

AGENDA

Meeting: Children's Select Committee
Place: Kennet Committee Room, County Hall, Trowbridge
Date: Tuesday 21 January 2020
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

Membership:

Cllr Jon Hubbard (Chairman)	Cllr Nick Holder
Cllr Jacqui Lay (Vice-Chairman)	Cllr Chris Hurst
Cllr Mary Champion	Cllr Hayley Illman
Cllr Andrew Davis	Cllr Fred Westmoreland
Cllr Christopher Devine	Cllr Philip Whalley
Cllr Mary Douglas	Cllr Suzanne Wickham
Cllr Sue Evans	

Substitutes:

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

Non-Elected Voting Members:

Dr Mike Thompson	Clifton Diocesan RC Representative
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Non-Elected Non-Voting Members:

Ms Sarah Busby	Secondary Head Teacher Representative
John Hawkins	School Teacher Representative
Maisy Humphrey	Children & Young People's Representative

Declan Kiely

Catriona Williamson
Charlotte Corfield

Children & Young People's Representative -
Substitute
Primary Head Teacher Representative
Non elected, non voting, Further Education
Representative

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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

Pre-meeting information briefing

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

Topic: Young Carers in Wiltshire

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

PART I

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

1 **Apologies**

To receive any apologies or substitutions for the meeting.

2 **Minutes of the Previous Meeting** (*Pages 7 - 14*)

To approve and sign the minutes of the previous meeting held on 12 November 2019 (copy attached).

3 **Declarations of Interest**

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

4 **Chairman's Announcements**

To receive any announcements through the Chairman.

5 **Public Participation**

The Council welcomes contributions from members of the public.

Statements

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

Questions

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

Those wishing to ask questions are required to give notice of any such questions in writing to the officer named on the front of this agenda no later than

5pm on **Tuesday 14 January 2020** 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 16 January 2020**. 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 Wiltshire Youth Voice Representative

To receive an update including a summary of recent activities of the Wiltshire Youth Union (WYU) and Children in Care Council (CiCC).
(report to follow)

7 School Ofsted Judgements (Pages 15 - 20)

The committee is provided with a report which includes information regarding the most recent Ofsted Inspection reports, presenting an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.

8 DfE Changes - Update from Department for Education (Pages 21 - 24)

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.

9 Young Carers in Wiltshire (Pages 25 - 32)

To receive information from the council on its current strategy to support Young Carers in Wiltshire, as well as its recent, current and future work with regards to Young Carers.

10 Wiltshire School Improvement Programme (Pages 33 - 80)

To receive information on progress for the Wiltshire School Improvement Programme, including the work of the Regional Leads and information provided on real-life skills as part of the Personal, Social and Health Education curriculum.

11 Task Group and Board Representative Updates (Pages 81 - 84)

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.

12 Forward Work Programme (Pages 85 - 94)

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.

13 **Date of Next Meeting**

To note that the next scheduled meeting is due to be held on Tuesday 10 March 2020 at County Hall, Trowbridge, starting at 10.30am.

It should also be noted that the meeting which had been scheduled for Tuesday 28 April 2020, starting at 2.00pm, has been rescheduled to Tuesday 5 May, at County Hall, Trowbridge, starting at 10.30am.

14 **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 12 NOVEMBER 2019 AT KENNET COMMITTEE ROOM, COUNTY HALL, TROWBRIDGE.

Present:

Cllr Jon Hubbard (Chairman), Cllr Mary Champion, Cllr Andrew Davis, Cllr Christopher Devine, Cllr Sue Evans, Cllr Chris Hurst, Cllr Jacqui Lay, Dr Mike Thompson, John Hawkins and Catriona Williamson

Also Present:

Cllr Trevor Carbin, Cllr Philip Whalley, Cllr Pauline Church, Cllr Peter Hutton, Cllr Alan Hill and Cllr Tony Jackson

80 Apologies and changes of membership

Apologies for absence were received from Sarah Busby.

81 Election of Vice-Chairman

On noting the resignation of Cllr Deborah Halik, Vice-Chairman of this Committee, from the Council,

Resolved:

To elect Cllr Jacqui Lay as Vice-Chairman of this Committee for the remainder of the municipal year 2019/20.

82 Minutes of the Previous Meeting

Resolved:

To approve and sign as a correct record the minutes of the previous meeting held on 10 September 2019.

83 Declarations of Interest

There were no declarations of interest made at the meeting.

84 Chairman's Announcements

The Chairman made the following announcements:-

a) Accommodation & Support for Care Leavers

The Chairman received a briefing on 2 October 2019, ahead of the report being considered by Cabinet on 19 November.

b) Cabinet items – 17 September 2019

For information, on 17 September Cabinet considered the following item:

Update on Outdoor Education sites

Lead Officer – Paul Redford

Sexual Health and Contraceptive Service

Lead Officer – Steve Maddern

c) There were no Children’s Select related items at Cabinet on 8 October 2019.

d) Cabinet – 19 November 2019 – items to be considered

- Proposals for special schools in the north of Wiltshire
Lead officers - David Paice - Special School Transformation Consultant and Judith Westcott - Acting Head of Children’s Commissioning
- Accommodation and Support for Care Leavers
Lead officer - Lucy Lewis, Lead Commissioner for LAC

e) **Adoption West** – On Monday 9 December 2019 the council would be hosting a meeting of the chairs of the equivalent to Children’s Select Committee for all the local authorities members of Adoption West to review how this new service could best be scrutinised.

85 **Public Participation**

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

86 **Draft Corporate Parenting Panel Annual Report**

The Committee received the draft Annual Report of the Corporate Parenting Panel (CPP) prior to its finalisation by the Panel later that day, which would then be presented to Council at its meeting on 26 November 2019 in accordance with the Council’s Constitution.

Members were reminded that the role of the CPP was to secure Councillor involvement and commitment throughout the Council to deliver better outcomes for children and young people who were Looked After. All Councillors were reminded that they had responsibilities as a “corporate parent” for children and young people who were Looked After in Wiltshire.

The Director, Families & Children explained the broad range of topics which had been discussed by the CPP and the work undertaken during the period from May 2018 to September 2019. It was noted that the Children in Care Council (CiCC) was a key stakeholder group relating to matters included in the CPP agenda. There was a mature relationship between CiCC and as a result young people had helped to shape the way in which the work was undertaken. Through the Shared Guardianship sessions, they had helped to influence the work and priorities of the CPP. The following had been identified by the Children in Care Council (CiCC) as its own priorities for 2019/20, some of which were continued from 2018/19. In order of priority they were:-

1. Continuing to raise awareness of mental health and emotional wellbeing.
2. Raising awareness of bullying.
3. Continuing to make newsletters and promote the group.
4. Training new staff – children’s services induction, Wiltshire College and any other opportunities.
5. Being professional when holding meetings and to develop skills to be effective representatives.
6. Meeting CiCC’s from other counties.
7. Taking part in consultations.
8. Influencing decision makers by sharing experiences and that of others.

During discussion, Members expressed some regret that there was no reference in the report to actions actually taken during the period, the subject of the report. For instance, there was no mention of how many children were in care, how many children had been missing during the year and how many interviews had taken place regarding children who were missing on more than one occasion. The Chairman suggested that key figures and data sets, which were available, be included as an appendix to the report prior to its consideration by Full Council.

The Committee expressed its appreciation that it received the draft report in time for its’ recommendations to be included prior to the report being considered by Full Council.

Cllr Christopher Devine expressed an interest in the work of the Fostering Panel and offered to be a member should a place be available.

Resolved:

To note the DRAFT Annual Report and recommend that:

1. **the improvements required to strengthen Corporate Parenting in Wiltshire are clearly defined in the report when presented to Full Council on 26 November 2019, with proposed actions where relevant (including additional Councillor representative(s) on the Fostering Panel);**
2. **key figures and data sets are included to present a comprehensive overview of the current situation in Wiltshire with regards to children in care (for example the number of children in care, the number of missing, the number of return interviews, etc.), as had been provided in previous**

reports, as an appendix to the report when it is presented to Full Council on 26 November 2019.

87 Higher Education Update

The Committee received an update from the Interim Head of Employment & Skills on the activity and progress of the Swindon & Wiltshire Local Enterprise Partnership (SWLEP) higher education strategy since November 2018, when it was first reported to this Committee.

The Committee recalled that in 2017 the SWLEP board agreed to the direction of travel for the development of a higher education strategy for the Local Enterprise Partnership (LEP) area which would focus on meeting the skills needs of employers, raising aspirations and developing Higher Education (HE) provision. The final HE strategy was agreed in January 2019 and had two main aims, these being to:-

- Increase productivity
- Raise aspirations and increase social mobility

The Council's Business Plan reflected these priorities in its goal to grow the economy through more apprenticeships and improved access to further and higher education.

Since the strategy was agreed, significant activity had taken place which had progressed the implementation of the strategy and moved the area closer to achieving its goal. Regarding HE, a variety of new provision was being delivered or planned for delivery which included the approved Institute of Technology based at Swindon College. This was due to open in September 2021 and would specialise in delivering higher technical education and apprenticeships (at Levels 4 and 5) with a focus on STEM (Science, Technology, Engineering and Mathematics) subjects. It would provide students with a clear route to technical employment offering programmes in the following sectors:-

- Advanced Engineering and High Value Manufacturing
- Digital and Information and Communications Technology
- Health and Life Sciences

The successful bid was developed in collaboration with the University of Gloucester, Oxford Brookes University and New College, Swindon and eight local employers.

Closer links were being developed with wider services including early years and this collaboration would facilitate the linking of business and employers with the education agenda, which would include a Primary Futures pilot project which was underway. This was helping to raise aspirations by helping younger children to understand the link between learning and their futures. Members

welcomed and fully supported the work that was taking place with primary schools and in particular the action plans that could be developed by each establishment to meet the benchmarks.

However, some concern was expressed at the apparent closure of South Wiltshire UTC in Salisbury. It was explained that the College was no longer financially viable due to lack of student numbers and the future of the site was under consideration.

Resolved:

To note and endorse the update on the activity and progress of the Swindon and Wiltshire LEP higher education strategy since November 2018.

88 School Ofsted Judgements

Consideration was given to a report which included information regarding the most recent Ofsted Inspection reports published from 1 September to 5 November 2019. It provided an ongoing view of the effectiveness of schools as seen by Ofsted Inspectors.

There had been four published school inspections and two monitoring visits since the last report. Of the six inspections, two were in respect of LA maintained schools whilst the remaining four were regarding academies. It was pleasing to note that four of the schools remained judged as Good, one being a maintained school. The other maintained school had not been inspected since 2010 when it was judged as Outstanding. However, since then the guidelines had changed considerably and that school was now judged as Good.

Members requested that in future a glossary explaining the terminology used in the table of judgements be included.

Resolved:

To note the report on School and Academy Ofsted Inspection Outcomes for the period 1 September - 5 November 2019 and to congratulate the schools for achieving good judgements.

89 DfE Changes - Update from Department for Education

The Committee received an update from the Executive Director, Children & Education on developments relating to children's services arising from the Department for Education from September to October 2019 as follows:-

- Spending Round 2019
- National funding formula tables for schools and high needs: 2020 to 2021
- Consultation on changing the dedicated schools grant

- Early years foundation stage reforms
- Schools causing concern
- Academies update
- Online schools accreditation scheme consultation
- SEND review
- Review of statutory guidance on youth work
- Support for victims of domestic abuse in safe accommodation
- Independent review of Prevent
- First state of the nation report
- Inspection of local authority children's services framework: Implementation review

Resolved:

To note the contents of the report.

90 **Task Group and Board Representative Updates**

The Committee received updates on the activities of the following task groups:-

- Traded Services for Schools Task Group
- Child and Adolescent Mental Health (CAMHS) Task Group
- Youth Transport Task Group

Resolved:

To note the updates on the activities on task group activity provided.

91 **Update on Wiltshire Youth Voice Activities**

The Committee received a report offering a summary of activities for the Wiltshire Youth Union (WYU), the Children in Care Council (CiCC), Care Leavers Forum, Members of the Youth Parliament and Youth Consultants Pilot during the period August 2019 to October 2019.

The Chairman introduced and welcomed Scott Kane, Youth Consultant who was attending to provide an update on a pilot work plan. He explained that he had been making contact with representatives from youth clubs, young carers, Barnardo's and SPLASH and was beginning the process of ascertaining the needs of young people. He stated that he would welcome input from members of this Committee on areas they would like the Consultants to work on. Scott Kane was anticipating that a final report on the pilot work plan would be completed by March or April 2020.

Members noted that preparations were taking place for the 2020 UK Youth Parliament Elections. Candidate manifestoes were expected from 18 November with a closing date of 16 December 2019. Voting would be taking place between 3 and 14 February 2020 and the new term of office would commence on 1 March 2020. Three new MYPs would represent Wiltshire East, Wiltshire North and Wiltshire West and the Committee was requested to disseminate information about the application process for these elections.

Members also noted the interest of young people in Climate Change and it was suggested that the Chairman of the Climate Change Task Group and the Scrutiny Lead Officer be consulted on the desirability of co-opting a member of Wiltshire Youth Union on to this Task Group.

Resolved:

To note the update and to agree that members and substitute members of this Committee disseminate information on the application process for the 2020 UK Youth Parliament Elections.

92 **Forward Work Programme**

The Committee received the relevant items from the Overview & Scrutiny Forward Work Programme and the latest version of the strategy list for the Children, Education & Skills directorate.

The Committee also reviewed its forward work programme, taking into account the outcomes of the Chairman's meetings with the Cabinet Member, Portfolio Holders and Directors to review the services' priorities for the year ahead.

Resolved:

To note the current forward work programme and to endorse the topics proposed for further scrutiny following the discussion with the Executive Members and, where relevant, used to populate the forward work plan of the Children's Select Committee, which will be submitted to the next meeting of the Overview and Scrutiny Management Committee

With the addition of SEND housing needs for the Housing discussion – Housing for young people at transition time (LAC or SEND).

93 **Date of Next Meeting**

Resolved:

To note that the next scheduled meeting was due to take place on Tuesday 21 January 2020 at County Hall, Trowbridge, starting at 10.30am.

