	47.40	48.50	44.60	44.30

Change from previous year	
Wiltshire	**+1.6**
England	**-0.3**
Quartile position	**B**

Key points
Attainment 8 score continues to be higher than comparators possibly as a result of high English and maths outcomes also included in this measure

Performance end of KS5 Performance (external examination at age 18)
3+A grades A levels

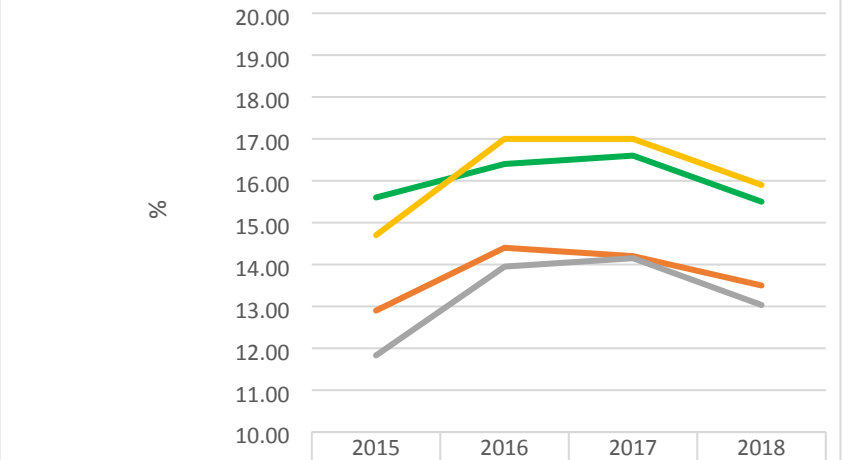


	2014	2015	2016	2017	2018
Wiltshire	12.80	11.60	11.80	13.70	11.40
South West	10.10	10.00	11.00	11.00	10.60
Statistical Neighbours	9.72	9.17	10.73	11.16	9.96
England	12.00	11.70	13.20	13.40	12.50

Change from previous year	
Wiltshire	**-2.3**
England	**-0.9**
Quartile position	**B**

Key points
A sharper decline in these high grades in 2018.

Performance end of KS5 Performance (external examination at age 18)
% students achieving AAB or better incl facilitating subjects

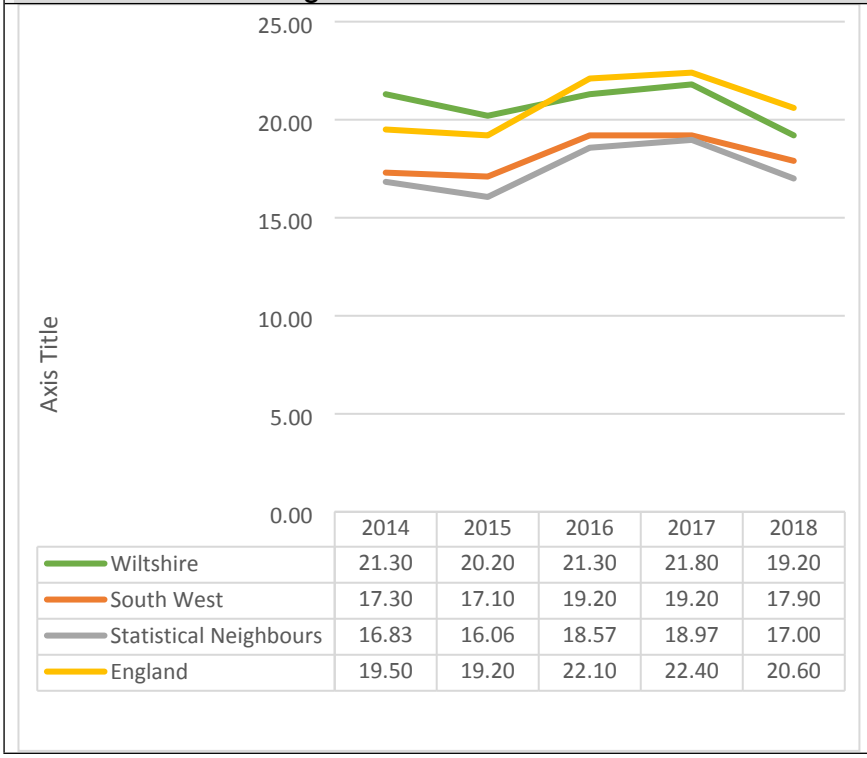


	2015	2016	2017	2018
Wiltshire	15.60	16.40	16.60	15.50
South West	12.90	14.40	14.20	13.50
Statistical Neighbours	11.83	13.95	14.15	13.03
England	14.70	17.00	17.00	15.90

Change from previous year	
Wiltshire	**-1.1**
England	**-1.1**
Quartile position	**A**

Key points
Continual high proportion of students gaining good grades that provide a greater likelihood of gaining a good or university place.

Performance end of KS5 Performance (external examination at age 18)
% students achieving AAB or better



	2014	2015	2016	2017	2018
Wiltshire	21.30	20.20	21.30	21.80	19.20
South West	17.30	17.10	19.20	19.20	17.90
Statistical Neighbours	16.83	16.06	18.57	18.97	17.00
England	19.50	19.20	22.10	22.40	20.60

Change from previous year	
Wiltshire	**-2.6**
England	**-1.8**
Quartile position	**B**

Key points
Although reflecting the national picture, the decline in 2018 is greater than comparators.

Summary KS4 and KS5
Whilst there remains good reason to celebrate outcomes at both KS4 and KS5; owing to reformed examinations, it is difficult to identify where declines might be significant. Wiltshire figures generally follow national and other comparator declines, although some are steeper. Attainment generally remains high giving students greater choice to continue their learning at 16 and 18 where further and higher education thresholds to entry operate.

Safeguarding Considerations

4. Although this report does not include reference to issues regarding child protection, the broadest definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. Academic outcomes have a significant impact on life chances for children and young people and for those groups vulnerable to underachievement, this is an essential consideration.

Public Health Implications

5. Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Environmental and Climate Change Considerations

6. There is no specific environmental or climate change considerations in relation to this report.

Equalities Impact of the Proposal

7. All groups of learners have the right to have the opportunity to make good progress in learning and achieve high standards. The data suggests that there are a number of groups for which achievement is not as high as for other groups. This equalities issue remains a high priority.

Risk Assessment

8. There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.

9. The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by a number of factors that may pose a risk to continued improvements for children and young people in state funded education.

    - As the number of Academies grows, the LA has less direct influence on standards of performance. Oversight of academies lies with the Regional Schools Commissioner (RSC) and the LA has no powers of intervention in academies. Relationships between the LA and academies remain good, although as part of national policy, it is primarily for the academy to determine their level of engagement with the LA. It is for the RSC to intervene if and when necessary and the LA liaises closely with the RSC office to provide local information and knowledge about all schools.

- Although the LA remains responsible for educational excellence across the county, with diminishing financial resources including the withdrawal of Educational Services Grant funding for school improvement and other functions from April 2018, the ability for School Effectiveness to lever change in a variety of ways also diminishes. This, coupled with limited capacity, represents a potential need for change in the systems for monitoring performance and for school improvement provision. The Wiltshire Education Partnership is working to promote the changes that will need to be carried out for system change in order to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.

Financial Implications

10. There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The past funding by central government from the Education Services Transitional Grant and through the School Improvement, Monitoring and Brokerage Grant to resource the monitoring the performance of LA maintained schools, broker improvement provision and intervention where appropriate has reduced the amount of funding for school effectiveness activities over the last few years.

11. Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to improve performance. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus will not be able to be sustained with the result of increased risk to performance standards.

Legal Implications

12. There are no legal implications in relation to this paper.

Conclusions

13. Educational outcomes at Key Stage 4 and 5 remain high although with reformed GCSE and A levels in place from 2018, it is too early to see if the decline in KS5 outcomes is cause for serious concern. Generally outcomes at KS4 and KS5 remain high in comparison with national figures and comparator local authorities. Performance at KS2 is not as high and is of concern. There is particular concern over the progress pupils make in writing and maths and this low rate has an impact on attainment at the end of KS2. KS1 is also of concern with the all key attainment areas of reading, writing and maths lower than comparators. Despite steep past improvements, phonics also remains of concern as the rate of

improvement has stalled. Early Years Foundation Stage improvements have kept momentum and continue to be higher than comparators.

14. Priorities for raising achievements in primary phase.

Sharing of key messages regarding the continued and improved implementation of the primary national curriculum and assessment processes is ongoing. Headteacher forums, subject leaders networks and Challenge and Support Partners have been used to pass on vital information to support schools to continue to develop an effective programme to meet the increased demands of the national curriculum and assessments in KS1 and 2.

15. **Raise achievement in primary English**

- Expand on the learning from the successful Phonics programme run in 17/18 to improve pupils' mastery of basic phonic knowledge to develop confidence, speed and fluency
- Develop learning from the Maths Mastery & Language Acquisition project to develop vocabulary and oral language and support greater depth in writing
- In collaboration with Teaching Schools and English hubs, provide professional development for teachers to support improved understanding of the new, more demanding expectations, particularly in relation to grammar punctuation and spelling and to improve writing.