94 **Urgent Items**

There were no urgent items.

(Duration of meeting: 10.30 am - 1.00 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

Wiltshire Council

Children's Select Committee

21 January 2020

School and Academy Ofsted Inspection Outcomes 5th November – 31st December 2019

Purpose of Report

1. The report includes information regarding the most recent Ofsted Inspection reports published from 5th November – 31st December 2019. It provides an ongoing view of the effectiveness of schools as seen by Ofsted Inspections. This report is an update to that provided to Children's Select Committee on the 12th November 2019.

Background

2. Inspection reports provide information for parents and other stakeholders and an accountability measure regarding the quality and 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. From 1st September 2019 a new education inspection framework came into effect for all maintained schools and academies in England.

Inspections make key judgements about four main areas:

- quality of education;
- personal development;
- behaviour and attitudes;
- leadership and management.

Inspections will have a much keener focus on teacher workload and wellbeing, curriculum design, implementation and impact and how this is driving up standards. They will only look at statutory national assessment data not internally produced information. 'Off-rolling', where schools remove pupils from school without a formal permanent exclusion or encouraging a parent to remove their child from the school roll will also be focused upon. 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 inspection however for most schools this will now be over two days rather than the previous one day where inspectors will pay particular attention to the quality of education 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 section 5. This allows for a full evaluation of the effectiveness of the provision. This outcome is expressed as 2 (L).

Main Considerations for the Council

Inspection update since the last report – 5th November – 31st December 2019

There have been 2 published school inspections and 2 published monitoring visits since the last report. The outcomes of the 2 inspections were that the schools were judged as being Good from a previous outcome of Outstanding. Both schools were judged as being outstanding in 2007 and have not been inspected since this time, the reports celebrate the many continued strengths of the schools. The special measures monitoring visit, which was the first since the school went into special measures in March 2019, judged that the school was not taking effective action. The monitoring visit of the school that requires improvement, was the third and judged that the school was taking effective action for the school to be judged Good at next inspection.

Two schools were LA maintained and two were academies (see below)

Table 1: Source: Ofsted Management Information as of 30th November 2019

School name (web address to access Ofsted report below)	Status	Date of inspection	Overall Effectiveness (previous)	Quality of education	Behaviour and attitudes	Personal development	Leadership and management	EY	Post 16
Rowde Church of England Primary Academy (Schools into Special Measures monitoring visit 1) www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139163	Academy	24 & 25/09/2019	School not taking effective action (4 special measures)	4	4	4	4	3	n/a
Lyneham Primary School (Requires Improvement monitoring visit 3) www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135177	Maintained	11/09/19	School is taking effective action 3 (3)	2	2	2	2	2	n/a
South Wilts Grammar School for Girls - Secondary www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136391	Academy	25/09/19	2 (1)	2	1	2	2	n/a	2
Crockerton CofE Primary School www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126318	Maintained	11/09/19	2 (1)	2	2	2	2	2	n/a

Current Ofsted percentage position for Wiltshire at 31st December 2019

The current position shows continued signs of improvement particularly with the maintained primary schools who had been identified as vulnerable, however, the overall picture remains broadly unchanged. The proportion of good and outstanding pupil places has risen slightly to 83% with 80.6% of schools being judged as good or outstanding. The number of outstanding primary schools has reduced by 1% and the number that require improvement have also reduced by 2% whilst the number of good schools have increased by 1.5%. One secondary school has moved from outstanding to good.

Published Ofsted outcomes at 31st December 2019 – from internal data

Table 2 - Source: Internal information

By pupil places	Primary		Secondary		Special		All	
	No.	%	No.	%	No.	%	No.	%
Outstanding	5014	12.9	6655	23.2			11669	17.1
Good	26164	67.2	18265	63.8	418	66.7	44847	65.7
Requires Improvement	5996	15.4	3520	12.3	209	33.3	9725	14.3
Inadequate	1596	4.1	209	0.7			1805	2.6
Not yet inspected (U)	188	0.5					188	0.3
Outstanding or Good (previous)	31178	80 (79.3)	24920	87 (87)	418	66.7 (66.7)	56516	83 (82)

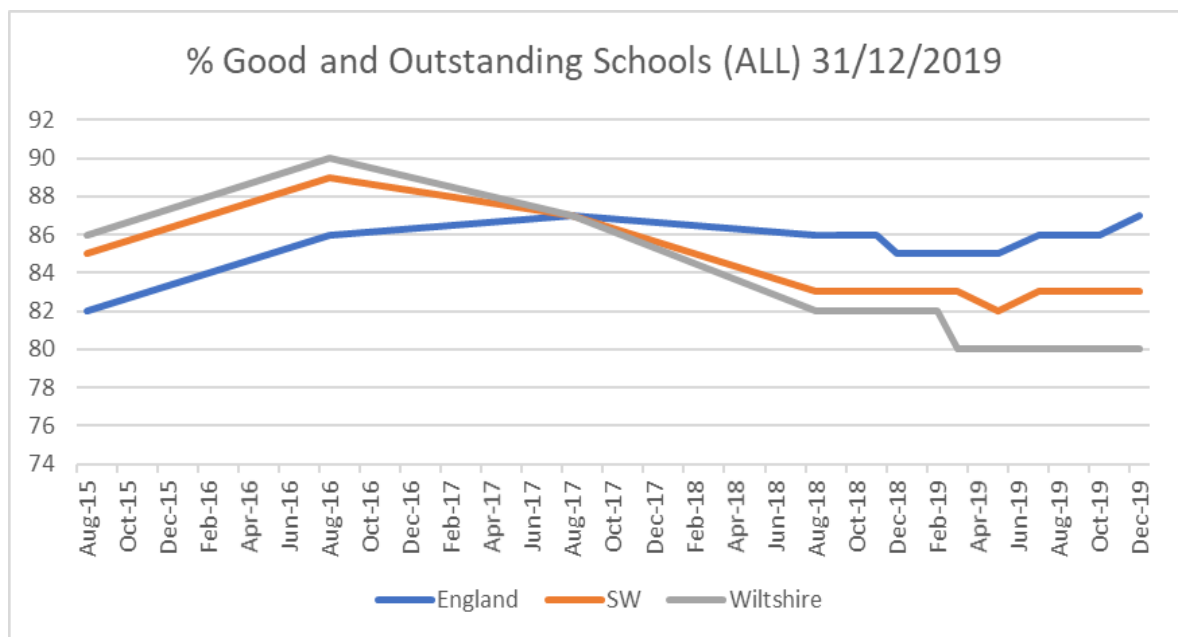
All	38958	100.0	28649	100.0	627	100.0	68234	100
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Table 3 - Source: Internal information

By schools	Primary		Secondary		Special		All	
	No.	%	No.	%	No.	%	No.	%
Outstanding	22	11.0	5	16.1	0	0.0	27	11.4
Good	140	70.0	20	64.5	4	66.7	164	69.2
Requires Improvement	28	14.0	5	16.1	2	33.3	35	14.8
Inadequate	8	4.0	1	3.2	0	0.0	9	3.8
Not yet inspected (U)	2	1.0	0	0.0	0	0.0	2	0.8
Outstanding or Good (previous)	162	81 (80.5) ↑	25	80.6 (80.6) ↔	4	66.7 (66.7) ↔	191	80.6 (80.2) ↑
All	200	100.0	31	100.0	6	100.0	237	100.0

Good and outstanding schools (ALL) (%)	England	SW	Wiltshire
Dec-19	87	83	80
Oct-19	86	83	80
Jul-19	86	83	80
May-19	85	82	80
Mar-19	85	83	80
Feb-19	85	83	82
Jan-19	85	83	82
Dec-18	85	83	82
Nov-18	86	83	82
Oct-18	86	83	82
Sep-18	86	83	82
Aug-18	86	83	82
Aug-17	87	87	87
Aug-16	86	89	90
Aug-15	82	85	86
Aug-14	79	81	82

Table 4 - Source: Ofsted Management Information 31st December 2019



Conclusion

As discussed in previous reports, raising the proportions of good and outstanding schools in Wiltshire remains a high priority. The picture of Ofsted inspections in Wiltshire appears to have stabilised halting a period of decline. The new inspection framework has brought a welcome emphasis upon the quality of education in particular its focus on the curriculum and upon the achievement of pupils with SEND and disadvantaged pupils. The Wiltshire picture during the autumn term of previously outstanding schools converting to good at the latest inspection has been echoed nationally: 65 outstanding schools have been inspected in England since 1st September 2019 with 7 maintaining the outstanding judgement, 42 moving to a Good judgement, 12 receiving a Requires Improvement judgement and the other 4 being placed in special measures.

Helean Hughes
Director Education and Skills

Report Author: Louise Lewis, Head of School Effectiveness
 28/12/2019

Background Papers
 None

Appendices
 None

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Wiltshire Council

Children's Select Committee

21 January 2020

DfE Changes – Update November 2019 – December 2019.

Queen's Speech December 2019

1. On Thursday 19 December the Queen's Speech set out the government's legislative agenda for the parliamentary session ahead. Below is a summary of points relating to children's services:
 - A commitment of an additional £1 billion for adults and children's social care in every year of this Parliament alongside plans to reform adult social care
 - In line with previous announcements, schools will receive an extra £14 billion over three years
 - Other education-related announcements include increasing teachers' starting pay to £30,000 by September 2022; an extension of the free schools programme; the lifting of the exemption for outstanding schools from Ofsted inspection; investment in primary school PE teaching and the FE estate alongside additional investment in T Levels, which are due to launch in September 2020
 - A 'National Skills Fund' worth £3 billion over the course of this Parliament will be set up and 20 Institutes of Technology will be established across England, which will bring together FE colleges, universities and employers to focus in key sectors such as construction and engineering
 - An additional £1 billion of funding for schools and childcare providers to help create more high quality, affordable childcare, including before and after school and during the holidays
 - The rolling forward of knife crime prevention orders and a new duty on public bodies to put in place plans to prevent and reduce serious violence within their communities via the Serious Violence Bill
 - The Domestic Abuse Bill will return and continue its passage through Parliament
2. The full speech can be found [here](#) and an associated document containing a background briefing can be found [here](#).

Provisional local government finance settlement: England, 2020 to 2021

3. The provisional local government finance settlement was announced on 20 December, confirming Local authorities across England will receive a share of £49.1 billion local government funding for the coming financial year, including an extra £1.5 billion for social care. The final 2020 to 2021 settlement will be

laid before the House of Commons in early 2020. The full collection of documentation relating to this can be accessed [here](#).

4. It also includes the consultation document, which outlines the government's approach in allocating funding for the local government finance settlement and seeks views by 17 January 2020. This can be found [here](#).

Early years funding 2020/21

5. The DfE has published details of the early years funding rates paid to local authorities for two, three and four year old places for 2020/21. The government had previously announced a minimum of an £0.08 rise per child per hour for 2020/21.
6. The provisional early years block settlement for Wiltshire is £26.884m, which is an £0.474m increase on the 19/20 financial year. This includes an additional £0.08 on both the 2 year old and 3 and 4 year old entitlement (the minimum), meaning Wiltshire has remained on the funding floor for the early years national funding formula. The new 2 year old rate is £5.40/hour and the 3 and 4 year old rate £4.38/hour.
Full details can be found [here](#).

Consultation: Early years foundation stage reforms

7. This consultation is seeking views on proposed changes to the statutory framework for the early years foundation stage. This consultation seeks views on:
 - proposed revisions to the educational programmes
 - proposed revisions to the early learning goals
 - proposed changes to the assessment and moderation process for the early years foundation stage profile
 - a proposed change to the safeguarding and welfare requirements to promote good oral health.
8. The consultation closes on 31 January 2020 and can be accessed [here](#).

Implementing mandatory minimum per pupil funding levels

9. The consultation on the implementation of the mandatory minimum per pupil funding levels has closed and the government has now released the summary of responses received, along with outlining the next steps.
10. The minimum per pupil funding levels of £3,750 per Primary pupil and £5,000 per Secondary pupil has been approved and will be implemented in every local authority in the 2020/21 financial year.
11. The government has also confirmed a commitment to consider carefully for future years the impact that the minimum per pupil levels could have on local authorities' ability to target funding for additional needs and the related

disincentives this may create for mainstream schools to take on pupils with Special Educational Needs and Disabilities (SEND).

12. The full outcome report can be accessed [here](#).

Academies Update

13. Number in Wiltshire at the end of December 2019:

Academies	105
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14. New academies in this period:

Ludwell Primary School
Winsley Church of England VC Primary School

School and college security

15. The DfE has published new guidance for school leaders to help them manage school and college security. The guidance includes practical advice on policies and plans and sets out relevant legislation and can be found [here](#).

16. The publication of this new guidance follows on from a consultation in autumn 2018 on draft guidance. The outcome of that exercise and the DfE's response to it has also been published [here](#).

Extension of national Trial to extend powers of SEND tribunal to 31 August 2020

17. The DfE has written to all DCSs to advise that the national Trial to extend the powers of the SEND Tribunal to hear appeals and make non-binding decisions about health and social care aspects of EHC plans has been extended until 31 August 2020. This was due to end on 31 March 2020. A copy of the letter can be found [here](#).

Rights of young people with learning disabilities and/or autism

18. A parliamentary select committee has published the findings and recommendations into a recent inquiry into the rights of young people with learning disabilities and/or autism which found that those staying in mental health hospitals frequently have their human rights breached and set out a series of recommendations. These include: an overhaul of mental health law; significant changes in inspections; greater involvement of families in decision making; and, the establishment of a Number 10 unit to safeguarding young people's rights. The full report can be accessed [here](#).

New support for young people leaving care announced

19. Education Secretary Gavin Williamson has announced new cross-government support available to young people leaving the care system, alongside £19

million of investment into programmes that directly benefit care leavers, including:

- the extension of the Adoption Support Fund to 2021
- £10 million to expand Staying Put
- £6 million in 2021/22 to roll out Staying Close
- £3 million to extend the Pupil Premium Plus to all 16-18 year old care leavers
- £650,000 investment into Regional Adoption Agencies to coordinate work to find more adopters across the country, especially for harder to place children.

20. The press release on funding for adoptive families can be found [here](#) and on support for children and young people leaving care [here](#).

Social care questionnaire 2019

21. Ofsted has published the results of its social care questionnaire 2019 to capture the views of children and young people about their experiences of living in their respective settings, including children's homes, boarding schools and living with foster carers. This is the fifth year Ofsted has published this report and the findings from the questionnaire contribute towards Ofsted's decisions about when to inspect and how to focus inspections. The full response can be found [here](#).

Support for survivors of domestic abuse

22. As outlined in the Queen's Speech, the government intends to amend the landmark Domestic Abuse Bill to include, for the first time, a statutory duty on councils to provide support. The press release can be found [here](#).

23. Ahead of this new duty coming into force, the government has also announced a further £15 million in funding to run these essential services in 2020 to 2021. The fund is open to all local authorities in England to bid for a share. The funding will not be ringfenced but will be paid as a section 31 grant to successful local authorities. Guidance can be found [here](#). The duty will then be funded from April 2021, subject to future spending review discussions.

TERENCE HERBERT
Executive Director

Report author: Nicola McCann, EY Information and Co-ordination Manager, Children's Services. 07/01/2020

Largely taken from the DfE website 25 October 2019 – 31 December 2019.

Wiltshire Council

Children's Select Committee

21 January 2020

Young Carers

Executive summary

This paper provides an update to Children's Select Committee on the current position regarding young people in Wiltshire who are providing unpaid care. The main considerations, and areas for development in meeting the local authority's statutory duties, are:

- The assessment young carers get from the Support and Safeguarding Service is thorough and robust in identifying need; we think we can streamline the way that assessments are allocated within and across teams and are doing this carefully to avoid the need for future changes where they can be avoided. Part of this streamlining will bring triage into the Integrated Front Door.
- Determining whether outcomes for young carers are being met remains a key area of focus. This is being addressed in the development of a clear pathway for young carers and an enhanced reporting mechanism from both the Support and Safeguarding Service (once Liquid Logic is fully optimised), and via contract management with the support provider. Currently, in assessing whether the impact of the caring role on the young person would be mitigated by support from Carer Support Wiltshire, personalised outcomes are agreed with the young person and included in a 'referral form' to Carer Support Wiltshire. There is currently a challenge in monitoring these outcomes due to the assessment and support being carried out in different places; a mechanism for extrapolating reliable data is being co-produced with the provider and monitored via an action plan, agreed with the provider in December 2019.
- Regionally and nationally there is no comparative data regarding identifying, assessing and supporting our young carers. We will request that the Association of Directors of Children's Services (South West) considers young carers within its portfolio of work and completes some work to compare investment, activity and outcomes.
- The pathway for young carers in Wiltshire is unclear for some partners and families. Carer Support Wiltshire (the provider) are working to address this within its communication and marketing plans and, internally, we are clarifying the pathway from the front door.

In 2020 we will:

- Implement a new model of triage and assessment within Support and Safeguarding, including referral pathways;
- Continue to explore ways to promote the identification of carers with the commissioned provider, including through working with our schools, general practices, providers and partners;
- Develop more sophisticated reporting and data analysis with the provider and internally within Liquid Logic to better understand demand and outcomes;

- Ask our 'Youth Consultants' to undertake a piece of work to gain the voice of young carers in Wiltshire;
- Liaise with our statistical neighbours and other Councils to gain a better understanding of how well we are meeting the needs of young carers in comparison to other local authorities.

Author:

Contact details: Gary Binstead, Head of Children's Commissioning and Jen Salter, Head of Support and Safeguarding.

1 Purpose of the report

To provide an update to Children's Select Committee on the current position regarding young people in Wiltshire who are providing unpaid care - young carers.

2 Background

- 2.1 Section 96 of the Children and Families Act (2014) defines a young carer as "...a person under 18 who provides or intends to provide care for another person (of any age, except where that care is provided for payment, pursuant to a contract or as voluntary work). This relates to care for any family member who is physically or mentally ill, frail elderly, disabled or misuses alcohol or substances".
- 2.2 Under the Act, the needs of young people should also be considered if, during the assessment of an adult with care needs, or of an adult carer, it appears that a child is providing, or intends to provide, care. Local Authorities are required to work harder to identify, assess and support carers and their families and require child and adult services to take a more collaborative approach in assessing and supporting a family's needs. The Act strengthened the rights of young carers to be identified, have an assessment of need, and receive appropriate support.
- 2.3 For the purposes of transition, a young carer is defined as 'a person under 18 who provides or intends to provide care for an adult' (Care Act 2014, section 63(6)). The Care Act places a duty on local authorities to conduct transition assessments for children, children's carers and young carers where there is a likely need for care and support after the child in question turns 18 and a transition assessment would be of 'significant benefit'.
- 2.4 Nationally, there is a lack of comparator data to understand how well Wiltshire is performing in its duties towards young carers.
- 2.5 In April 2018, Wiltshire Council made changes to the way in which it takes referrals and supports young carers. Prior to that time, the charity Spurgeon's was commissioned by the Council to provide assessment and support for young carers aged 5-18. The contract value was £160k per annum. Children's services contributed £43k to this contract. The remainder was funded from the Better Care Fund. The service provided the following, accessed by submission of a Single Agency Referral Form (SARF) which came into the Council and was forwarded on to Spurgeons:
- An assessment of the level of care being provided, the frequency and its impact on the young person;

- Groups, activities and events (including training workshops e.g. cooking, first aid and help to build self-esteem and confidence;
- Help to access other services including some transition support for those requiring adult services;
- Information and advice;
- A young carers newsletter twice a year;
- Funding for transport for activities such as school trips, hospital appointments, job interviews and university open days.

All young people referred had an assessment of their caring needs, but in isolation of other information that may have been held by the Council in most cases. This had the potential to lessen the impact of services offered, create duplication, and miss opportunities for multi-agency working.

2.6 Because of the legislative amendments to young carers rights, the increased duties placed upon Local Authorities in the Children and Families Act (2014) and the co-production of the *Carers in Wiltshire Joint Strategy (2017-22)*, a new service model was designed with the objectives of:

- **Joining up triage, assessment, and support** - providing a more seamless and coordinated assessment and response to young carers, to include improving information sharing between multi-agency professionals.
- **Raising awareness** - of young carers to improve identification.
- **Upskilling professionals** - giving all adults who work with children and young people the knowledge, information, advice and training they need to identify and support young carers in community settings, particularly schools.
- **Providing a whole family approach** - developing stronger partnership working between children and adult services to ensure the provision of a whole family approach and to stop children and young people carrying out inappropriate caring roles.
- **Improving transition** - for those young carers who require ongoing support, to include a transition assessment.
- **Offering direct support** – improving access for young carers to the direct support they need and value including opportunities to meet with other young carers and have a break from their caring role.

3 The current service for Wiltshire’s young carers 0-18 years

3.1 A new service model became effective on 1 April 2018. There are four core strands to the support offered to young carers in Wiltshire, organised in the following way:

Activity	Delivery mechanism	Rationale
Advice and guidance	All-age, delivered by Carer Support Wiltshire. This includes a digital offer, school/college outreach and promotion, GP awareness-raising activities and links with Wiltshire Healthy Schools.	To maximise economies of scale and expertise as Carer Support Wiltshire are experts in the delivery of carer support services.
Assessment 0-18 years	Support and Safeguarding Service, Wiltshire Council.	To bring closer alignment with Families and Children’s Services, and more robust oversight, of young carers and the cared-for person. Young carer assessments can be incorporated into support assessments and

		their needs considered more holistically.
Carer support, including breaks, activities, 1:1 support, mentoring, 5-18 years	All-age, delivered by Carer Support Wiltshire, by referral from the Support and Safeguarding Service. Most of this offer is subcontracted to Youth Action Wiltshire Young Carer Service (Community First).	To bring added value by commissioning activities via the third sector where there are existing youth work skills and networks to support young carers, as well as the opportunity to access charitable funds to enhance the value of the contract.
Transition assessments, 16-18 years (dependent upon presentation and need)	Delivered by Carer Support Wiltshire	So that transitions (for those young people who need them because they will continue to have a caring role beyond their 18 th birthday) are smoother.

3.2 The triage and assessment work delivered by the Support and Safeguarding Service is funded via the Better Care Fund at £120,000 per annum (to which the children's services contribution continues to be £43k per annum).

3.3 Guidance, awareness-raising and support are externally commissioned and delivered by Carer Support Wiltshire as part of an all-age carer support contract (contract length is three years with the option to extend for a further two). The value of the whole contract is £1,130,000 funded via the Better Care Fund. Carer Support Wiltshire sub-contracts the support element for young carers to Youth Action Wiltshire at an annual cost of £55,000 (this is within the contract envelope).

3.4 Outcomes for young carers, which are included within the service specification for Carer Support Wiltshire, are those described in the Carers in Wiltshire Joint Strategy (2017-22):

Outcome 1: Carers have improved physical health, mental health and wellbeing

Outcome 2: Carers are empowered to make choices about their caring role and to access appropriate support and services for themselves and the people they care for.

Outcome 3: Carers have the best financial situation possible, and are less worried about money

Outcome 4: Carers' needs, and the value of Carers, are better understood in Wiltshire

Outcome 5: Carers influence services.

3.5 In addition, when referring for support to Carer Support Wiltshire, social workers and key workers can specify more personalised objectives in the agreed referral form. These include:

Emotional wellbeing, anxiety and resilience

Be happier

Be less stressed

Be more able to take a break

Feel safer

Feel more informed about their rights and the support available to them

Feel more able to cope

Feel better about themselves

- Feel more in control
- Feel more confident
- Feel that the impact of the caring role on them has reduced
- Be less worried about money
- Feel more supported
- Feel more appreciated

Social relationships, interaction or identity

- Be less isolated
- Be more able to do the things they want
- Have improved social relationships with friends/family
- Be more able to access the same activities as their peers

Carer health and wellbeing

- Be more able to look after themselves and their own health/wellbeing
- Feel less tired
- Feel more informed about the support available to the person they care for

Attainment and attendance issues

- Have improved life satisfaction
- Feel that the impact of the caring role on their education/training has reduced
- Have improved life chances

4 The current position

- 4.1 The new service model was implemented at a time of transformation for the Families and Children’s Service (merger from Early Help and Safeguarding and Assessment to Support and Safeguarding) and therefore a ‘lift and shift’ approach was applied for the young carers staff and model, with the intention to review ways of working at a later point. The conclusion of this piece of work has taken longer than anticipated due to other priorities within the service, including preparation for the most recent Ofsted Inspection, however it has been useful to have the time to embed the main service components before deciding about how to best align the assessment of young carers.
- 4.2 Development has been completed in terms of the recording of this work within our case management system, which means all assessment work is now recorded within Liquid Logic. This will make reporting and performance more visible and provide the ability to be able to analyse the information and inform service development.
- 4.3 As part of the review, it has been agreed that young carer assessments will move to the Integrated Front Door (IFD), given at least 60% of the children assessed do not require the input from a Family Keyworker or Social Worker. Staff within the IFD will be best placed to triage referrals and determine who is best placed to undertake the assessment based on the level of need determined by this team. This assessment will either be undertaken within the IFD or be referred to one of the area teams for a more in-depth assessment within a Support or Single Assessment. This is to ensure the significance and impact of being a young carer is realised, and plans put in place accordingly.
- 4.4 Since the new arrangements came into place, Wiltshire Council has carried out the following activities:

Year	Referrals received	Completed	Referred to Carer Support
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		assessments	Wiltshire for support package
2018/19	216	216	189
2019/20 to date	187	153 (34 assessments in progress)	133

Of these assessments, we found that

- 37% of young people were already open to the Support and Safeguarding Service and could therefore already have an assessment undertaken by the current allocated Family Keyworker or Social Worker, of these;
- 13% have also been assessed as a Child in Need
- 3% have also been assessed as requiring a safeguarding intervention
- 59% have 'caring' as their only need.

4.5 Data from previous years (when the whole service was externally commissioned and delivered by Spurgeons) shows similar patterns of activity. Note: Spurgeons did not triage referrals; rather it carried out young carer assessments for all of those referred and would offer activities to young people according to need or, where there was capacity, to all young people with an assessment.

Year	Assessments carried out
2017/18	131
2016/17	218
2015/16	179

4.6 Assessing whether referral rates are as they should be is a national challenge; many young people do not consider themselves to be carers and do not wish to be referred for assessment and support. The 2011 population census reports that there are 2,723 carers aged 24 and under in Wiltshire. Nationally this is recognised as being a significant under-estimate. No prevalence data is available which reports under18s only. As at September 2019, 768 young carers aged 5-18 were known to Youth Action Wiltshire. Some of these young people were transferred from the Spurgeon's service, some were already known to Youth Action Wiltshire before the new contractual arrangements, and some new referrals are part of this contract.

4.7 162 young carers attended 689 activity sessions in the first half of 2019/20 - averaging between 4 and 5 sessions each. The activities offered included swimming, outdoor adventure sports, scrap store and musical opportunities. Feedback from young people includes:

'I was so nervous about doing this, but I have made friends and had a really good time, thank you'

'I never thought I would be able to play an instrument or perform in front of people, this project has helped my confidence'

'I learnt all about how the people made bread and hunted, the round house is amazing'

'It is nice to know that our opinion is valued and listened to, regarding the support we receive from the staff at YAW'

4.8 Comparative data/information on service provision is difficult to assess. There is no published information via the Association of Directors of Children's Services (ADCS) but the Association of Adults Social Services (ADASS) has, over the past year, started to include young carers in the work of the carers leads group so we are in the early stages of looking to understand comparisons across LAs.

5 Main considerations

5.1 The assessment young carers get from the Support and Safeguarding Service is thorough and robust in identifying need; we think we can further streamline the way that assessments are allocated within and across teams and are doing this carefully to avoid the need for future changes where they can be avoided. Part of this streamlining will bring triage into the Integrated Front Door.