16. Raise achievements in primary maths

- Working in partnership with the Boolean Maths Hub development of teachers understanding of the Mastery curriculum. Four teachers are part of the national programme of teaching for mastery specialists two of whom are travelling to Shanghai next month. These specialists are working with 30 schools this year to develop mastery throughout the school.
- In collaboration with the Boolean and Jurassic maths hubs, training sessions are being offered to improve subject knowledge and mastery pedagogy. This will develop teacher mathematical subject knowledge and understanding of the new, more demanding curriculum, particularly in relation to assessment and mastery.
- We will develop and build on the language project to develop oracy and raise standards in reasoning skills in line with the requirements of new curriculum. Research shows this has particular impact on vulnerable learners.
- Developing subject knowledge, pedagogy and leadership through subject leader meetings and networks. The network meetings have focused on data analysis to help middle leaders identify weaknesses and track progress of their disadvantaged learners

The School Effectiveness Team continues to work with all schools, including with academies where possible, to support and promote improvements.

Alan Stubbersfield
Director Education and Skills

Report Author: Jayne Hartnell, Head of School Effectiveness (Acting)

21 October 2018

Background Papers

None

Appendices

None

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Wiltshire Council

Children's Select Committee

November 2018

Early Years Standards Report 2017/18

Purpose of Report

1. This report provides an overview of pupil performance at the end of the Early Years Foundation Stage (EYFS)[1] and Ofsted quality judgements for early years and childcare providers, using the latest available data. It compares Wiltshire with national, south west and statistical neighbour performance. The report provides a comparison of the Wiltshire figures against other Local Authorities (LAs) using the LA quartile (25%) position – 'A' being the top quarter and 'D' being the lowest quarter of LAs in England. The report identifies key areas for action and gives an overview of early years improvement activity carried out by the Early Years Learning and Development Team, including future priorities to improve educational outcomes.

Background

2. The local authority has a statutory duty to secure sufficient early years places for working parents and to secure information, advice and training to any early years provider in their area requiring this, on how to meet the learning and development and welfare requirements of the EYFS, ensuring a strong focus on supporting settings judged to be requiring improvement or inadequate at their most recent Ofsted inspection.[2]

3. The Early Years Learning and Development Team within School Effectiveness provides challenge, support and training for schools, nursery settings and children's centres. Improvement work focuses on raising standards in teaching and learning and leadership, and is targeted to educational establishments that have been judged or are vulnerable to being judged as less than good as well as to new nursery registrations and settings in areas of greatest deprivation where data indicates that support may be required in order to narrow the gap between disadvantaged learners and their peers.

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[1] Early Years Foundation Stage Statutory Framework, February 2018
[2] Early Education and Childcare: Statutory Guidance for Local Authorities, March 2018

Main Considerations for the Council

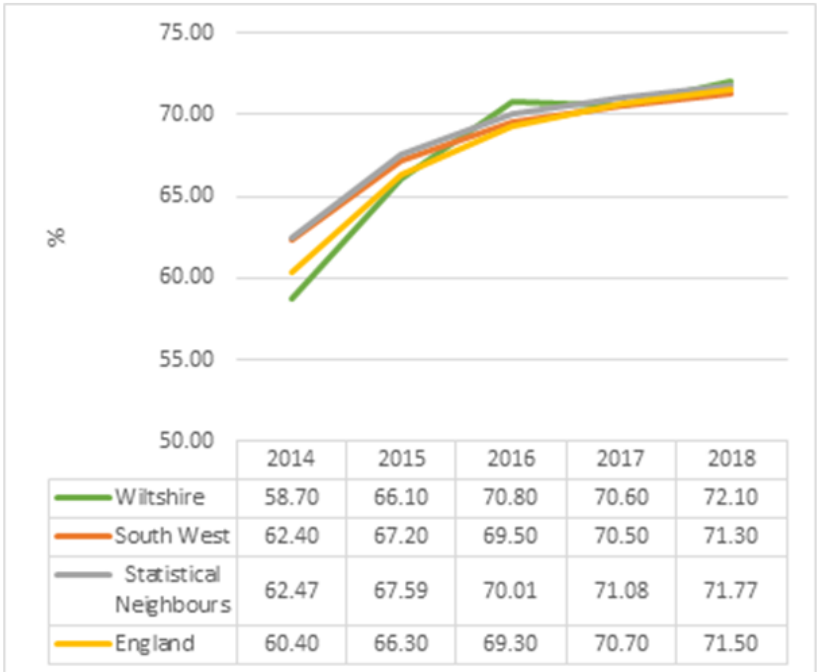
4. EYFS Attainment

This section shows the performance of EYFS learners as a whole cohort.

In 2018 Wiltshire had a slightly greater improvement rate than national. EYFS children are now slightly outperforming children nationally, regionally and in statistical neighbours.

Targeted work and training with schools and pre-schools has resulted in the LA moving up a quartile band from C to B.

Foundation Stage (age 5)
Percentage of pupils achieving a Good Level of Development



	2014	2015	2016	2017	2018
Wiltshire	58.70	66.10	70.80	70.60	72.10
South West	62.40	67.20	69.50	70.50	71.30
Statistical Neighbours	62.47	67.59	70.01	71.08	71.77
England	60.40	66.30	69.30	70.70	71.50

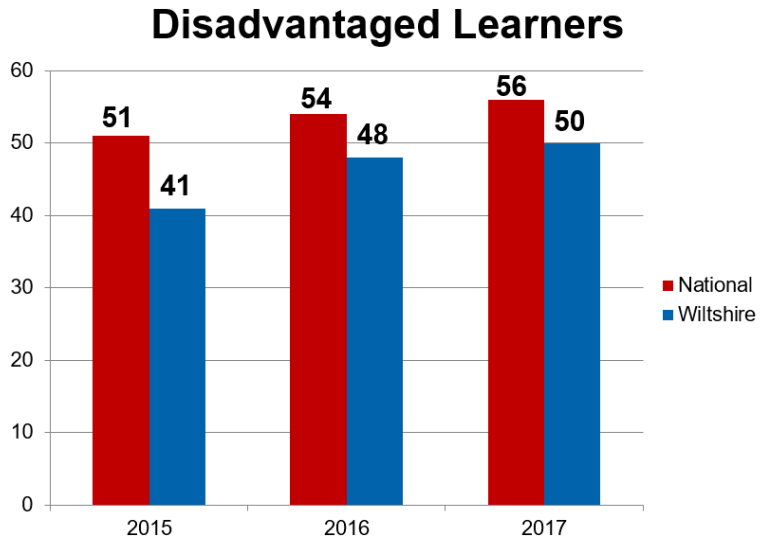
Change from previous year	
Wiltshire	**+1.5**
England	**+0.8**
Quartile position	**B**

Key points
Attainment has improved and remains above the national and other comparator figures.

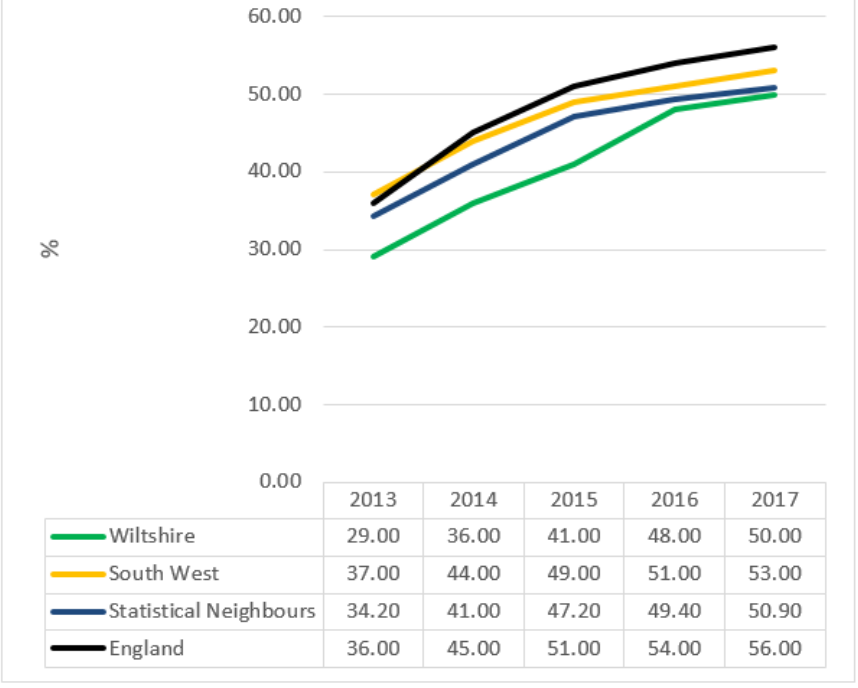
5. EYFS Attainment for Disadvantaged Learners

Although the good level of development (GLD) for disadvantaged learners is rising in Wiltshire, it remains a priority to close the gap so that disadvantaged children achieve at least in line with the national average for this group. New national and LA data will be published at the end of November. Figures below show attainment up to the end of 2017.

It is not possible to compare the 2017 GLD for disadvantaged learners against the 2018 GLD for all children. An analysis will be undertaken once the 2018 figures have been published.



Percentage of children achieving good level of development in Foundation Stage Profile - Eligible for Free School Meals (FSMs) N.B. 2018 data is not yet available



	2013	2014	2015	2016	2017
Wiltshire	29.00	36.00	41.00	48.00	50.00
South West	37.00	44.00	49.00	51.00	53.00
Statistical Neighbours	34.20	41.00	47.20	49.40	50.90
England	36.00	45.00	51.00	54.00	56.00

Change from previous year	
Wiltshire	**+2.0**
England	**+2.0**
Quartile position	**D**

Key points
Improvements in 2017 brings Wiltshire's figures closer to the national and other comparators

In 2016 Wiltshire had a 7% rise in attainment for children in receipt of free school meals which was a faster improvement rate than national and other comparators. Last year Wiltshire mirrored the national improvement rate of 2% but was still 6% below national indicating that the gap needs to narrow more quickly. Statistical neighbours appear to have experienced similar problems.

6. Ofsted Overall Effectiveness Grades

Wiltshire Ofsted judgements compared to national and regional at the latest national comparison point:

This section shows Ofsted gradings compared to England and the South West region for active providers who have received a full Early Years Register (EYR) inspection.

All provider types on the EYR register:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	18%	76%	5%	1%	94%
South West	21%	75%	4%	1%	96%
Wiltshire	22%	73%	5%	1%	95%

Ofsted grades for Nursery settings:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	22%	73%	4%	1%	95%
South West	29%	66%	4%	1%	95%
Wiltshire	29%	66%	4%	1%	95%

Ofsted grades for Childminders:

	Outstanding	Good	Requires Improvement	Inadequate	Good or better
England	16%	78%	5%	1%	94%
South West	16%	78%	5%	0%	94%
Wiltshire	16%	78%	5%	0%	94%

Source: Latest Ofsted Official Statistics **(as at March 31st 2018, published on 31st August 2018)**

Wiltshire is generally in line with or above national for Ofsted grades. There is an insufficient amount of outstanding provision in our most disadvantaged areas. A new project "Eager for Excellence!" is being developed for 2018/19 to support and coach leaders in these areas.

7. Early Years Provision Provided by Schools

We have developed information for schools so that they can look at the options for lowering their age range and offering early years provision. We are also beginning to achieve early years provision being included as part of new schools being built.
In recent years we have seen a significant rise in the number of schools offering early years provision. We currently have 22 schools offering this, having taken over leadership of their on-site pre-school. Two new schools will be offering Early Years provision. Over the next year, we are

anticipating the number of schools offering their own early years provision to rise to approximately 30 schools.

8. School Based Provision Ofsted Judgements:

The table below shows Ofsted quality judgements for Reception classes and maintained nursery classes.

School-based early years provision	Percentage good or outstanding
Wiltshire	83%
National	90%

We have seen a decline in good and better Ofsted judgements for school EYFS provision this year, when compared against national.

An early years education sub-committee group at Primary Heads' Forum is being developed this year and middle leadership training for EYFS Leaders in schools.

9. Strengths and Improvements from Current Activity:

- LA GLD in 2017/18 had a greater rise than national.
- We were successful in raising our GLD to quartile B through targeted support and training on areas within the profile that were low last year.
- We were successful with 6 bids for the capital funding from the Department for Education to support the introduction of 30 hours universal free entitlement.
- The support and challenge programme the team provides continues to ensure that any setting judged by Ofsted to be Requires Improvement or Inadequate is rapidly moved back to a good judgement, within a year.
- EYFS Profile data is analysed and examined at school, setting and children's centre reach areas to ensure support and training is targeted to where outcomes remain low.
- In 2017/18 a second annual cohort of a 'Maximising GLD Programme' was delivered to 9 of the lowest performing schools. 8 out of 9 of these schools had a rise in GLD of between 4 and 44%. This contributed to the GLD rising above national.
- Effective systems are in place between early years education advisers and early years inclusion officers who work with individual children and families, which was acknowledged in our recent LA SEND inspection. This has resulted in more effective support for settings with very high numbers of SEND and/or vulnerable children in areas of deprivation that we identified as being vulnerable, despite having a current good Ofsted grade. A 'Team around the setting' review meeting approach for these

settings was implemented this year. This is resulting in more timely referrals and greater setting confidence in providing early support.

- Smooth implementation of 30 hours free entitlement.
- Each year we deliver a project to support provision and practice with settings working with disadvantaged two year olds. The project is targeted to settings with high numbers of funded twos. This year between 29 and 51% of project children had made rapid progress from their starting points in the three core areas of communication and language, physical development and personal, social and emotional development.
- We have seen an increase in take up of our early years progress tracker this year. This is a tool we developed to ensure all settings have a way to track the progress that individuals and groups are making across the different curriculum aspects in the EYFS so that gaps can be identified and closed early. The tracker has been praised as a strength in recent Ofsted reports for settings.
- We have increased the engagement of the early years sector in submitting progress data for children in receipt of additional funding and this is enabling us to start to target our visit support to settings with high numbers of disadvantaged learners that are not reaching their developmental milestones. We now share this data with the children's centre outreach workers/curriculum leads so that they can target relevant families.
- 97% of disadvantaged 2 year olds attend a setting judged to be good or outstanding.

10. Priorities for Raising Achievement and Narrowing the Gap in 2018/19 and Beyond

- To continue to raise GLD outcomes for all by delivering a third cohort of our 'Maximising GLD Programme' for lower performing schools.
- To deliver a new project: "Eager for Excellence!" for leaders of settings in areas of greatest disadvantage that will provide intensive input on evidence based gap narrowing strategies, good practice in early language and literacy and coaching.
- School EYFS Profile data will continue to be produced at feeder setting level. All settings where data indicates a low GLD for a significant proportion of children at the end of the EYFS will receive an improvement support visit.
- To increase the take up of Early Years Pupil Premium Funding (EYPP) and continue to champion the effective use of the EYPP through training sessions, posters and visits to settings in disadvantaged areas.
- To continue to ensure a high take up of free entitlement funding for our most disadvantaged 2 year-olds in partnership with children's centre partners.

- To continue to promote and embed our Wiltshire Early Years Tracker, to ensure all settings continue to track pupil progress and use the resulting data to narrow gaps early. "Making the Most of your Data" training will continue to run.
- To deliver an early years conference on narrowing the word gap.
- To continue to encourage all settings to submit progress data for children in receipt of additional funding (EYPP or Better2Gether funding) so that support and training can continue to be tightly focussed. Sharing the Wiltshire tracker data with children's centre curriculum leads three times a year so that children's centre outreach support can be directed to families of disadvantaged children making slower progress.
- To work closely with Primary Heads' Forum to raise the status of early years and to develop a group of ambassadors for best school practice.
- To deliver new EYFS Leadership training for schools.
- To continue to ensure the needs of each community area from the data is understood by schools, pre-schools and children's centres through the sharing of each area's data at forums which facilitate links between schools and pre-schools.
- To continue to ensure that any setting vulnerable to not providing good quality provision receives targeted support.
- To meet our requirement to support all new registrations through to first inspection, including new provision in schools.
- To continue to broker links with our teaching school The Mead, through the Early Years Lead Development Practitioner (EYLDP) Project, 'Early Years Connect'. This project runs in partnership with the LA and has developed a group of leading practitioners who can be deployed to support settings with early language work with 2-year olds.
- To continue to support settings to self-sustain good practice through an annual cycle of self-improvement by continuing to provide them with the opportunity to undertake 'The Bristol Standard Quality Improvement Framework for Birth – Five'. This QA scheme, originally designed by Bristol City Council, is a reflective tool that supports settings to improve on their previous best for the benefit of their children. It is a scheme that Wiltshire LA has had involvement in developing and it draws on best practice research into early years practice. There is a pattern of settings undertaking this scheme achieving or maintaining good and outstanding Ofsted judgements.

11. 30 hours Free Entitlement Implementation Update

We have worked hard to support the Early Years sector to engage with the 30 hours universal entitlement agenda. Many Early Years settings have extended their hours of opening to support parents with the growing demand for more hours. Only one setting closed stating that they were

closing due to the introduction of 30 hours Free Entitlement (FE); another provider opened a new setting in the same premises.

We currently have 452 Childminders (66%) registered to take FE Funding. We are seeing our private sector seeking expansion opportunities and outstanding providers from outside the LA wishing to set up in Wiltshire. We have not received any parental complaints relating to sufficiency. The challenge for Wiltshire is the expanding housing stock, not the introduction of the 30 hours FE.

Parents who are eligible for the extended entitlement are issued with a code by HM Revenue and Customs (HMRC). These codes have to be checked and validated by childcare providers. The average percentage of codes validated for the South West in February 2018 was 95%. The South West exceeds the rest of the country. In Wiltshire we've achieved 98%, having validated 3,443 codes. For Spring 2018 7363 claimed FE and 3298 of these children accessed extended hours beyond the 15 hours FE. For the Summer Term, these figures have risen to 8000 children estimated to be accessing funded hours, of which approximately 3300 children are accessing extended hours.

The LA was successful with 6 bids for capital money from the Department for Education (DfE) in 2016/17 to support the introduction of 30 hours FE. In recent times, we have achieved S106 funding for Early Years provision, plus we had some success with the DfE's Delivery Support Fund which enabled us to provide a further 22 places across the county, targeted to areas of need.

We are aware that across the county we have less full-time places for three and four years olds than numbers of children, however not all families require a full-time place and some children take up a place out of county or further afield from their place of residence. We know which areas need further provision and continually seek opportunities to build capacity, including actively recruiting childminders to support these areas.