5.2 Determining whether outcomes for young carers are being met remains a key area of focus. This is being addressed in the development of a clear pathway for young carers and an enhanced reporting mechanism from both the Support and Safeguarding Service (once Liquid Logic is fully optimised), and via contract management with the support provider. Currently, in assessing that the impact of the caring role on the young person would be mitigated by support from Carer Support Wiltshire, personalised outcomes are agreed with the young person and included in a 'referral form' to Carer Support Wiltshire. Difficulty currently exists in then monitoring these outcomes. A mechanism for achieving reliable data is being co-produced with the provider and monitored via an action plan that has been agreed with the provider in December 2019.

5.3 We are unable to compare Wiltshire performance regarding identifying, assessing and supporting our young carers compared to our statistical neighbours as the data is not available. We will however request that the Association of Directors of Children's Services considers young carers within its portfolio of work and locally carry out some work with other authorities to compare investment, activity and outcomes.

5.4 We know that the pathway for young carers in Wiltshire is unclear for some partners and families. This is being addressed with the commissioned provider via contract management and analysis of key performance indicators.

In 2020 we will:

- Implement a new model of triage and assessment within Support and Safeguarding, including referral pathways;
- Continue to explore ways to promote the identification of carers with the provider, including through working with our schools, general practices, providers and partners;
- Develop more sophisticated reporting and data analysis with the provider and internally within Liquid Logic to better understand demand and outcomes;
- Ask our 'Youth Consultants' to undertake a piece of work to gain the voice of young carers in Wiltshire;
- Liaise with our statistical neighbours to gain a better understanding of how well we are meeting the needs of young carers in comparison to other local authorities.

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Wiltshire Council

Children's Select Committee

21 January 2020

**School Improvement Framework Impact and Life Skills Education
1st September 2019 – 31st December 2019**

Purpose of Report

1. To report on the impact of the new school improvement framework, and regional working and intensive support. Also, to outline the current provision of life-skills education across Wiltshire and how the local authority supports and promotes this.

Background

2. Wiltshire Council Business Plan clearly identifies a commitment to:
 - a) Promoting high educational standards for all children, working closely with education providers, schools, colleges and academies. This will be through securing new schools for a growing population, improvement advice, brokering school to school support and wider partnerships and providing support for leaders and governors.
 - b) Work with schools to support children who are vulnerable to underachievement – including children from low-income families, those in care and those with Special Educational Needs or Disabilities (SEND).
3. To achieve this, key partnerships with Ofsted, the RSC, Teaching school Alliances, Diocesan Boards, academy providers and the Wiltshire Education Standards Board, are essential in supporting continued success and improvements for schools.
4. Local Authorities have a statutory duty as set out in section 13a of the 1996 Education Act:

Duty to promote high standards and fulfilment of potential

(1)A local education authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

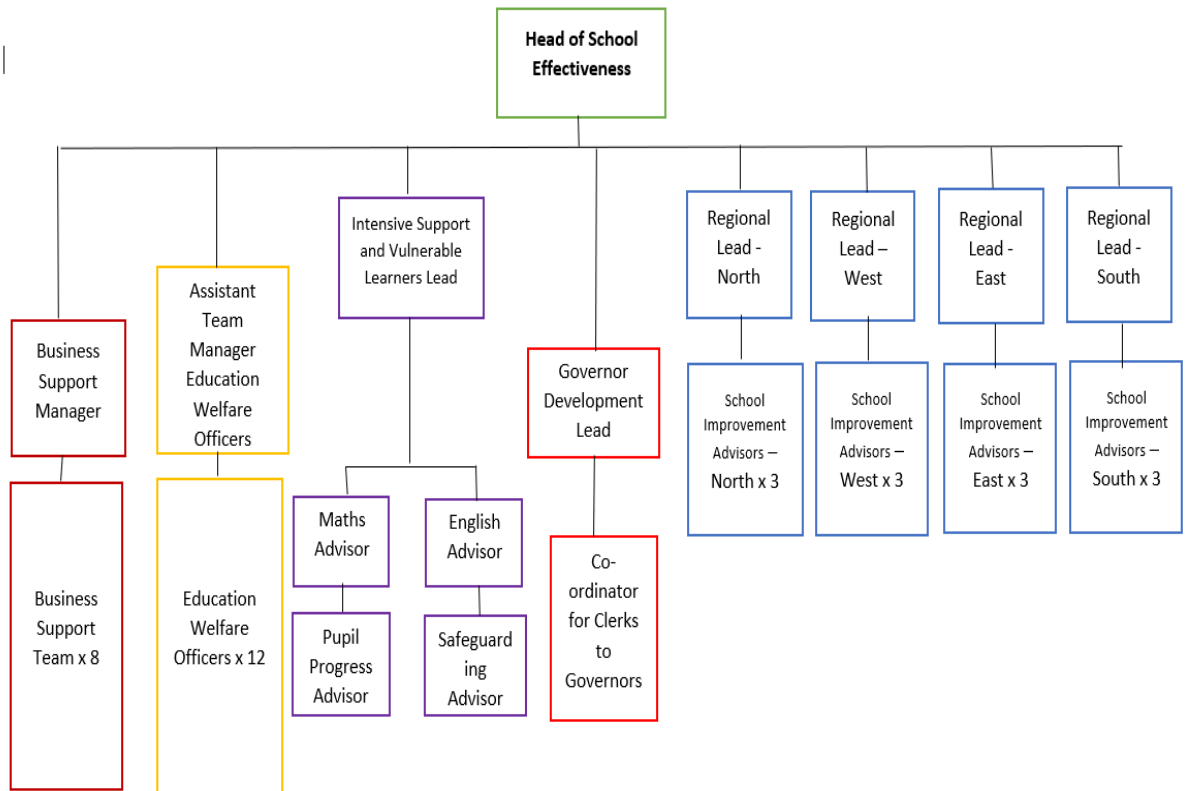
- (a) promoting high standards,
- (b) ensuring fair access to opportunity for education and training, and
- (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.

(2) Subsection (1) applies to the following—

- (a) persons under the age of 20;

- (b) persons aged 20 or over and for whom an EHC plan is maintained.
5. The DfE statutory guidance ‘ **Schools causing concern** - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers’ September 2019 (Appendix 8), sets out expectations that the Local Authority will, in partnership with the Regional Schools’ Commissioner, identify vulnerable schools, implement appropriate early intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.
 9. In early 2018, Project RESET (**R**egeneration, **E**mployment and **S**kills, **S**chools **E**ffectiveness **T**ransformation) was established to reshape the service areas within the education and skills directorate to:
 - Improve performance
 - Align closely to Wiltshire Council business plan priorities
 - Reinforce positive interactions between services
 10. Based on multiple drivers, the aims of the work were to:
 - Increase the number of places in good and excellent schools
 - Increase the social mobility of young people; particularly those most vulnerable
 - Better satisfy the employment and skills needs of employers
 - Redesign the education and skills directorate to deliver those aims with available budget and resources
 11. The FACT programme had already begun and was making considerable progress to ensure the services which safeguard and support children and young people work together in a coherent and structured way.
 12. In addition, a key driver of the Education Transformation Board (ETB) project was to enable greater collaboration and peer to peer work, enabling schools to respond effectively to their own and national priorities and to improve standards.
 13. This needed to work alongside robust support, challenge and validation for school leaders and governors.
 14. The 2018-19 CASP (Challenge and Support Programme) supported 141 LA maintained schools plus an additional 16 academies and out of county schools which bought this in as a traded service, 157 schools in total.
 15. There was capacity within the previous CASP team of 40 employed, casual employed and seconded heads to provide standard CASP and intensive (iCASP) challenge and support to these schools. Each CASP worked with between 2 and 6 schools.
 16. Several factors led the restructure of school improvement services to schools. This included: the decline in the number of schools retaining at least Good following an Ofsted inspection, low quartile position for outcomes and a need to raise aspirations.

17. In November 2017 the council implemented a new structure at tier 2 of the organisation, which included the new role of “Director of Education and Skills” and the grouping of the school effectiveness service, school place planning and employment and skills teams under this new directorate.
18. Following a pilot programme commissioned to enable us to improve standards and explore alternative models involving school leaders more closely in peer evaluation, a proposal was made to move to a regional model of challenge and support with school improvement advisers(SIAs) working across a greater number of schools within an area and reporting to a regional coordinator.
19. By working regionally, it was anticipated that effective partnerships would be fostered with teaching schools, standalone academies (SATs) and multi-academy trusts (MATs), whilst at the same time building the capacity of leaders and teachers at all stages of their career.



Main Considerations for the Council

Regional profiles

	North	South	East	West
Total schools	60	56	65	54
Primary	51 maintained 35 academies 16	45 maintained 35 academies 11	55 maintained 26 academies 29	47 maintained 28 academies 19
Secondary	8 maintained 1 academies 7	10 maintained 2 academies 8	7 maintained - academies 7	6 maintained 1 academies 5
Special	1 maintained 1 academies -	1 maintained - academies 1	3 maintained 2 academies 1	1 maintained 1 academies -
Ofsted categories (all schools)	Outstanding 6 Good 45 RI 9 Inadequate 3	Outstanding 8 Good 32 RI 9 Inadequate 5 N/A 2	Outstanding 7 Good 46 RI 10 Inadequate 2	Outstanding 2 Good 38 RI 11 Inadequate 3
SIF (LA maintained only)	Secure plus 6 Secure 29 Vulnerable 6 Causing concern 1	Secure plus 5 Secure 14 Vulnerable 14 Causing concern 2	Secure plus 4 Secure 12 Vulnerable 9 Causing concern 1	Secure plus 3 Secure 17 Vulnerable 8 Causing concern 2

20. Through consultation with school leaders, the School Improvement Framework (SIF) (appendix A) was revised and aligned with the school effectiveness structure. The aim of the framework is to promote and support the continual improvement of schools and outcomes for pupils. With national ambition for an increasingly sector-led improvement landscape, key partnerships are ever more significant and the need for transparent accountability to all stakeholders never more important.
21. Through the implementation of the SIF, a support level is assigned to a school. A significant amount of work has been done by the school effectiveness service with schools classified as vulnerable and causing

concern. The ability of the service to act quickly, deliver wider ranging and more extensive support and challenge with this group of schools has been increased through the regional ways of working and new school improvement framework that was introduced in September.

22. The Regional Improvement and Excellence Leads (RIELs), Intensive Support Coordinator (ISC) and School Improvement Advisers (SIAs) work with each school in their area under these categories to shape, coordinate and evaluate the support for the school centred around identified aspects for improvement either as the result of an Ofsted inspection or a local authority evaluation. This academic year the amount of time that School Improvement Advisers work directly with schools has been doubled to 3 days per academic year for all maintained schools compared to 1.5 in previous years.
23. Support is drawn from LA advisors (maths, English, T&L, SIAs, consultant headteachers) or from other system providers such as Teaching schools, Boolean maths hub, the Ramsbury English hub, Local Leaders or Education (LLEs), National Leaders of Education (NLEs) or from other schools within their regions where there is excellent practice (support level secure or secure plus).
24. Alongside this work, the regional approach has allowed the service to identify schools with clear strengths and link these to other schools in the region where there is greater need for support. Through more in depth knowledge and regular face to face interaction with SIAs and schools, it has also been possible to identify common themes for improvement and tailor bespoke packages of professional development for clusters of schools, regional delivery and centrally. Programmes delivered and being planned include Leading Successful Schools, Successful Curriculum Leadership, *Towards Outstanding Teaching and Learning*.
25. Although it is too early to have specific measurable evidence of impact of our new way of working on improved pupil outcomes, already there have already been positive changes and impact for schools:
 - a) Of the 4 vulnerable schools that have been inspected this academic year, the support provided by the local authority has been recognised as a key component to the improvement of each school.
 - b) Improved communication and coordination about the performance and circumstances of each school through the majority of officers in School Effectiveness now using NEXUS, a comprehensive online platform for local authorities to analyse and report on all primary and secondary assessment and examination data, from EYFSP right through to Key Stage 5, as well as supporting their quality assurance role with schools,. This has resulted in more intelligence about the performance of individual schools in one place, allowing the team to evaluate the support provided swiftly. The new system categorises Maintained Schools by an evaluation of their current performance, ensuring that vulnerable schools and schools causing concern are receiving targeted or intensive support as appropriate.

- c) Strengthened leadership and capacity in the priority areas of maths, phonics and writing, through the recruitment of 16 of leading teachers from our best schools to support schools to improve subject leadership.
- d) Coordination between officers in School Effectiveness and other council teams, with several projects launched including the development of a social mobility action plan and the development of new data sets for schools that include information regarding off rolling, elective home education and finance.
- e) A widened provision of targeted and universal leadership training for headteachers, governors and curriculum leaders on a range of strategic areas to develop consistency across Wiltshire. 173 Headteachers have attended at least one of the leadership support modules being delivered by consultant headteachers; 100 more are signed up for courses this term.
- f) Building and developing relationships with academies in the regions.

Life Skills Education: The Wiltshire Healthy Schools programme

- 26. This Wiltshire Council programme clarifies the actions all schools should take to effectively promote the health and wellbeing of young people, particularly the most vulnerable. This provides a supportive framework for all Wiltshire schools to audit their current provision, identify areas for development, implement planned actions and monitor progress, including recording impact for pupils.
- 27. Wiltshire Healthy Schools celebrates success, awarding accreditation to schools at bronze, silver and gold level. A multiagency Quality Assurance Group reviews the standards, receives school submissions twice a year and conducts selected school quality assurance visits.
- 28. Wiltshire Healthy Schools is an evidence-based approach building on the most successful elements of previous national, regional and local Healthy Schools programmes. The programme helps schools to improve the health and wellbeing of pupils and the wider school community.
- 29. The Wiltshire Healthy Schools programme challenges and supports schools to meet a range of criteria in 4 core themes:
 - The Whole School Approach
 - Personal, Social, Health and Economic (PSHE) education
 - Healthy Weight
 - Emotional Wellbeing and Mental Health

Current offer of support

- 30. All schools can access advice, training, support and resources from Wiltshire Council, including use of the Wiltshire Healthy Schools website: <https://www.wiltshirehealthyschools.org> .