Over the coming year a number of new nurseries will be opening. This will help to meet the growing demand for more provision due the growing number of houses in Wiltshire and the Army Basing project. A current area of concern is Malmesbury. We continue to seek for an opportunity for a venue for more nursery provision to be available following the recent closure of a nursery there. We continue to monitor all areas.

We have provided information for both parents and providers on the Wiltshire Council website regarding the 30 hours FE and other funding streams. The sector receive regular updates on the 30 hours FE plus our Free Entitlement Team are confident in answering any queries that providers raise.

12. Early Years Safeguarding Considerations:

The annual early years audit was sent by the safeguarding adviser to all settings and 94% submitted a return. A separate audit was sent to 414 childminders and 96% submitted a return. This represents an increased return on last year when 84% of settings and 74% of childminders submitted an audit return.

Summary of audit findings for settings:
The evidence from the audit is that settings and childminders have confidence in the safeguarding arrangements that they have in place. A large number of settings believe that they not only meet but exceed the statutory requirements set out in the Statutory Framework for the Early Years Foundation Stage 2017. 29% of settings indicated that their practice was 'outstanding' overall and 66% assessed it as 'good' overall. The figures for childminders were 18% and 77% respectively.
It is positive to report at least 90% of settings replied 'Yes' to 27 of the 48 questions about safeguarding practice, and at least 90% childminders responded 'Yes' to 16 of the 20 such questions in their audit.
It is reassuring also to report that most Wiltshire EY settings and childminders (at least 97%) stated that they were meeting the following key requirements:

- **Statutory documents** Settings and childminders are familiar with the Statutory Framework for Early Years Foundation Stage (2017) and the Ofsted Inspecting Safeguarding in early years education and skills settings (2016)
- **Paediatric First Aid** Settings ensure that at least one member of staff has had this training within the past 3 years. 100% of childminders reported that they are complaint with this requirement.
- **Allegations management** Settings and childminders ensure their safeguarding and CP policy includes WSCB (Safeguarding Board) procedures for managing allegations against adults
- **Use of mobile technology** Settings and childminders ensure their safeguarding and CP policy includes procedures for the use of mobile technologies.

13. Areas for early years safeguarding improvement identified by safeguarding advisers:

Some key areas are requiring further improvement. As was the case in 2015, Childminders reported a lower standard of practice in most areas compared with group settings.

- **Early Help** A significant number of settings and childminders reported that their offer of early help is insufficient.
- **Record keeping** This was identified by childminders as an area for improvement**.** Professionals'' responsibilities and good record keeping practice is covered in training for Designated Safeguarding Leaders and is an area of focus in Ofsted Inspections. It is positive to note that the

evidence from DSL network meetings and visits to settings undertaken by Childcare officers suggests that all settings use the LA templates for recording concerns to support their practice.

- **Staff contribution to policy making and inclusion of the child's voice** 80 settings reported that a commitment to the voice of the child was missing in the Safeguarding and Child Protection policy and almost 100 that staff were not included in policy review.
- **Wider forms of abuse** The need for staff in EY settings and childminders to be more confident to recognise the indicators and assess the risk of FGM, CSE and radicalisation remains.[3]

14. The definition of safeguarding in its wider sense when applied to education, involves work which is focussed around promoting equality of opportunity for all children and narrowing gaps in achievement, particularly for vulnerable learners which in turn serve as protective factors in promoting children's aspirations and expectations for education and beyond into adulthood. Research into the effectiveness of pre-school education has shown that attending a good pre-school has a positive effect on pupil outcomes at age 16[4].

Environmental and Climate Change Considerations

15. There are no specific environmental or climate change considerations in relation to this report.

Public Health Implications

16. Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Equalities Impact of the Proposal

17. All groups of learners have the right to have the opportunity to make good progress in learning and achieve high standards. The data suggests that there remains an attainment gap for a number of groups for which achievement is not as high as for other groups. This equalities issue remains a high priority.

Risk Assessment and Financial Implications

18. The current situation is that we are on target to provide appropriate levels of high quality provision. However, it is a continuing role to ensure that this level of provision is achieved and remains of high quality so that children can achieve their full potential. The local authority is required by legislation to withdraw free entitlement funding from any provider judged as inadequate by Ofsted which puts at risk the number of nursery places so

[3] Wiltshire LA Safeguarding Audit Report
[4] The Effective Pre-School, Primary and Secondary Education Report (EPPSE)

we must continue to provide nurseries with support and challenge to prevent this from happening and to act swiftly if it does. Furthermore, the government requires that children in receipt of the additional funding for disadvantaged two year olds will only attend a setting judged by Ofsted to be good or outstanding. Therefore if a setting is judged to be requiring improvement it can no longer take disadvantaged two year olds, which can cause sufficiency issues for our most vulnerable learners.

19. Legal Implications

The LA meets all statutory duties outlined in the local provider agreement and in the Department for Education's statutory guidance for LAs on their early education and childcare duties.

20. Conclusions

The GLD has risen slightly above national. Ofsted gradings for settings and childminders continue to be comparable to national. In 2018/19 a priority will be to raise the amount of good and better provision in schools and to support schools developing early years provision. The attainment of disadvantaged learners (pupils eligible for free school meals) continues to be a high priority since these children are still below national averages at the end of the EYFS. New developments in this area for 2018/19 will include a new "Eager for Excellence!" project working in partnership with setting managers in areas of deprivation, increasing take up of Early Years Pupil Premium (EYPP) and an early years conference on narrowing the word gap. There has been a smooth implementation of the 30 hours free entitlement so future work will focus on maintaining quality. The government is currently undertaking a review of the early learning goals in the EYFS and the Early Years Foundation Stage Profile. A DfE pilot of a potential new baseline assessment for reception is also being undertaken. Curriculum changes are expected so a key focus of our work will be to train teachers and setting practitioners to deliver the new curriculum and assessment arrangements.

Alan Stubbersfield
Director, Education and Skills

Report Author:

Natalia Reyner, Lead Professional for Early Learning and Development

25.10.18

Wiltshire Council

Children's Select Committee

6 November 2018

An Update on the Swindon and Wiltshire Local Enterprise Partnership (SWLEP) Higher Education Strategy

Purpose of Report

1. To inform the committee about the progress to date of the development of the SWLEP Higher Education Strategy including plans for a Multi Campus University.

Background

2. Since 2017, officers have been working with colleagues in Swindon Borough Council on a Swindon and Wiltshire Local Enterprise Partnership Higher Education Strategy. This was in response to the skills issues identified in the Strategic Economic Plan which include a shortage of skills at level 4 and above and low average progression rates to higher education across the area.
A Direction of Travel Report was presented to and agreed by the LEP Board in May 2017. This was followed by:

i) The commissioning of a full evidence base including desk based research and surveys of young people, adults and employers, completed in March 2018.
Key issues identified from this were:

- Lack of graduate talent pool
- Forecast skills shortages at L4+
- Employers reporting higher level skill shortages
- Limited HE offer linked to LEP sector priorities beyond foundation level
- Low progression to HE and student choice not matching employer need

ii) Stakeholder engagement events were held in Swindon and Devizes in April and members invited to attend.

iii) In May 2018, a draft strategy was submitted to the LEP Board which was agreed in principle and which set high level actions to:

- Grow and promote HE provision within the area including commissioning a feasibility study for a multi- campus university
- Ensure the strategy links to the emerging local industrial strategy and future research and investment opportunities
- Promoting SWLEP area as a great place to live, work and study

- Develop our approach to an employer led skills infrastructure, reflecting the national and local industrial strategies.
- Improve educational attainment and progression to higher education

The board requested that further work was undertaken towards developing a proposal which sets out how the LEP can achieve the ambition of:

- Raising aspiration
- Growing and supporting HE through FE and;
- Developing a multi campus university

iv) Specialist consultancy support was commissioned in July to explore the concept of a multi campus university which:

- Works through models elsewhere
- Ensures synergy with the Swindon College Institute of Technology application for Swindon and North Wiltshire (and South East Gloucestershire)
- Engages businesses
- Focuses on sector strengths in different parts of the LEP area
- Ensures that the FE sector is included in the ambition

v) This options appraisal report was completed in August 2018 and a Task Group established to oversee the development of the proposal. A document will be submitted to the LEP Board in November which will outline the vision for the Multi Campus University.

Main Considerations for the Council

3. The options appraisal written for the HE task group highlighted the significant economic, social, community and cultural benefits that a multi campus university would bring to the SWLEP area beyond satisfying skills shortages. It emphasised that government policy, whilst not cash rich, is receptive to new innovative, employer led, disruptive university models. It identified that success is dependent on gaining sufficient stakeholder engagement in the chosen proposed model and securing the financial investment to take the model forward. Interviews with key personnel across the HE sector informed this work.

4. Of the three approaches presented, it was agreed that Federation, through some form of Joint Venture vehicle, was the first option to consider and could involve the three FE colleges and universities currently delivering in the area, with additional university partners and private sector employers invited to join. The Joint Venture would deliver all HE with the individual institutions acting as the campuses for delivery. The Joint Venture would expand HE and could use elements of the Incubation and Start Up scenarios to add relevant employer demanded curricula as well as the research-intensive elements that would create the ambitious university imagined by the current stakeholders. The university partner or partners would be invited to work on this project and would have strong brands capable of attracting businesses to engage and students to apply.

5. The colleges in the SWLEP area have been engaged and meetings led by Amanda Burnside, Principal of Wiltshire College and Chair of the SWLEP Skills and Talent Sub-group have taken place. Employer engagement is also underway

6. To address the issues outlined in the strategy, any plans for a new Multi Campus University in Swindon and Wiltshire need to be ambitious, the focus on Science Technology Engineering and Maths (STEM) provision clearly defined and a compelling vision outlined. The importance of the Institute of Technology application[1] as a stepping stone to achieving a coherent HE offer is emphatic. It is clear a new university model needs to be employer led with investment from the business community.

7. Funding will be required to set this initiative up as a fully resourced, work streamed project to enable it to move forward. The SWLEP is applying for additional BEIS funding made available following the Ministerial Review of LEPs. One of the purposes of this additional funding is to support the development of local industrial strategies and the Multi-Campus University will be a key feature of the SWLEP Local Industrial Strategy.

Safeguarding Considerations

8. At this stage there are no safeguarding implications.
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Public Health Implications

9. There are no specific implications arising from this work.

Environmental and Climate Change Considerations

10. There are no specific implications arising from this work

Equalities Impact of the Proposal

11. Reducing barriers, improving inclusion, life chances and social mobility for children, young people and vulnerable groups within Wiltshire is at the heart of all the work we do. The strategy and the proposal for the multi campus university reflect the opportunities that increased higher education provision in the county will provide for all but particularly in terms of widening participation of disadvantaged groups and promoting social mobility.

Risk Assessment

12. Improved access to Higher Education (HE) is within one of the key pillars of the Business Plan, plans for a Multi Campus University will increase access to

[1] The Stage 2 Bid for an IoT will be submitted on 20th November with decisions expected to be made in the Spring

HE for residents across the county. However, the plans are in early concept stage and fruition will depend on securing significant levels of investment.

13. **Legal Implications**

There are no legal implications arising from this report

Conclusions

14. The conclusions reached having taken all of the above into account.

Proposal

15. The Committee is asked to note the contents of this report.

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Director, Education and Skills

Report Author:

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18th October 2018

Appendices

1.SWLEP Board HE update paper September 2018
2.SWLEP Draft Higher Education Strategy (short version)

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swindonwiltshire
Local Enterprise Partnership

SWLEP Higher Education Strategy

May 2018

Consultation Draft

Short Version

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1. Introduction

1.1 Background

This strategy builds on the Direction of Travel agreed by the LEP Board in May 2017. It is driven by the requirement for skills set out in the Strategic Economic Plan[1] (SEP) as well as key national policy and legislation including the Industrial Strategy, the Higher Education (HE) and Research Act and the government vision for apprenticeships. The strategy has been written at a time when numerous local strategies are being developed.

1.2 Context

Swindon and Wiltshire is the only LEP area in the country without a physical university presence. The role of universities in increasing productivity including through research development and innovation are recognised in the Industrial Strategy, and national research highlights the wider socio-economic benefits of having a university in the area. The main providers of higher education within the LEP are the three Further Education (FE) colleges who are working with a number of university partners along with the Open University and private training providers. There are sites in the LEP area where specialist provision is delivered by providers from outside the area. These include the Oxford Brookes Swindon campus, Cranfield University COTEC facility and Bath Spa University at Corsham Court. From the four designated touch points of Salisbury, Swindon, Trowridge and Chippenham, there are universities within 50 miles commutable distance. There are also a number of developments in train, including FE College growth strategies for HE, plans for the University of Wales Trinity St David to deliver Cultural Heritage provision in Swindon and a bid for an Institute of Technology to serve the Swindon, North Wiltshire and South East Gloucestershire area. The SWLEP has supported Local Growth Fund investment to increase HE provision through the FE College sector. Higher Education has long been seen as a priority for

[1] The SEP identifies a shortfall in workforce qualified to L4+ and a forecast increase in higher level occupations

Swindon Borough Council and Wiltshire Council. The post-16 area review of education 2017 recommended that local higher education provision in the area should be developed in collaboration with universities

2. Strategy overview

2.1 Strategy Vision

By 2028, Swindon and Wiltshire will meet employer demand for higher level skills through targeted provision and enabling opportunities for all residents to access higher education with clear pathways. The benefits of studying and working in the area will be clearly outlined and a strong university presence will attract students from outside the area and provide wider economic benefits. There will be enough skilled workers to fill job vacancies, making the area attractive to investors, retaining local talent and improving both productivity and social mobility.

2.2 Strategy Aims

The aims of the strategy are to have sufficient and appropriate HE provision that will:

1. Increase productivity:
    - the area will have a sufficiently qualified workforce at higher levels
    - employers will report fewer skills shortages
    - the area will attract and retain talent and investment
    - there will be a workforce pipeline at graduate level
    - SWLEP will benefit from increased HE provision including a multi campus university and growth through the FE sector.

2. Raise aspirations and increase social mobility:
    - residents will be inspired by strong local HE provision to continue their learning journey through to higher level
    - higher education will be accessible i.e. flexible, affordable and close by

- residents will be able to relate the benefits of pursuing higher education to labour market opportunities, particularly in relation to Science, Technology, Engineering and Maths (STEM)
- the route to higher education will be navigable and seen to be achievable.

2.3 Outcomes

This LEP wide strategy seeks to achieve the outcomes highlighted in the SEP as follows:

- *Ensure an appropriately skilled and competitive workforce to meet the needs of employers (in relation to higher level skills)*
- *Increase the proportion of the workforce qualified to level 4 and above (target of 52%)*
- *Achieve a higher proportion of individuals employed in higher skilled and higher value-added roles (Level 4 and above) in priority sectors*
- *Increase the participation of residents in Higher Education (particularly young people)*
- *Raise aspirations and attainment of young people by age 19*

3. Evidence

3.1 Developing an evidence base

The evidence base commissioned by the LEP and delivered by Buckman Associates in 2018 includes qualitative and quantitative data and bespoke data purchased from HESA. The final report includes analysis of surveys conducted with students in years 11 to 13, adult learners and local employers. It should be noted that the evidence presents a complex landscape accentuated by the distinct geographic differences. Below is a summary of the key findings from this research. It is recommended that the full strategy version[2] and evidence base report and appendices are referred to for more detail. A comprehensive presentation of the evidence base was given to stakeholders at events held in April 2018, and to the LEP Skills and Talent Subgroup and LEP board members in February 2018.

[2] Available on the SWLEP website from 18 May 2018

3.2 Key findings and considerations from the research

HE Provision

- Below average percentage of workforce qualified to L4+ in some of the LEP area
- Current local provision not sufficiently meeting employer and student needs
- Low percentage of students progressing to STEM HE courses (despite average participation in STEM courses at level 3)
- Few STEM courses offered locally
- Lack of part-time provision in neighbouring Higher Education Institutions (HEIs)
- Few local foundation level courses
- Net loss of graduates
- Very low numbers of students both LEP registered and taught by a university (unlike comparator LEPs)
- Young people prefer to study at a university
- Only LEP in country without a university
- Strong employer appetite for involvement in developing provision
- Student choice not matching employer need
- Challenges of rurality, accessibility and cohort viability
- Role of universities in increasing productivity

Awareness of current HE offer

- A high proportion of survey respondents were unware of higher level provision already on offer within the SWLEP

Swindon and Wiltshire as a place

- The employer survey revealed that employers have difficulty recruiting to the area, and they are not confident of being able to recruit in the future
- The survey of young people indicated that people want to leave area
- Graduate flows remain an issue in this area in that a higher than average proportion of learners leave the area and do not return. Graduates are attracted to the area from elsewhere, but overall the LEP currently experiences a net loss of graduate talent.

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Attainment

- Attainment is below average, particularly in Swindon. Attainment at aged 16 is strongly correlated with progression to HE and closely related to productivity

HE Progression

- Below average progression to HE, low participation in HE in certain areas for some groups

The current workforce

- Employers are reporting skills gaps and recruitment challenges and not confident about recruiting to higher skilled occupations
- Forecast skills shortages as identified in the SEP
- The adult survey indicates appetite to learn with support from employer

Work and learn options

- A high percentage of learners prefer work options
- There is a low percentage of employers participating in apprenticeships
- 72% of employers felt that any new provision should involve employers in its development

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4. Focus of the strategy

4.1 High level actions to meet the strategic aims of increasing productivity and raising aspirations and social mobility

1. Grow and promote local HE Provision:
    - Work with current providers to develop their provision to meet the needs of residents and employers and raise awareness of their current offer

- Commission a feasibility study to develop a multi campus university in the SWLEP which will : supplement and complement FE provision; meet the needs of residents; be employer led, strengthen STEM provision and align with the principles of Institutes of Technology; and attract people from outside the LEP.
- Work with employers on a sector basis to develop provision to meet their needs
- Ensure a strong focus on the growth of higher and degree apprenticeships
- Ensure there is access to HEIs to meet the needs of employers in the area eg for those with niche requirements building on the work of Higher Futures

2. Ensure the strategy links to the emerging local industrial strategy and future research and investment opportunities
    - Evidence from this strategy will feed into the wider LEP local industrial strategy work and the LEP-wide task group

3. Improve educational attainment and progression to higher education:
    - Continue focussed work through Swindon Challenge
    - Through the LEP strengthen the work of the Enterprise Adviser Network to improve employer engagement in Careers Education Information and Guidance (CEIAG), including the importance of STEM and maths and local labour market information
    - Ensure a comprehensive programme of activity is in place to raise aspirations, working with key stakeholders including addressing barriers for all residents and for specific groups
    - Further understand and address barriers to progression
    - Develop pathways to HE taking into account learner starting point and including flexible and part-time options
4. Promoting SWLEP as a great place to live, work and study
    - Identify and promote key strengths of the area
    - Target campaigns to promote the key strengths of the area
    - Develop a wider student offer
    - Address the negative perceptions of place evidenced by some groups

DRAFT

5. Developing our approach to an employer-led skills infrastructure, reflecting the national and local industrial strategies
    - Take a sector and targeted approach to higher apprenticeships
    - Employers and universities providers to work together in a more systemic way to develop provision and ensure innovation in design/delivery
    - Work with SMEs and narrow the gap between learner choice and employer demand
    - Support employers to harness research and innovation opportunities with universities
    - Proactively engage employers in any new design or delivery so that provision is employer-led

5 Next Steps

5.1 Implementation Plan

An implementation plan will be developed through continued work with stakeholders following the submission of this paper to the board.