31. Schools can also access support from a range of local and national organisations to help them meet the local criteria. Many of these organisations work in partnership with the local programme.
32. Schools are currently charged £150 each time they wish to renew their status or complete a new level. Engaged schools receive:
 - a. A one-day event, focussing on addressing local health priorities in schools
 - b. Access to the online audit and action plan (for a 3-year period, or until accreditation)
 - c. Telephone and email support
 - d. Accreditation from the Wiltshire Healthy Schools Quality Assurance Group
 - e. Invitation to a celebration event
 - f. Permission to use the Wiltshire Healthy Schools logo
 - g. Dated Wiltshire Healthy Schools wall plaque

Impact of Healthy Schools achievement

33. Wiltshire Healthy Schools provide evidence to show that they have implemented good practice to meet the health-related needs of pupils. Evidence submitted by schools reflects a wide range of actions and improvements, measured by over 50 specific criteria within the 4 core themes of the school audit. At silver and gold level schools submit case studies with data showing measurable improvements made to children's health related behaviour, relating to an identified local health priority, over a period of at least a year.
34. Examples of impact for children achieved by Healthy Schools include:
 - a) Reduced bullying
 - b) More effective PSHE education
 - c) Increased physical activity
 - d) More frequent hand washing
 - e) More resilient children
 - f) Healthier eating
 - g) More effective pupil participation.
 - h) Increased sun safety behaviours
 - i) Improvements in behaviour
 - j) Increased numbers of pupils brushing teeth
 - k) Improvements to mental health & wellbeing education and support provision

Current engagement and accreditation

35. The programme currently engages 145 schools (126 primary, 16 secondary & 3 special) just over 60% of Wiltshire schools with a focus on engaging those in the most deprived areas.
36. Currently 91 schools hold accreditation (compared to 55 in 2017): Bronze: 63 (47 in 2017); Silver: 23 (5 in 2017); Gold 5 (3 in 2017). A list of current Wiltshire

37. Healthy Schools can be found here:
www.wiltshirehealthyschools.org/about/current-wiltshire-healthy-schools

PSHE education and support

38. Support for PSHE Education is provided to supports schools improve their curriculum to meet the needs of pupils. This support will help schools as they plan and deliver education on a range of issues including drug and alcohol education, relationships and sex education, mental health and wellbeing and more.
39. PSHE education is a planned, developmental programme of learning designed to help learners develop the knowledge, understanding and skills they need to manage their lives, now and in the future. PSHE education is central to helping pupils to stay healthy and safe and to equipping them with the personal and social skills to negotiate life's challenges, opportunities and risks.
40. Local support provided includes advice, training, network meetings and a range of resources.
Courses delivered annually include those for governors, subject leaders and teachers.

Impact

41. PSHE subject leaders complete action plans, following attendance at training courses, to ensure learning is put into practice in the school setting. In addition to attendance at local courses, staff from 14 Wiltshire schools (10 primary and 4 secondary schools) have achieved the national certificate in PSHE education awarded by the University of Roehampton during 2018 and 2019, which was delivered by the PSHE adviser.

Conclusion

42. There has been a significant and substantial commitment to effect system wide change and improvement from Wiltshire Council and its key partners to gain significant improvement for the lives and educational chances of our children and young people.
43. The implementation of all the above structures, projects, school facing improvement work are now driving this initial ambition forward into real action that is making a difference to schools, children and young people and school leaders.
44. It is too early to see the tangible outcomes in measures such as performance data however an increase in positive engagement with services is tangible.

Helean Hughes
Director Education and Skills

Report Author: Louise Lewis, Head of School Effectiveness

Nick Bolton, Personal Development Advisor

Background Papers

None

Appendices

A – School Improvement Framework

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Wiltshire Council Interim School Improvement Framework 2019-2020



Foreword

The purpose of the School Improvement Framework is to promote and support the continual improvement of schools and outcomes for pupils. With national ambition for an increasingly sector-led improvement landscape, key partnerships are ever more significant and the need for transparent accountability to all stakeholders never more important.

Decisive action is needed when there is underperformance. Whilst schools largely remain responsible for their own improvement, it remains the duty of the Local Authority to act quickly when standards are declining to challenge school leaders, inform relevant partners, and in some circumstances, to intervene.

This document outlines the processes by which

- standards in schools are monitored;
- how school leaders will be supported and challenged; and
- when intervention will be needed.

Whilst overview and monitoring of school performance remains a Local Authority (LA) and Regional Schools Commissioner (RSC) responsibility, the integration of partners in quality improvement is significant in creating the school-led system. It is essential that the system works to support the strong, self-improving, self-sustaining school-led system to improve the educational outcomes for every child in Wiltshire. The Wiltshire Education Partnership (WEP) brings all stakeholders together to support the realisation of this aim.

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



Pauline Church
Lead Member for Children's Services



Terence Herbert
Corporate Director – Children and Education

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 - c. Appendix 3 School Evaluation Protocol
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 - e. Appendix 5 Improvement Planning Documents
 - f. Appendix 6 Improvement Plan Review meeting (3 months after evaluation)
 - g. Appendix 7 Exit strategy
 - h. Appendix 8 Schools causing concern: Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers. September 2019
 - i. Appendix 9 Protocols for working with Academies (being finalized)

Our ambition for Wiltshire schools

Wiltshire Council Business Plan clearly identifies a commitment to:

- Promoting high educational standards for all children, working closely with education providers, schools, colleges and academies. This will be through securing new schools for a growing population, improvement advice, brokering school to school support and wider partnerships and providing support for leaders and governors.
- Work with schools to support children who are vulnerable to underachievement – including children from low-income families, those in care and those with Special Educational Needs or Disabilities (SEND).

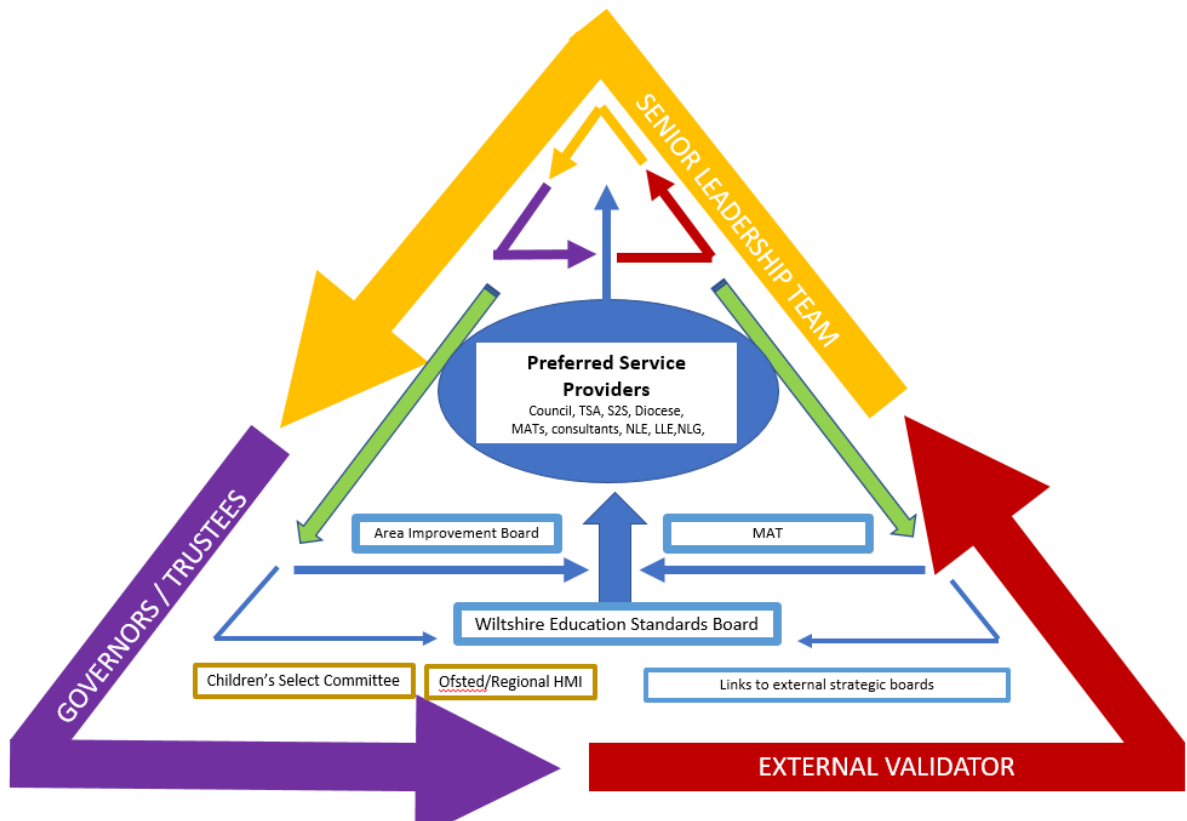
To achieve this, key partnerships with Ofsted, the RSC, Teaching school Alliances, Diocesan Boards, academy providers and the Wiltshire Education Standards Board, are essential in supporting continued success and improvements for schools.

Wiltshire Education Partnership

As part of this commitment to partnership and a school led support system, the Education Transformation Board established a core vision in supporting and developing this partnership approach: -

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

Principles of the Wiltshire Education Partnership from 2018



The above system diagram shows how the school led system works, with three corners of the triangle identifying key elements of the process.

Key themes for school improvement are reported to the **Wiltshire Education Partnership** through the **Wiltshire Education Standards Board (WESB)** that meets on a quarterly basis. Strategic actions and co-ordination of specific support strategies are developed. This board is tasked with ensuring that the thematic needs of schools and academies can be met through the providers of support within the county, through Teaching School Alliances and through other providers. These providers, collectively, need to be able to respond to demands placed upon schools for their continued improvement.

Core Value Statement from the Wiltshire Education Partnership

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

Core values:

- a collective will to make the above happen;
- to strive for excellence in all our schools;
- where every child is important;
- to have high expectations of ourselves, each other and for all our young people;
- to recognise that education is a key driver for embedding change.

How can this be achieved?

- by working together and in close partnership with all types of schools;

- by enabling and supporting schools to self-improve;
- maintaining a sustained focus on improving outcomes and experiences for all children, especially those who are LAC, SEN and disadvantaged;
- by monitoring data to enable schools to make informed decisions;
- convene/enable partnerships to develop;
- enhancing and developing a school-led system.

Wiltshire Council stands for:

- a recognition that high quality educational provision is key to the success of Wiltshire;
- continuous consultation with schools and its close partnership working;
- being a convener, enabler and supporter for school improvement;
- having a focus on improving educational outcomes for all children and young people.

A self-improving, self-sustaining, strong school will have the following characteristics

- motivated and have a desire for self-improvement;
- reflective;
- culture of research and review;
- strong problem solvers;
- resilient;
- partnership working for the right reasons (equity, trust and joint outcomes).

Recognised by:

- effective leadership;
- strong, embedded, relevant curriculum;
- continuous CPD;
- strong committed staff;
- staff loyalty;
- strong strategic planning;
- using evidence to improve pupil outcomes;
- financial stability;
- knows its strengths and weaknesses.

Our duty to ensure school improvement

Local Authorities have a statutory duty as set out in section 13a of the 1996 Education Act:

Duty to promote high standards and fulfilment of potential

(1)A local education authority in England must ensure that their relevant education functions and their relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to—

- (a) promoting high standards,
 - (b) ensuring fair access to opportunity for education and training, and
 - (c) promoting the fulfilment of learning potential by every person to whom this subsection applies.
- (2) Subsection (1) applies to the following—
- (a) persons under the age of 20;
 - (b) persons aged 20 or over and for whom an EHC plan is maintained.

The DfE statutory guidance ‘ **Schools causing concern** - Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers’ September 2019 (Appendix 8), sets out expectations that the Local Authority will, in partnership with the Regional Schools’ Commissioner, identify vulnerable schools, implement appropriate early intervention strategies including powers of intervention, develop effective relationships with all school leaders and governors and facilitate a school-led improvement system.

This ‘standards duty’ is universal and applies to all maintained schools and academies. By supporting and enabling strong school leadership and management, including governance, and through early intervention when necessary, we aim to work in partnership with schools to bring about the best possible education for our children and young people.

To meet this duty the Wiltshire School Effectiveness service will:

- Show a relentless commitment to raising standards through high quality learning, teaching and leadership based on self-evaluation and self-improvement;
- Promote robust governance of schools;
- Identify and disseminate best practice and challenge all schools to build upon this exemplification through developing effective school to school support
- Intervene early and establish constructive dialogue where a school is identified as causing concern with advice and support but to use powers to warn schools where improvement is not sufficient;
- Use clear criteria when identifying schools causing concern, with particular emphasis on schools that are under-performing; to commission co-ordinated support from appropriate sections of Wiltshire School Effectiveness service and other providers such as NLEs and teaching schools, targeted at those issues which bring about speedy improvement;
- Build the capacity of school leadership and management so that it is secure enough to generate self-improvement;
- Work in partnership with appropriate partners to commission support for schools;
- Enable failing schools to be quickly removed from Special Measures and those with Serious weaknesses to address issues promptly;

- Be decisive in using the full range of intervention powers if schools are not making adequate progress.

Our school improvement strategy 2019-2020

Wiltshire School Effectiveness School Improvement Offer to maintained schools has a 3-tiered approach according to the categorisation of school:



Universal Support:

As a commitment to drive up standards across Wiltshire, all maintained schools will receive the equivalent of 3 whole days commissioned support from the School Improvement Advisor (SIA). These professionals will be instrumental in driving up standards within and across schools in Wiltshire, providing support and challenge and enable the local authority to identify schools at risk of underperformance and an earlier stage to predict and prevent this happening.

1.5 days per year will be focused upon working with school leaders to agree the support level required for the school through the Wiltshire school support level criteria with the remaining 1.5 days being used by the school to focus on school improvement work. Academies may purchase this same support through the school effectiveness team. All schools may purchase additional time for Headteacher's performance management.

The School Effectiveness Service along with Teaching Schools and other partners provide a range of other traded services and CPD offers to support schools in their school improvement.

Targeted Support:

Schools with identified areas for improvement or trends in underperformance with aspects of their outcomes, e.g. disadvantaged gap, lower performance in writing, outcomes for SEND pupils will be identified to receive targeted support to address these areas, this will be via letter and the school improvement advisor.