5.2 Consultation timeline

When the consultation version of this strategy is finalised, we will enter a consultation period (July-August 2018) during which stakeholders including the wider general public, educational establishments, politicians and the SWLEP employer base will be invited to respond via consultation questions. These responses will contribute to the development of the final strategy which will be submitted to the LEP Board in September 2018.

The involvement of key stakeholders is essential in order to ensure successful implementation of the strategy, therefore a full range of stakeholders will also be consulted with and engaged in the delivery of the implementation plan. Employer engagement is paramount to moving this agenda forward and focussed work to engage employers by sector will be carried out.

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Swindon & Wiltshire LOCAL ENTERPRISE PARTNERSHIP	Board Meeting 19th September 2018 Paper Number X.X

Security Level:	Confidential ☐	Restricted ☐	Unclassified ☐	Commercially Sensitive ☐

Meeting & Date:	SWLEP Board Meeting – Wednesday, 19th September 2018		
Subject:	HE Strategy: Multi Campus University Proposal Update		
Attachments:	HE Options Paper		
Author:	Katie Cross on behalf of Sally Burnett	Total no of sheets:	5

Papers are provided for:	Approval ☐	Discussion ☐ x	Information ☐x

1. Purpose

1.1. To update the board on progress towards developing a proposal for a 'multi campus university'. This includes scoping the various options available to achieve this.

1.2. To update the board on the work of the HE Task Group to develop a 'Prospectus' which outlines the vision, business case and approach to move this forward.

2. Context

2.1. The draft Higher Education strategy was presented to the LEP Board at its meeting in May 2018 and the Board agreed to the vision and overall aims of the emerging strategy. Further work was requested to be undertaken by officers on the concept of, a 'multi campus university' as part of the action to

grow and promote HE provision. The Board were clear that the following points should be considered when doing this:

- Options for introducing increased university level provision to the SWLEP area e.g. the multi campus university concept
- The need for private sector and university interest in supporting the concept
- The level of investment and how this could be sought
- Current and emerging government policy around the higher education system and new universities
- Links to employment possibilities and urban centres
- Innovative design and delivery and reflects the flexibility required by present day employers and learners
- The plans for an Institute of Technology underway
- Research as an important factor in any new provision

2.2. The Institute of Technology is a key element of this strategy, the application for which has progressed to phase 2. The deadline for phase 2 submissions is November 2018, with notification of outcomes expected in March 2019.

3. Recommendations

The Swindon and Wiltshire Local Enterprise Partnership Board is recommended to:

3.1. Note the progress to date

3.2. Agree the approach to providing a draft prospectus for the November Board meeting.

4. Summary of Progress

4.1. In July 2018, Nick Isles, an independent consultant was commissioned to support the development of this proposal through providing an options analysis and drafting the outline 'prospectus'.

4.2. A HE task group was established, chaired by John Mortimer, and two meetings have been held. In addition to the chair of the LEP, task group membership includes the LEP Director of Skills, the LEP Skills Lead, local authority officers, Chair of the Skills and Talent Subgroup, local authority Employment and Skills Board Chairs and employers. At its most recent meeting, Hartham Park provided a presentation and overview of the opportunities and potential for developments within the digital sector, particularly in relation to higher education and both national and international research.

4.3. Initial engagement several businesses has taken place and business representation at the most recent task group meeting was very valuable. Further work to ensure a range of businesses are engaged in the development of the prospectus is planned.

4.4. The task group has reviewed the options analysis, identifying an appropriate model best suited to the area, and defined the purpose and scope of the prospectus which will be required to invite universities and the private sector to join the initiative.

5. Options appraisal

5.1. The options appraisal written for the HE task group highlighted the significant economic, social, community and cultural benefits that a multi campus university would bring to the SWLEP beyond satisfying skills shortages. It emphasised that government policy, whilst not cash rich, is receptive to new innovative, employer led, disruptive university models. It

identified that success is dependent on gaining sufficient stakeholder engagement in the chosen proposed model and securing the financial investment to take the model forward. Interviews with key personnel across the HE sector informed this work.

5.2. Three approaches were presented to the HE task group alongside case studies illustrating how these may operate and any caveats that accompany them. The options presented are summarised below:

A) START UP: This presumes a focus on building new campus or campuses across the area from scratch, possibly incorporating some existing or proposed facilities (i.e. IoT). The Milton Keynes example demonstrates the economic overspill from this model but the caveats are predominantly around financing as in the region of £300m would be required.

B) INCUBATOR: Where an existing university works with the local authority or other agency to establish a new presence or expand. There are many examples of where this has happened both nationally and internationally. The incubator develops to the point where provision expands across specified sites and over time HE delivery is subsumed into a single new delivery entity. Caveats include the difficulty in selling this concept to an existing university unless there are sufficient incentives.

C) FEDERATION: The third approach would involve establishing a SWLEP wide Joint Venture among all the current HE delivery partners. This would become the university project which would need to build the number of students before applying for degree awarding powers. It would need university partners to agree and engage with this. It is an inclusive approach working towards a university being established. This model requires collaborative agreement of all key partners and would require ambitious outcomes over an agreed period to address the skills needs

and other predetermined outcomes. However, it would build on current provision and be less expensive than other models.

5.3. The options paper outlined the different combinations of funding that a range of different universities have used to raise funds. It should also be noted that government grant funding often requires matched funding from either the institution applying, employers or other stakeholders or both.

5.4. At the initial HE task group meeting in August, it was agreed that to address the issues outlined in the strategy, any plans for a new multi campus university in Swindon and Wiltshire would need to be ambitious, that the focus including STEM provision should be clearly defined and a compelling vision outlined. The importance of the IoT application as a stepping stone to achieving a coherent HE offer was emphasised and the group agreed that the bid would be strengthened by being planned in the context of the ambition to create a multi campus university. It is clear a new university model would need to be employer led with investment from the business community.

5.5. Of the three approaches presented, it was agreed that FEDERATION, through some form of Joint Venture vehicle, was the first option to consider and could involve the three FE colleges and universities currently delivering in the area, with additional university partners and private sector employers invited to join. The Joint Venture would deliver all HE with the individual institutions acting as the campuses for delivery. The Joint Venture would expand HE and could use elements of the INCUBATION and START UP scenarios to add relevant employer demanded curricula as well as the research-intensive elements that would create the ambitious university imagined by the current stakeholders. The university partner or partners would be invited to work on this project and would have strong brands capable of attracting businesses to

engage and students to apply. A prospectus outlining the clear business case for the multi-campus university would be required as a next step.

6. Prospectus

6.1. The purpose and scope of the prospectus has been agreed by the HE task group in that it will be a high quality 'brochure' outlining the SWLEP shared vision and ambition for a Multi Campus University (MCU), the key reasons why it is needed (business case) and the detail of what it will deliver.

6.2. It will outline the approach to its development, how it will operate, the financial model/options and sustainability, and the high level plan and timeline.

6.3. Its purpose is to engage current and new partners and build momentum for an ambitious yet achievable project. It will be used to communicate the shared vision and plan, to gain commitment from partners moving forward and to attract new partners as the work develops.

6.4. The vision will clearly outline what the MCU is, why it is needed, what it will address and what it will deliver (referring to the strategy). It will set out in a tangible way what the university seeks to achieve and the benefits it will bring, demonstrating how the area and its employers will move forward. It will highlight the role employers, FE and HE and how the proposed model links to current and planned provision and the ultimate ambition.

6.5. It will outline its USP and why it is different, i.e. the employment outcomes, the global research functions, the wider societal benefits, the clustering and innovation catalyst brought about by co-location of business, research and education at significant sites. Potential sites may include; Salisbury (Boscombe/Porton), Corsham (Hartham Park), Swindon.

6.6. It will define the key feature of the concept as well as firmly setting out the business cases; both strategic and economic.

6.7. The operating model and governance will be clearly set out showing how the process will move from federation to new university and the financial model and sustainability will be articulated.

7. Next Steps

7.1. The prospectus will be further developed and a draft presented at the next Board meeting in November.

7.2. Engagement with potential university partners, FE and other providers will take place on an individual basis and at the SWLEP Provision and Pathways meeting in October (a meeting of key FE and HE stakeholders).

7.3. The engagement with employers will increase and further business representation will be sought for the next HE task group in October.

7.4. Funding will be required to set this initiative up as a fully resourced, work streamed project to enable it to move forward. The SWLEP is applying for additional BEIS funding made available following the Ministerial Review of LEPs. One of the purposes of this additional funding is to support the development of local industrial strategies and the multi-campus university will be a key feature of the SWLEP local industrial strategy. The application is required by the end of October.

8. Timeline

HE Strategy

DATE	ACTIVITY
November 2018	• Final strategy and draft prospectus
December 2018	• The HE strategy draft delivery plan will be presented to the Skills and Talent Subgroup

Swindon & Wiltshire LOCAL ENTERPRISE PARTNERSHIP	Board Meeting 19th September 2018 Paper Number X.X

Institute of Technology Timetable

DATE	ACTIVITY
September 2018	• Publication of final Stage Two guidance (including Financial Model)
November 2018	• Deadline for submission of Stage Two proposals
February 2019	• Interviews
March 2019	• Notification of Stage Two outcome

Post Competition Timetable

DATE	ACTIVITY
March 2019	Notification of Stage Two outcome
June 2019	Award of Licence and Capital Funding Agreement
From June 2019	Set up IoT and start capital project(s)
From 2019/20 academic year	Commence delivery
March 2021	Deadline for DfE capital grant spend

Wiltshire Council

Children's Select Committee

Date 6 November 2018

School and Academy Ofsted Inspection Outcomes
September – Mid-October 2018

Purpose of Report

1. The report includes information regarding the most recent Ofsted Inspection reports published from September to mid October 2018. It provides an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.

Background

2. Inspection reports provide information for parents and other stakeholders and an accountability measure regarding the standard of education in each establishment. Ofsted is required to inspect state schools under section 5 of the Education Act 2005 and the inspections are carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors who are past practitioners or, in the latter case, are serving headteachers or school leaders.

   Inspections focus on four main areas

   - Effectiveness of leadership and management
   - Quality of teaching, learning and assessment
   - Personal development, behaviour and welfare
   - Outcomes for pupils

   Where appropriate the effectiveness of early years or sixth form is also inspected.

   From the evidence collected, schools are given an overall effectiveness grade:
   - Grade 1 (outstanding)
   - Grade 2 (good)
   - Grade 3 (requires improvement (RI))
   - Grade 4 (inadequate)

   The inadequate category (4) is further subdivided into special measures or serious weakness depending on the capacity of school leaders to make the improvements needed.

Schools judged as Requires Improvement (3) need to improve to be 'good'. To receive this judgement a school with have received a 2 day inspection; it will be inspected again within 30 months.

Many schools previously judged as good (2) will receive a short one day inspection to determine whether they remain at least good and whether safeguarding is effective. Where the short inspection finds evidence of the school remaining good, a letter is published making this judgement clear. If the inspection finds practice that suggests the school is either likely to be outstanding or alternatively might not retain its good grade, a letter is published saying the school will for the time being, retain its current good grade and that the next inspection will be a full 2 days. This allows for a full evaluation of the effectiveness of the provision. This outcome is expressed as 2 (L).

Main Considerations for the Council

3. There were eleven inspection reports published between the beginning of September and mid-October. Of those, five retained their previous Good grade although two received letters stating that the next inspection will be a full 2 day inspection. One school retained an RI grade. One school improved their grade from inadequate to Good well within the two years that would be expected.

Although schools with an Outstanding inspection grade are exempt from routine inspection, a number of Outstanding schools were inspected during this period, all three falling at least two grades, one falling to Inadequate. One school was judged to be inadequate that did not have a previous inspection grade since being established as a new academy.

School name	Status	Date of inspection	OE	Previous OE	L&M	TLA	PDBW	Outcomes	EY	Post 16
St Edmunds RC Primary	Academy	25/9/18	3 ↓	1	3	3	3	3	3	n/a
Hindon Primary	Maintained	25/9/18	2(L) ⟺	2	n/a	n/a	n/a	n/a	n/a	n/a
Southbroom St James Devizes	Academy	25/9/18	2 ↑	4	2	2	2	2	2	n/a
The Minster Primary	Maintained	18/9/18	2 ⟺	2	n/a	n/a	n/a	n/a	n/a	n/a
Bishops Cannings Primary	Maintained	18/9/18	2 ⟺	2	n/a	n/a	n/a	n/a	n/a	n/a
Amesbury Archer Primary	Maintained	12/9/18	3 ⟺	3	3	3	2	3	2	n/a

Wardour Catholic Primary	Maintained	12/9/18	2(L) ⟺	2	n/a	n/a	n/a	n/a	n/a	n/a
Lydiard Millicent Primary	Academy	11/9/18	2 ⟺	2	n/a	n/a	n/a	n/a	n/a	n/a
St Mary's RC Chippenham	Maintained	10/7/18	4 ⬇	1	4	4	4	4	4	n/a
The New Forest CofE Primary	Maintained	10/7/18	3 ⬇	1	3	3	3	3	3	n/a
Marden Vale CofE Academy	Academy	21/6/18	4	u	4	4	4	4	3	n/a

Safeguarding Considerations

4. Although this report does not include reference to issues regarding child protection, the broader definition of safeguarding does take into account that safeguarding processes should optimise the life chances of individuals. The quality of school provision has a significant impact on supporting improved life chances for children and young people and for those groups vulnerable to underachievement, this is an essential consideration.

Public Health Implications

5. Educational attainment is one of the key outcomes for children and young people included in the Public Health Outcomes Framework.

Environmental and Climate Change Considerations

6. There are no specific environmental or climate change considerations in relation to this report.

Equalities Impact of the Proposal

7. All learners have the right to have the opportunity to make good progress in learning and achieve high standards. The report shows that in Wiltshire there are schools that are ineffective in their practices and not yet good. This will have an impact on the educational progress of children attending these schools and will impact on their achievements. This equalities issue remains a high priority with School Effectiveness working with other partners and LA services to support the outcomes delivered in the Disadvantaged Learners Strategy.

Risk Assessment

8. There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.

The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by a number of factors that may pose a risk to continued improvements for children and young people in state funded education

- As the number of Academies grows, the LA has less direct influence on standards of performance. Oversight of academies lies with the Regional Schools Commissioner (RSC) and the LA has no powers of intervention in academies. Relationships between the LA and academies remain good, although as part of national policy, it is primarily for the academy to determine their level of engagement with the LA. It is for the RSC to intervene if and when necessary and the LA liaises closely with the RSC office to provide local information and knowledge about all schools.

- Although the LA remains responsible for educational excellence across the county, with diminishing financial resources including the withdrawal of Educational Services Grant funding for school improvement and other functions from April 2018, the ability for School Effectiveness to lever change in a variety of ways also diminishes. This, coupled with limited capacity, represents a potential need for change in the systems for monitoring performance and for school improvement provision. The Education Transformation Partnership is working to promote the changes that will need to be carried out for system change in order to create a strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire.

Financial Implications

9. There are a number of government financial policies that will directly impact on the delivery of school improvement activities. The past funding by central government from the Education Services Transitional Grant and through the School Improvement, Monitoring and Brokerage Grant to resource the monitoring the performance of LA maintained schools, broker improvement provision and intervention where appropriate has reduced the amount of funding for school effectiveness activities over the last few years.

Ongoing funding reductions for school improvement activity have been managed to minimise direct impact on delivery of key strategies to improve performance. With a reduction in staff capacity to develop and sustain school improvement activity for LA maintained schools, it is possible that this focus will not be able to be sustained with the result of increased risk to performance standards.

Reduction in good and outstanding providers and places and higher proportions of RI and inadequate providers leads to operational problems in finding good providers to deliver school to school support, and brings

financial problems, where LGA has estimated the cost to the LA of a school being judged inadequate is £250k.

Legal Implications

10. There are no legal implications in relation to this paper.

Conclusion

11. The School Effectiveness team continues to monitor and risk assess schools and academies through the Local Authority School Effectiveness Review (LASER). An initiative taken in response to declining Ofsted judgements, the Annual Performance Assessment (APA) is carried out using the most recent end of key stage 2 and 4 data for all schools including academies; each school receives a letter with the outcome of this assessment at the start of the academic year. In addition, for all LA maintained schools, an ongoing risk assessment of current activity to bring about improvements is carried out by the Challenge and Support Partner (CASP) three times a year. Both of these activities identify where performance is declining or not acceptable and support the provision of early support.

12. There is a particular focus on Outstanding Schools that were inspected some time ago. The current effectiveness of outstanding schools will be a high priority with additional assurance visits carried out for LA Maintained schools to support identification of improvement areas.

13. Where there are concerns regarding academies, LA officers will continue to liaise with the RSC with the expectation that appropriate challenge will be secured for academies with identified underperformance, and that effective support is available. Continued reports of improvements will be sought from the RSC.

Alan Stubbersfield
Director Education and Skills

Report Author: Jayne Hartnell, Head of School Effectiveness (Acting)

21 October 2018

Background Papers

None

Appendices

None

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Wiltshire Council
Children's Services Select Committee
06 November 2018

DfE Changes – Update August 2018 – October 2018.