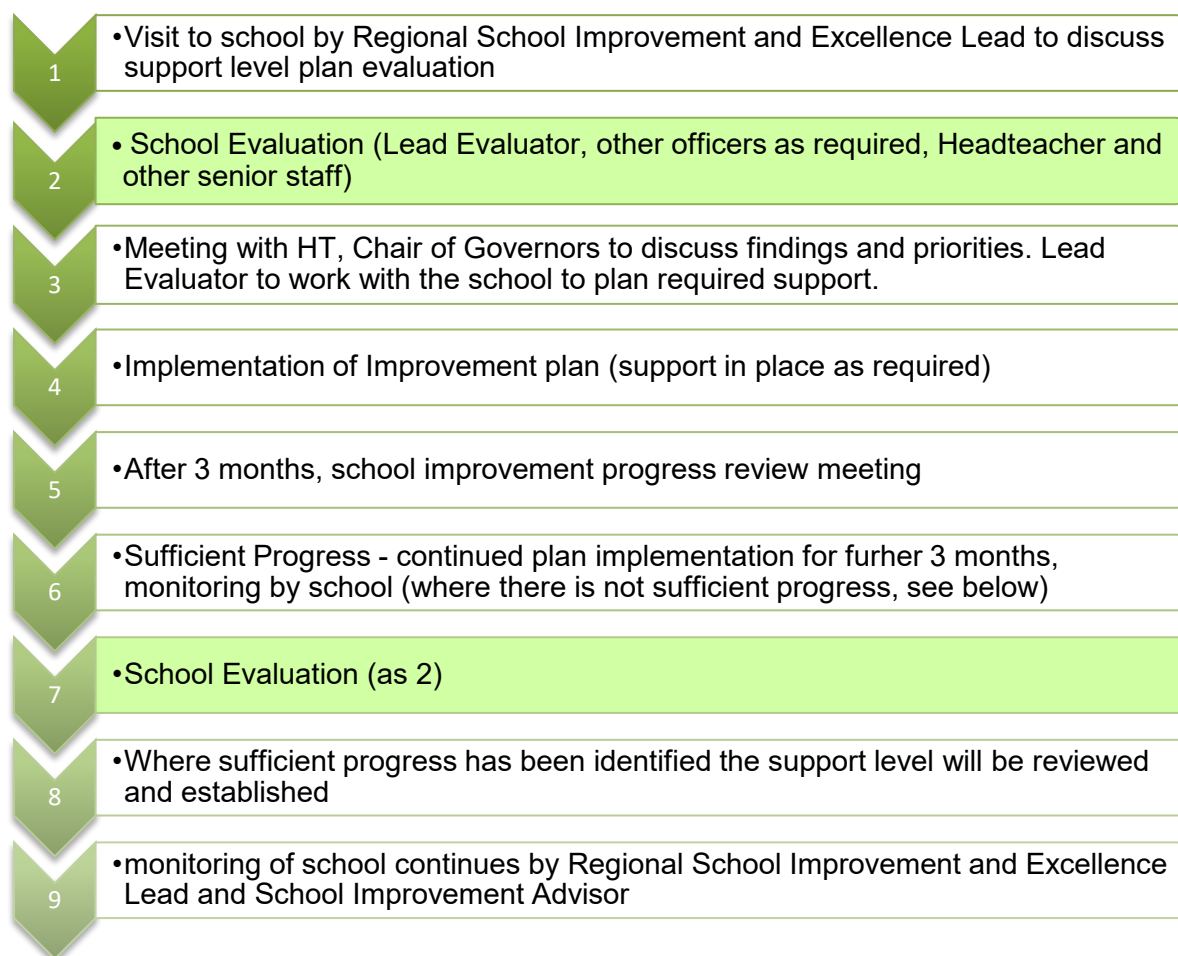
Support may be in the form of networks, reviews, CPD, teaching hubs and will be charged at a subsidised rate for maintained schools. This targeted work will be linked to the School Effectiveness service strategy and is aimed at reversing the decline in standards in schools and promoting a self-improving system.

Intensive Support:

Schools who are identified as vulnerable in the 'vulnerable' or 'causing concern' categories will receive intense support to drive rapid improvements through a 6-month evaluation and raising achievement process intended to secure capacity as quickly as possible. In summary the process includes:

- Evaluation of needs through a school evaluation or following an Ofsted report
- A targeted and planned support
- 3-month school improvement progress review meeting
- Final 6-months evaluation of progress.

The process is outlined below.



Where there has been insufficient progress after 3 months:

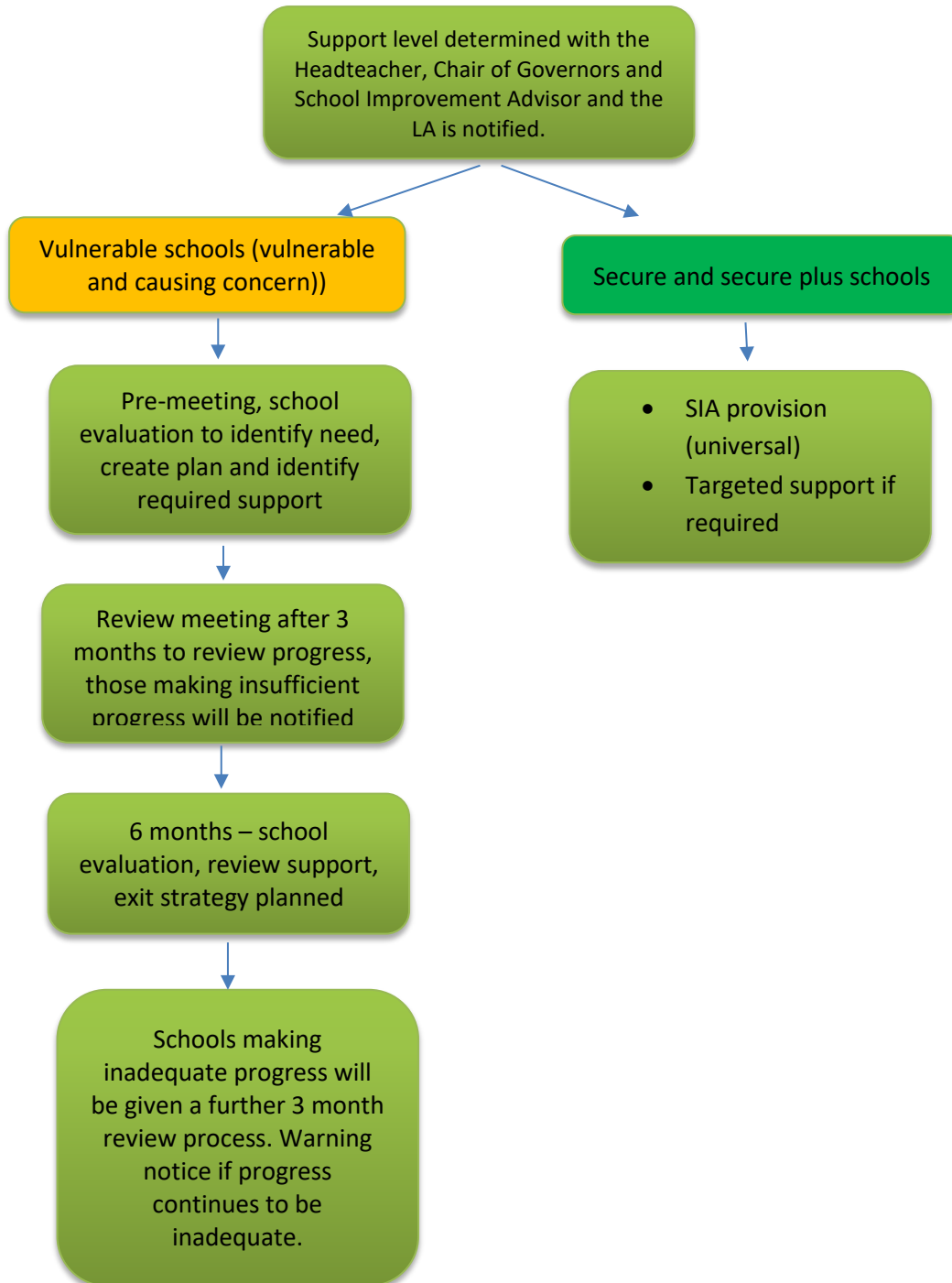
If there is insufficient engagement with the improvement process leading to concern about progress after 3 months, the LA will issue a formal notice of concern to the Head and Chair of Governors outlining the evidence for concern and actions needed to remedy the situation.

Following this notification:

- A further 3 months implementation may be given.
- The support level will change to causing concern.
- A school evaluation may be put in place together with a review meeting
- If progress insufficient – DfE School Causing Concern procedure. See <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/>

- If progress is now sufficient go to 9.

Overview of school support, challenge and LA intervention



Categorisation:

The local authority recognises that on occasions, schools do not have the capacity to determine and effect improvement at certain times, and as a result they may need additional support to secure the quality of provision.

The level of support assigned to each school will be agreed in partnership with the school. This would usually take place with the School Improvement Advisor, the Headteacher and Chair of Governors.

Good practice would mean that the support level is reviewed on a termly basis by the Head of School Effectiveness and Regional Lead and Excellence Officers and any change to the support level would be agreed, again usually with the School Improvement Advisor. This change will be formally recorded through a visit report or letter.

The Local Authority recognises that there are many reasons which might make a school become vulnerable at a particular time and the anticipated level of risk would necessitate a change in the assigned support level. The agreed support level can be changed at any time in partnership with the school.

There are four levels of support which are agreed in partnership with each school. These levels would trigger different approaches. Table 1 below presents a **summary of key characteristics** for each support level; this is a best fit model however some aspects have a larger influence on the vulnerability of the school. This will be discussed with the SIA, Headteacher and Chair of Governors.

All schools will work together with the School Improvement Advisor to agree their school's categorisation either at the end of the school year in late July or at the very beginning of the year in September. Once the category has been agreed, the Headteacher, Chair of Governors and School Improvement Advisor will inform the LA through returning the statement of categorisation form (*appendix 1*).

Categorisation will be identified using the grid below:

<i>It is not expected that a school will demonstrate all characteristics within the support level</i>			
Secure plus	Secure	Vulnerable	Causing concern
Good and outstanding schools with no known concerns that have the capacity to provide external support.	Schools judged as good or outstanding but recognized that capacity to provide external support may be limited, perhaps due to a new head teacher or temporary staffing issues.	Schools judged by Ofsted to require improvement (RI); schools judged as good OR outstanding identified as causing concern; schools where analysis of performance data places them at serious risk of decline.	Schools judged by Ofsted to be inadequate, OR in receipt of a formal warning notice. OR If inspected, the school is likely to be in a category of concern.
Safeguarding effectiveness			
<ul style="list-style-type: none"> • A strong culture of safeguarding is evident. • Procedures have been seen to comply with statutory requirements and appear to be effective. 	<ul style="list-style-type: none"> • A culture of safeguarding is evident. • Procedures have been seen to comply with statutory requirements. The school practice reflects LA advice about highly effective procedures. 	<ul style="list-style-type: none"> • Concerns have been raised about safeguarding arrangements at the school. • A strong culture of safeguarding is not yet evident. 	<ul style="list-style-type: none"> • Safeguarding procedures are not compliant • Culture of safeguarding is not evident.
Standards			
<ul style="list-style-type: none"> • Outcomes are consistently above national for all pupils and the APA shows well above national / high standards. • Many areas of pupil performance, including vulnerable groups, are significantly above national. • SEND and disadvantaged pupils have consistently and exceptionally high achievement. Progress for pupils is significantly above national. 	<ul style="list-style-type: none"> • Outcomes are consistently above national for all pupils • APA shows at least average. • There are no significant gaps between the progress of different groups of pupils 	<ul style="list-style-type: none"> • Outcomes are below national or declining. • Progress is below and often significantly below national • APA shows concerns. • Disadvantaged and SEN pupils make slow progress and/or significant and widening gaps between groups 	<ul style="list-style-type: none"> • Standards are significantly below national and not improving • APA shows underperformance. • Standards of attainment and progress were consistently low for a number of years • Low achievement for SEND and disadvantaged pupils
Quality of Provision			

<ul style="list-style-type: none"> • Quality of teaching, learning and assessment is consistently high and embedded securely. Teachers have the capacity to support other schools. • An ambitious full curriculum is coherently planned and sequenced 	<ul style="list-style-type: none"> • Quality of teaching, learning and assessment is consistent and mostly embedded. • The curriculum has clear intent, implementation and impact. 	<ul style="list-style-type: none"> • Quality of teaching, learning and assessment is not consistent across the school or within key stages • Areas of the curriculum are missing, weak, lack coherence and structure and do not provide sufficient progression. 	<ul style="list-style-type: none"> • Quality of teaching, learning and assessment is insufficient to provide effective progress • Curriculum is weak or missing in some important subject areas and lacks structure, coherence and progression.
Leadership and Management			
<ul style="list-style-type: none"> • The school's processes for self-evaluation are accurate, rigorous and inform improvement • Governance is highly effective, the governing body knows the school well (internal and independent information used to inform this) challenges the leadership, is aspirational for the school and can clearly evidence the impact of their work. • The leadership team and Governing Body has the capacity to support other schools. • Effective middle and senior leaders are highly skilled in supporting others. 	<ul style="list-style-type: none"> • The school's processes for self-evaluation are accurate and inform improvement • Governance is effective, the governing body knows the school well (internal and independent information used to inform this) challenges the leadership, is aspirational for the school and can clearly evidence the impact of their work. • Effective middle and senior leaders are skilled in supporting others. 	<ul style="list-style-type: none"> • Leadership and management, including governance, require additional support or capacity is limited • the governing body has limited impact and is failing to hold the school to account. • The governing body has limited succession planning leading to unfilled posts leading to skills gaps and unfilled statutory roles. • Senior leaders are new and/or inexperienced. • Performance management is not effectively established • Persistent vacancies on governing body and/or meetings are not quorate • Headteacher vacancy or temporary absence • Headteacher has an inappropriate teaching commitment • Staff capacity limited due to high turnover, staff vacancies, recruitment or retention issues • Weaknesses in SEN or Pupil Premium provision • Middle leadership capacity for improvement is underdeveloped 	<ul style="list-style-type: none"> • Governors and /or school leaders are not fulfilling statutory duties • The governing body is ineffective; in some cases an IEB or a paid governor consultant is required to enable the governing body to function and fulfil its statutory duties. • Leaders are failing to address and improve school improvement priorities leading to sustained underperformance. • The school has been issued with a warning notice in line with the statutory guidance for schools causing concern • Headteacher vacancy • Chair of Governors vacancy
Pupil and parental engagement			