More support to help schools with costs

1. A new toolkit to help schools save money to ensure every pound possible is being spent in the classroom has been published today by DFE. The School Resource Management Strategy provides schools with practical advice on how to reduce the £10 billion non-staffing spend spent across England last year. It is estimated schools could save up to a billion pounds through better procurement and buying strategies. More information can be found here.

New education and skills measures

2. The DFE have announced a series of measures to make sure every child has access to a world-class education at every stage of their lives, regardless of their background. These measures include:

   - School sport action plan - A cross-government school sport and activity action plan will consider ways to ensure that all children have access to quality, protected PE and sport sessions during the school week and opportunities to be physically active throughout the school day.

   - Basic maths skills - Centres for excellence in maths will be established across the country to improve the quality of maths teaching in post-16 institutions, focusing on improving basic maths knowledge and skills for those aged 16 and over. 21 new centres for excellence will be established in post-16 institutions across the country – with at least one in every region of England.

   - English hubs - The government is announcing the names of 32 schools across England that will take a leading role in supporting schools that struggle to teach children to read by improving the teaching of early language and reading.

   - Capital funding for T Levels - £38 million is being made available to the first providers of T Levels to make sure pupils taking the new technical qualifications from 2020 have access to the equipment and facilities they need.

   - Careers guidance - The government will expand the network of schools and colleges across the country that is sharing and developing the best careers advice so young people get the guidance and support they need.

   - Tackling poor behaviour - The government will reform training so every teacher is equipped to manage behaviour.

Academies Update

3. Number in Wiltshire at the beginning of October 2018:

Academies	94

4. New academies in this period:

St Peters Primary, Salisbury	New school

Data protection

5. The DfE has updated guidance on how and when schools, local authorities and awarding bodies in England share the pupil, child and workforce data they collect, to include references to the Data Protection Act 2018. More information.

Sale of energy drinks

6. The government is seeking views from the public on ending the sale of energy drinks to children and young people in England. The consultation proposes that a ban would apply to drinks that contain more than 150mg of caffeine per litre and prevent all retailers from selling the drinks to children.

7. It follows the publication of the latest chapter of the government's childhood obesity plan in June 2018, which outlines a series of measures as well as a commitment to halve childhood obesity by 2030. The consultation closes on 21 November 2018.

New unit to tackle exploitation of vulnerable young people

8. The DfE is intending to contract a new service to tackle CSE together with other criminal threats involving child exploitation such as gangs, county lines, modern slavery of children and child trafficking. The new unit, which will operate from 2019 up until 2022, will provide tailored support to local areas so they can respond effectively to these safeguarding challenges and learn from what works. More information can be found here.

TERENCE HERBERT
Corporate Director

Report author: Nicola McCann, EY Information and Co-ordination Manager, Children's Services. 23/10/2018

Largely taken from the DfE website 16 August 2018 to 23 October 2018.

Wiltshire Council

Children's Select Committee

6 November 2018

Task Group Update

Purpose

To provide an update on recent task group activity and propose any decisions requiring Committee approval.

1. Child and Adolescent Mental Health (CAMHS) Task Group

Membership:

Cllr Phil Alford (Chairman)
Cllr Clare Cape
Cllr Gordon King
Cllr Fred Westmoreland

Supporting Officer: Natalie Heritage

Terms of Reference:

That the CAMHS Task Group:

a) Consider the governance arrangements for the recommissioned CAHMS service;
b) Explore and understand the new CAHMS model in comparison to the existing model and consider the evidence base for any changes. Then where appropriate, make recommendations to support its implementation and effectiveness;
c) Look at existing data and ensure that the new model's performance will be robustly monitored and benchmarked against this by the council, partners and by the proposed future scrutiny exercise;
d) Consider access and referral points within the new CAHMS model and, as appropriate, make recommendations to maximise take-up by children and young people in need of support;
e) Explore where CAMHS sits within the overall landscape of children and young people's mental health and, within this, consider whether prevention services are effective

Recent Activity

The CAMHS task group met on 6 September to hold an interview with two individuals working within the Wellbeing Team at Melksham CAMHS; which helps to deliver the 'Thrive Hub' model in Wiltshire's schools. This enabled the task group to gain a better understanding of how the Thrive Hub helps to bring

about positive mental health outcomes for children and young people, as well as to discuss how the service could be taken further.

The task group are next meeting on 2 November to interview an individual who approached Cllr Deborah Halik, via the Health Select Committee, about her experience of CAMHS. This session will also see the task group discussing the key themes from all of their interviews and agreeing potential recommendations for ToRs D and E, before raising them with the Cabinet Member and Senior Management Team (commissioners) on 21 November.

2. Child and Adolescent Mental Health (CAMHS) Task Group

Membership:

Cllr Jon Hubbard (Chairman)
Cllr James Sheppard
Mr John Hawkins
Ms Jen Jones

Supporting Officer: Adam Brown

Terms of Reference:

1) To consider the future provision of SEND education for Wiltshire's children and young people in the context of the challenges outlined in the "Wood Report"/WASSPP report (May 2017).

2) To receive evidence from:
    a. Wiltshire Council officers;
    b. Wiltshire schools;
    c. Parents/guardians of children with SEND.

Recent Activity
The task group last met on 23rd October to receive an update following the pre-consultation and on the upcoming Cabinet report in November. The task group will provide input into the Cabinet report.

Report author: Natalie Heritage, Senior Scrutiny Officer, T: 01225 718062, E: Natalie.Heritage@wiltshire.gov.uk ; Adam Brown, Senior Scrutiny Officer, T: 01225 718038, E: adam.brown@wiltshire.gov.uk

Children's Select Committee
Forward Work Programme

Last updated 1 OCTOBER 2018

Children's Select Committee – Current / Active Task Groups		
Task Group	**Start Date**	**Final Report Expected**
Child and Adolescent Mental Health Services (CAMHS)	October 2017	TBC
Passenger Transport	TBC	TBC
SEND School Provision	October 2017	March 2019
Strategy and Support Programme for Disadvantaged Learners	TBC	TBC
Traded Services for Schools	December 2017	TBC

Children's Select Committee - Rapid Scrutiny		
Topic	**Details**	**Date**

Children's Select Committee – Forward Work Programme			Last updated 1 OCTOBER 2018		
Meeting Date	**Item**	**Details / Purpose of Report**	**Associate Director**	**Responsible Cabinet Member**	**Report Author / Lead Officer**
6 Nov 2018	Wiltshire Council Apprenticeship Growth Target	To receive details on Wiltshire Council's submission to central government on how we are fulfilling our apprenticeship target.		Cabinet Member for Children, Education and Skills	Joanne Pitt
6 Nov 2018	Provisional School Outcomes 2017/18	To receive the provisional outcomes for pupil performance in public tests and examinations.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Jayne Hartnell
6 Nov 2018	Annual Early Years Standards Report 2017-18	To report to children's select committee local authority standards for early years and pre-school provision including sufficiency, pupil outcomes and Ofsted grades.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Natalia Reyner
6 Nov 2018	Swindon and Wiltshire Local Enterprise Partnership Higher Education Strategy	To receive a report detailing the work with Swindon Borough Council on a Swindon and Wiltshire Local Enterprise Partnership Higher Education Strategy.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Katie Cross
6 Nov 2018	School Ofsted Judgements	To receive a report detailing school Ofsted judgements since the last school term.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	

Children's Select Committee – Forward Work Programme			Last updated 1 OCTOBER 2018		
Meeting Date	**Item**	**Details / purpose of report**	**Associate Director**	**Responsible Cabinet Member**	**Report Author / Lead Officer**
15 Jan 2019	Nursery Places Update	To receive the annual update on nursery places.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	
15 Jan 2019	School Ofsted Judgements	To receive a report detailing school Ofsted judgements since the last school term.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	
5 Mar 2019	Family and Children's Transformation (FACT) Update	To receive an update on the progression of Family and Children's Transformation (FACT).	Lucy Townsend (Director - Family and Children's Services)	Cabinet Member for Children, Education and Skills	
5 Mar 2019	Elective Home Education and Children not in Education Dataset	To begin receiving the new Elective Home Education and Children not in Education dataset annually.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Alan Stubbersfield

Children's Select Committee – Forward Work Programme			Last updated 1 OCTOBER 2018		
Meeting Date	**Item**	**Details / purpose of report**	**Associate Director**	**Responsible Cabinet Member**	**Report Author / Lead Officer**
5 Mar 2019	Educational Outcomes for Disadvantaged Learners	To provide an overview of the attainment and progress of pupils eligible for the pupil premium in Wiltshire compared with similar outcomes in England, the south west and local authority statistical neighbours. The report will include an outline of the activity carried out to improve outcomes across the County.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Jayne Hartnell
5 Mar 2019	School Ofsted Judgements	To receive a report detailing school Ofsted judgements since the last school term.	Alan Stubbersfield (Interim Director - Education and Skills)	Cabinet Member for Children, Education and Skills	
16 Jul 2019	Performance & Outcomes for Families & Children's Services	To receive an overview of the performance and outcomes of children's social care.	Lucy Townsend (Director - Family and Children's Services)	Cabinet Member for Children, Education and Skills	Lynda Cox