<ul style="list-style-type: none"> • Attendance is above national figures for all pupils and groups. • Persistent absence is below national and followed up in an appropriate way so as to improve it. • Exclusion of pupils is very rare • Parents are highly engaged and are very positive about the school 	<ul style="list-style-type: none"> • Pupil attendance is at least in-line with LA or national averages • Persistent absence is rare and followed up in an appropriate way • Parents are engaged and are positive about the school 	<ul style="list-style-type: none"> • Attendance is low or declining and/or persistent absence is rising • Levels of permanent and fixed term exclusions are higher than average and/or rising • Falling rolls or high level of unexplained pupil mobility • Parents' perceptions are negative or deteriorating • Significant number of Ofsted complaints 	<ul style="list-style-type: none"> • Attendance is low and not improving and/or persistent absence is rising. The school has done little to address this issue. • Levels of permanent and fixed term exclusions are higher than average and/or rising • Falling rolls or high level of unexplained pupil mobility; evidence of off-rolling • A high level of parental dissatisfaction and complaints. • High number of complaints to Ofsted
Financial management			
<ul style="list-style-type: none"> • Strategic plans in place demonstrating effective deployment of resources • All aspects of strategy and financial planning are interlinked allowing for a positive budget. • Forward planning enables for efficient and effective use of school resources. 	<ul style="list-style-type: none"> • Strategic plans in place demonstrating effective deployment of resources • Secure budget with some carry forward. • Strategic planning is well matched to the budget • SFVS is completed and submitted on time, governors are involved with this process 	<ul style="list-style-type: none"> • Budget deficit or significant underspend • Concerns over financial management strategy and/or competency • Small surplus in-year surplus with large and increasing deficit in future 3-5 year projection. • Actions taken to reduce deficit are limited and / or the school is reluctant to put in place actions to address this 	<ul style="list-style-type: none"> • Significant concerns over financial management strategy and/or competency • Increasing deficit budget with no significant actions to recover overspend • Delegated financial powers are removed

School Improvement in academies

The local authority has a duty to promote high standards in all schools in Wiltshire. The local authority will work closely with the RSC to monitor standards in academies and will offer support where required. The Academy Protocols (appendix 9) outline the local authority's commitment to work with all schools. The local authority will arrange an annual meeting with the principal and the Chair of the Governing Board to ensure effective working relationships are fostered.

Appendix 1

School		DfE No.	
School Improvement Advisor			
Dates of Visits			
Support level			
Ofsted Inspection Date		Outcome	
Inspection Priorities Summary	<i>Please <u>summarise</u> key priorities from the most recent Ofsted report</i>		


Wiltshire Priorities Summary	<p><i>Based on analysis of local data, comparison of local and national data and that of statistical neighbours and should be considered alongside schools' own priorities as appropriate.</i></p> <p><i>Achievement at higher standard, greater depth at all Key Stages</i> <i>Gaps between disadvantaged learners and all pupils</i> <i>Increase the percentage of good and outstanding places</i></p>
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Safeguarding Effectiveness	<p>Date safeguarding audit completed and submitted:</p> <p>Date safeguarding plan approved by governors:</p>
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Annual Performance Assessment
<p>KS1 category:</p> <p>KS2 category:</p> <p><i>The APA is the categorisation based on a set of performances at the end of KS2 and is a starting point for conversation; the regular and ongoing risk assessment is indicative of the school's journey, effectiveness of leadership and management and quality of teaching and learning. Together, these will be used to inform the nature and quality of improvement, risk management and intervention as appropriate to each school.</i></p>

Outcomes for Pupils			
% reaching ARE/GD	National	Wiltshire	School

Evaluative commentary by SIA covering statutory outcomes for the end of the previous year against national and trends in progress and attainment – progress and attainment including an evaluative commentary about vulnerable groups.

Visit 1: Priorities / Categorisation and planning for the year for SIA support and other support required including planned partnership working with schools	Date:
Others involved HT, CoG, ...	<i>Please insert the initials only of those involved in the meeting which should include HT, CoG and other members of SLT as appropriate.</i>
Significant changes in context/emerging issues	<i>Significant changes may constitute an increased risk e.g.</i> <ul style="list-style-type: none"> • <i>Changes of staff, especially if new to Reception, Year 2 or Year 6</i> • <i>NQT appointments, concerns re performance.</i> • <i>Building work, governance, falling numbers, concerns around attendance and exclusions</i> • <i>Are there any identified performance concerns around staff</i> <p><i>Better to identify a risk that never becomes tangible than to ignore something which later leaves the school vulnerable.</i></p>
Priorities for Improvement and Development	<p><i>Ask authentic, probing and challenging questions to identify priorities for improvement through analysis of need</i></p> <p><i>WHAT</i> <i>does the data and experience tell us?</i> <i>are the greatest barriers?</i> <i>is the need?</i> <i>is/are the foci?</i> <i>do we hope will change?</i></p> <p><i>HOW</i> <i>will you share your priorities and involve others?</i> <i>will they take ownership of these priorities?</i> <i>will action be funded, implemented?</i> <i>will you monitor and evidence the impact?</i> <i>will you know you've been successful?</i></p> <p><i>DO</i> – <i>Use current data/experience to identify clear priorities which are amenable to change</i></p> <p><i>DON'T</i> – <i>Start with a solution, miss the biggest area of need, have a very broad focus</i></p> 

<p>Agreed actions to secure improvement</p>	<p>Agree actions that are appropriate and sufficiently robust to affect rapid and sustained improvement including planned actions for the SIA. Identify any other support required including possibility of working with other schools to develop school to school support and challenge. Include timelines and dates for agreed support by SIA</p> <p><i>Based on evidence of what has-and hasn't worked before</i> <i>Include actions to address all prior Ofsted recommendations</i> <i>Include actions to address the most important priorities</i> <i>Help schools consider;</i></p> <ul style="list-style-type: none"> • <i>what, when, by whom, cost implications...</i> • <i>potential for support within, between and beyond schools</i> • <i>what's likely to go wrong,</i> <p>HOW <i>will actions be shared, involve others, take ownership?</i> <i>have similar issues been tackled elsewhere?</i> <i>strong is the evidence behind a solution?</i> <i>cost effective is it?</i> <i>will it be implemented, monitored, evaluated?</i></p> <p>DO – <i>Build on success and include interventions found to be effective</i> <i>Encourage schools to look broadly across a range of evidence</i></p> <p>DON'T – <i>Be novel for novelty's sake</i></p>
<p><u>Summary</u> evaluation</p>	<p><i>The level of risk is based on the evidence of actions to address weaknesses and improve outcomes, capacity to improve and other significant risk factors.</i></p>
<p>Additional Comments LA officer/Headteacher</p>	

School Improvement visits:		Date:
Focus of Visit:		
Others involved HT, CoG, ...		
Significant changes in context/emerging issues		
Overview of school Improvement activity undertaken	<p><i>Outline school improvement activities undertaken – focus, those involved and the outcomes and intended impact.</i></p> <p><i>Outline next steps and agreed further actions to further secure impact</i></p>	
Progress on actions to secure improvement	<p><i>What can be seen that supports school evaluation of progress against agreed actions?</i></p> <p><i>Have events, training, resources been put in place?</i></p> <p><i>Have potential obstacles and barriers been mitigated?</i></p> <p><i>Test whether what was expected to happen is being realised</i></p> <ul style="list-style-type: none"> • <i>In discussion with school leaders</i> • <i>Evidenced through T, L & A</i> • <i>Evidence in classroom organisation, management, behaviour</i> • <i>Triangulated through book scrutiny, discussion, pupil voice.</i> <p><i>Are there signs of early success or failure?</i></p> <ul style="list-style-type: none"> • <i>Are we on track, what needs to be improved?</i> • <i>Is there capacity for continued improvement?</i> <p>DO – Look for first hand evidence: discussion, classrooms, books Acknowledge common problems to getting things done</p> <p>DON'T – Rigidly follow something that isn't working Encourage review and adjustment</p>	
Agreed actions to secure further improvement		
Additional Comments LA officer/ Headteacher		

End of Year Visit: Impact		Date:
Others involved HT, CoG, ...		
Significant changes in context/emerging issues		
Impact of actions to secure improvement	<p><i>Triangulate a range of evidence to evaluate and verify any marked effect or influence as a result of the school's work-IMPACT.</i></p> <p><i>Has it worked?</i></p> <p><i>Is there evidence of success: classroom, books, data?</i></p> <p><i>Have milestones been reached, outcomes achieved?</i></p> <p><i>Is this worth sharing more widely?</i></p> <p><i>What next, is there more to be done?</i></p> <ul style="list-style-type: none"> • <i>Recognise strengths</i> • <i>Celebrate successes</i> • <i>Identify emerging issues</i> 	
Priorities for continued improvement	<p><i>Which actions, interventions, approaches have had the greatest impact?</i></p> <p><i>The 5 WHYs? ? ? ? ?</i></p> <p><i>Begin to consider emerging issues, questions and challenges regarding school next steps and priorities for further improvement.</i></p>	
Summary evaluation		
Additional Comments LA officer/ Headteacher		

Dates of planned visits:	Activity
•	•
Circulation:	Others:
Head teacher Chair of Governors (provide CoG school e-mail) SE Admin School Support File	<p><i>Include names of others for whom specific information may be of relevance e.g.</i></p> <p><i>Andrew Howard NQT/Assessment</i></p> <p><i>Simon Watkins Governance</i></p> <p><i>Natalia Reyner EYFS</i></p>

Appendix 2 - The School Improvement Advisor Programme

The standard programme provides the services of a designated School Improvement Advisor (SIA) to:

- Work with the headteacher, senior leadership team and governing body as appropriate to provide personalised and targeted support and challenge based on a shared analysis of the annual performance assessment (APA), the school's strengths and areas for development.
- Discuss the school's priorities for the coming year by considering information provided by the school on its APA, Ofsted outcomes, national test results, trends over time, pupil achievement data and analysing the evidence for the school's improvement.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development
- Monitor progress and impact of agreed actions to secure continued improvement and support school leaders to identify and report the level of risk.
- Provide detailed reports with recommendations as appropriate to share with headteachers, senior leaders, governing body, CEO as appropriate.
- Assist with the preparation for Ofsted inspection including support with self-evaluation and validation of the school's judgements against Ofsted criteria, summarising evidence of progress in the schools' self-evaluation document, preparing staff and governors for the process of inspection.
- Liaise and share information with the Regional School Improvement and Excellence Lead about the school to identify strengths, capacity for improvements and to swiftly identify vulnerabilities and necessary support.

The standard SIA programme will include: -

Three full day or 6 half day visits to cover aspects of continued development and evaluation of:

- Effectiveness of Leadership and Management including: identification of priorities, developing capacity to improve, planning and delivering support and challenge to enable the school to achieve its key priorities
- Actions leading to improvements including the quality of provision, teaching, learning and assessment, EYFS or post 16 provision and outcomes, vulnerable groups, promotion of excellence
- Outcomes for children and learners including impact of actions, evidence of improvement, identification of next steps

- 1.5 days of this time it to discuss position of the school, school development planning and priorities. This would be a maximum of ½ day per large term.
- 1.5 days to be used as the school wishes to support its school improvement priorities, e.g. evaluations, middle leadership training, pupil premium review. This could be combined with other schools to develop school to school support and develop leadership capacity.
- Support at the time of an Ofsted inspection and any HMI monitoring visits, by telephone or visit.
- One half day visit for headteacher performance management (HTPM) review is available to support school and the governors, **(this is extra to the 3 full days and is chargeable to all schools)**

Appendix 3 - School Evaluation Protocol

The Evaluation will be planned alongside the head, senior leadership team and governors and all should be contributing to the process. The Lead Evaluator will carry out pre-planning and then meet with the school senior team to use documents in the school to plan the day. Under no circumstances should information including personal information about pupils, staff or any individual be sent by email.

1. The Lead Evaluator will prepare for the review by gaining an overview of the school's recent performance. They will use all available evidence to develop an initial picture of the school's performance. This will be done before the planning meeting with school colleagues. The initial planning will be informed by analysis of:
 - Previous inspections; in particular areas for development of the most recent Ofsted inspection report
 - Visit Reports
 - Data and trends taken from the most recent statutory data.
 - Information on the school's website, including its pupil premium strategy (rationale and evaluation)
 - The statutory sharing with parents of curriculum information, which will provide an initial assessment of the breadth and balance of the school's curriculum
 - The presence and suitability of the safeguarding guidance, and information about the promotion of equality of opportunity and other information for parents

The Lead Evaluator will work with the Headteacher and Governors to ensure that there is an agreed focus and methodology for the actual review. This will be recorded and shared following this meeting and prior to the review.

2. The following information should be made available by the school for preparation for the review when the lead evaluator meets the head and other school colleagues to plan the evaluation. Any documentation will be needed **during the meeting** and not in advance. The evaluation team will use the documentation to support planning of the review day. Planning will be carried out by the Lead Evaluator with the headteachers, CoGs and other staff and governors as appropriate. These documents below **will not be removed from the school** and will only be used as reference documents in establishing the focus of the evaluation.

Note: No additional work or preparation should be needed and if the documentation is not in place then it should not be created.

- A summary of any school self-evaluation
- The current school improvement plan, including any strategic planning that sets out the longer-term vision for the school

- Analysis of exclusions, pupils taken off roll, incidents of poor behaviour and any use of internal isolation
- Analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, sexist, disability and homophobic bullying
- The process used for referrals made to the designated safeguarding lead in the school and those that were subsequently referred to the local authority, along with brief details of the resolution
- An up-to-date attendance analysis for all groups of pupils
- The school timetable, current staff list and times for the school day
- Information about pre-planned interruptions to normal school routines (which would normally be avoided through co-planning with the Headteacher)
- School policy and protocol regarding lesson observations
- Any specific reasons why any teachers should not be observed, for example where they are subject to capability procedures
- Records of the evaluation of the quality of teaching, learning and assessment
- Documented evidence of the work of those responsible for governance and their priorities
- Any reports of external evaluation of the school, including any review of governance or use of the pupil premium funding.

3. During the review (1 day)

The Headteacher (and other staff as appropriate) will be encouraged to work alongside the team during the review and undertake joint activities as part of the process of evaluation.

- Meetings will be arranged and may include:
 - Governors (at least the Chair and those identified as monitoring specific functions within the school)
 - Subject and/or Phase Leaders
 - The Headteacher
 - Senior Leaders
 - Groups of Students
 - Teachers with specific responsibility for SEN, Safeguarding, Teaching and Learning, Assessment, Pupil Premium
 - Parents
 - Teaching or Learning Assistants
- Information about staff absence and other practical issues must be available at the start of the day

- Lessons will be observed and will normally be the priority for the review, individual gradings will not be made and this should be communicated to teachers in advance of the evaluation
- As much time as possible should be used to gather evidence about the quality of teaching, learning and assessment in lessons and other learning activities. Pupils' work should be scrutinised, and pupils should be talked to about their work to gain an insight into both their understanding and their engagement in learning, and their perceptions of the typical quality of teaching in a range of subjects.
- Arrangements for feedback to the governing body and Senior Leadership is led by the lead evaluator

Evaluation of quality of education could include:

- visiting lessons to gather evidence about teaching, learning and assessment
- evidence from observing pupils learning in any other learning activity
This range of evidence will inform the evaluation of pupils' progress, pupils' personal development, behaviour and welfare, and the impact of leaders' and managers' improvements to teaching and assessment.
- It is good practice to ensure that the lead evaluator works with the headteacher on the process/protocols for observing in lessons.
- Activities should cover as wide a range of subjects, key stages and ability groups as possible.
- It is recommended that teachers should not be informed in advance about which classes will be visited, to allow flexibility
- Not all teachers and classes will necessarily be observed particularly in larger primary schools and secondary schools

Activities may include (it is recommended that these are in line with the processes and policies of the school)

- short visits to several lessons
- short observations of small group teaching
- observing learning in lessons, talking with pupils about their work and scrutinising their work
- tracking a class or specific group of pupils as they go from lesson to lesson, to assess their experience of the school day or part of the school day.
- joint observations of teaching and learning carried out with the headteacher and/or senior staff.
- Joint work scrutiny

The school's internal assessment and performance information

The school's own performance information presented by the school for current pupils across year groups and previous cohorts should be

considered, alongside other evidence gathered during the inspection on progress, attainment, attendance and exclusion.

The overall consistency in performance, trends of improvement or decline, and differences in the performance of groups, but only where groups are large enough for valid inferences should be considered.

Meeting those responsible for governance

The contribution of governors to the school's performance will be evaluated as part of the judgement on the effectiveness of leadership and management and should take place without the headteacher or senior staff.

The **lead evaluator will work with the headteacher during the day** to:

- provide a dialogue on emerging issues, including initial general findings about teaching, learning and assessment and to enable further evidence to be provided
- ensure that the headteacher is informed of any emerging or serious concerns.

The team will meet at different points during the day. The team should provide feedback to the lead evaluator to:

- Record important points from, and the outcomes of, all meetings and observations
- The headteacher should be involved in the final meeting at the end of the day to ensure that key issues are raised prior to the feedback to Governors and the leadership within the school. The main points for feedback to the school will be recorded as the meeting progresses.

Providing feedback

The provisional verbal feedback meeting with the school should be delivered by the lead evaluator. Those connected with the school who may attend include:

- the headteacher and other senior leaders agreed between the lead evaluator and headteacher
- the chair of the school's governing body and as many governors as the school would like to attend

During this meeting, the lead evaluator will ensure that the headteacher and governors are clear:

- about the provisional grades awarded for each key judgement, based on the evidence provided and seen during the day; sufficient detail will be given by the lead evaluator to enable all to understand how judgements have been reached and for the governors to play a part in beginning to plan how to tackle any areas for improvement

- that the grades are provisional and must be treated as confidential and should not be shared beyond the school's leadership team and governors (including those unable to attend the final feedback meeting)
- that the main findings and recommendations for improvement will be referred to in the text of the report
- about the reasons for recommending any external review (governance, safeguarding and pupil premium)
- that the draft and final report is confidential between the LA and the school, however this would need to be shared at Ofsted inspection.
- that the draft report will be with the Headteacher within 5 working days and should be checked for factual errors
- that the final report should be shared and discussed with the governing body at the first possible occasion and within 10 working days of the Evaluation
- each evaluator should provide a summary of key issues to the lead evaluator to ensure that there is accurate, evidence based verbal feedback to the Governors and senior leaders.

Appendix 4 - School Self Evaluation Sample document

Can be used by school's for self-evaluation. Regional officers may used for LA review preparation and planning meetings

Self-Evaluation Summary. Where is the school now?		
	School to complete and return 5 working days before meeting (please type in boxes)	LA officers to complete and send to school 10 working days before meeting
Overall effectiveness	Current SEF Overall effectiveness	<ul style="list-style-type: none"> • Ofsted grade: • Ofsted Priorities:
Quality of Education	<p>Please summarise your school self-evaluation of pupil outcomes. What is the data/ results telling you about:</p> <ul style="list-style-type: none"> • Attainment and progress across school for • All children (statutory data and school's use of assessment) • SEND/ PP/ Male/female/ LAC • pupils who need to catch up • More able • Curriculum – knowledge and skills in respect to intent, implementation and impact; cultural capital. <p>Evidence to support your evaluation</p>	<ul style="list-style-type: none"> • Summary of any additional comments from analysis of results/ data across year groups • When was the last Teaching and learning review? • Can you verify the self-evaluation as a result of spending time in classrooms observing learning, reviewing books and talking to children? • Has subject and or department leadership been externally verified? • Comments

Behaviour and Attitudes	School self-evaluation of: Review from last year: <ul style="list-style-type: none"> • Exclusions • Attendance • Bullying incident logs • Discriminatory logs • Behaviour logs • Pupil attitudes 	Is there external monitoring and verification?
Personal development	School self-evaluation of: <ul style="list-style-type: none"> • Schools' wider curriculum that promotes personal development • Links with community and impact on pupils • British values • SMSC development • RSE • Impact of schools work on personal development including vulnerable groups 	
Leadership and Management	Evaluation of last year's SDP targets <ul style="list-style-type: none"> • How are leaders at all level having a positive impact on improving consistent teaching and learning and ensuring high expectations? • Evidence that CPD is improving teaching • What are strengths and weaknesses in teaching, learning and assessment • Subject/ department leadership • What are your plans to adapt the curriculum in the light of your self-assessment and review of results? 	<ul style="list-style-type: none"> • Governor services comments Has the annual LA Safeguarding audit been carried out? Are there any areas to improve from the safeguarding audit? • Has the annual LA Safeguarding audit been carried out? Are there any areas to improve from the safeguarding audit? • External report • External agencies visit support Evidence to support your evaluation sent as attachment

	<ul style="list-style-type: none"> • School self-evaluation of governance: Do the governors have a GDP or section in the school SDP? Evidence they are holding leaders to account • Do governors have a SEF? • Impact of use of pupil premium • Evidence that there is an effective culture of safeguarding that identifies pupils, helps reduce risk of harm and manages allegations effectively. <p>Evidence to support your evaluation sent as attachment</p>	
<p>LA support and challenge 2018-2019</p>	<ul style="list-style-type: none"> • Was support and challenge effective in the last year? • Where support was least successful what would have improved the impact? 	
<p>Improvement plans. How does the school plan to improve and what is the expected impact?</p>		
	<p>School to send SDP 5 working days in advance of the meeting and verbally present a summary at the meeting. Answer questions below – please type in boxes</p>	<p>LA officers to complete in the meeting</p>

<p>School improvement planning</p>	<ul style="list-style-type: none"> • Presentation of School SDP/RAP – where appropriate, the RAP will be drawn from the SDP. The SDP is a yearly plan drawn from the long-term strategic plan. The RAP is shorter to ensure an intense focus. • What are your main improvement priorities for the year and first two terms? • How has this been communicated to staff? • How will you check compliance and consistency? • How are you measuring success and what is the role of governors in monitoring this? 	<p>LA officers any further comments regarding the school improvement plan</p> <p>Actions health check</p> <ul style="list-style-type: none"> • Is it focused on the key leadership actions that will have the biggest impact? • Will doing this lead to the achievement of the objective and impact on children’s attainment/progress? • Is it worded in a way that tells people what to do? <p>Success criteria Health check</p> <ul style="list-style-type: none"> • Is milestone monitoring regular enough? • Does it make clear what success will look like? • Does it show what difference will be made to children? • Is it expressed in a way that can be measured quantifiably? • Does the intended impact match the objective? <p>Monitoring and evaluation health check</p> <ul style="list-style-type: none"> • Does it tell you how the action and success criteria will be checked and by when? • Does it tell you who is responsible for checking? • Does it tell you who is responsible for reviewing the evidence?
<p>Support requests</p>	<ul style="list-style-type: none"> • What support do you need from LA officers this year? (this includes officers from early help, exclusions, attendance, governance, NQTs and finance) • If you are not being supported by the LA how are you getting external verification? • If you are not supported by the LA how do you know your advisors are quality assured and have a good track record of improvement and how are governors monitoring the impact of their work? 	<p>Allocation notes</p>

Appendix 5 – Improvement Planning document

For use by Regional Lead / SIA with headteacher to plan support and actions linked to identified areas of improvement as above. These can be added to school's own improvement plans they are not intended as additional school based plans.

<u>LA support plan for schools graded as inadequate</u>						
<u>Area for Improvement 1 – xx.</u>						
Success Criteria						
<ul style="list-style-type: none"> By (date) 						
<u>Monitoring</u>				<u>Evaluation</u>		
Who				Who		
How				How		
and When				and When		
Lead Person		HT - XX DH _ XX		Others involved		
		Action		Start date	End date	Resources Needed
						Cost to School
						Cost to LA
1.1						
1.2						

For use at Planning meeting for schools categorised as causing concern or vulnerable

LA Interventions- What is the role of the LA in supporting School improvement next?								
To be completed at the meeting								
Area for Improvement	Agreed LA Support Actions	What actions do the school need to take to secure success	By when	By whom	Expected impact on pupils	Monitoring activities	By when	By whom
Page 74								
	Agreed LA monitoring and external verification actions	Reported to	By when	By whom				

	Date of next review meeting	
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Appendix 6 - Improvement Plan Review meeting (3 months after evaluation)

Purpose of this meeting

1. To review evidence provided by school about leadership impact- progress against the improvement plan milestones (15 mins)
2. To review the impact of LA support- progress against improvement plan expected impact (15 mins)
3. To formally review the LA support level of the school and the reasons for this judgement.(5 mins)
4. To identify and agree how LA resources can best be allocated to support the school in the next term (10 mins)
5. To identify and celebrate success and identify next steps in addressing problems(10 mins)
6. To set dates and expectations for the next review meeting.(5 mins)

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School Improvement Plan, effectiveness of Leadership Review 1		
School to complete questions below and send updated improvement plan, most recent HT report to governors and supporting evidence 5 working days before the meeting		
Where have milestones been met? Celebration news to share		
Milestones not met	Area	Contributing factors

Impact of LA support HT comment						
LA comment arising from meeting						
Raising attainment Plan, effectiveness and Impact of LA support Review 1						
Agreed LA Support Actions	Action RAG	Agreed school Actions	Action RAG	Expected impact on children	actual Impact school please comment/ evidence	Action RAG
LA officers please pre populate before sending out						
Agreed LA monitoring and external verification actions	Action RAG	Significant findings	Impact RAG	In the light of this review what actions do the school need to take to secure success in the next term? Complete at meeting		
In the light of this review do school meet the criteria for exit from LA support level?						

Appendix 7 – Exit Strategy

- The five non-negotiable criteria for exiting from intervention are made clear to all vulnerable schools at the beginning of the process.
- Where a school is able to show evidence of the criteria it is likely that independent sustainability of improvement can be maintained without additional input from the LA. These are:
 - Robust, rigorous, accurate and regular School Review and Self-Evaluation processes including evidence of regular reporting to the Governing Body and subsequent challenge.
 - A credible School Improvement Plan with outcomes focused milestones and monitoring in place.
 - Leadership is stable and suitably skilled at senior and middle leader level
 - Regular tracking and monitoring of progress and attainment against age-related expectations for all groups. Regular quality assurance and moderation of assessment to ensure accuracy across all subjects
 - A continuing professional development programme integrated into the School Improvement Plan and monitored for impact (for schools who are judged as requiring improvement or inadequate will only be eligible for the exit strategy once a judgement of good has been received from their next Ofsted inspection or they joined an academy).

Impact evidence will include some or all of the following:

- Consistent practice in teaching, learning and assessment across all year groups which has led to rapidly improving outcomes.
- The school is achieving the attainment and progress targets established in the improvement plan.
- The school's monitoring of in-year progress data indicates an upward trajectory is secure.
- Test results are above national.
- Evidence of additional capacity in the school's leadership team (including governance).

When the Regional School Improvement and Excellence Lead judges that the school is ready to exit from intervention, they will request that the Head of School

Improvement approves removal and that this is communicated in writing to the School's Governing Body and Headteacher.

Appendix 8 – Schools causing concern: Guidance for local authorities and Regional Schools Commissioners on how to work with schools to support improvements to educational performance, and on using their intervention powers

Department for Education September 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/831895/Schools_causing_concern.pdf

Appendix 9 – Protocols for working with academies – under construction

Information about Wiltshire Council services can be made available on request in other languages including BSL and formats such as large print and audio.

Please contact the council by telephone 0300 456 0100,
by textphone 01225 712500,
or email customerservices@wiltshire.gov.uk

如果有需要我們可以使用其他形式（例如：大字體版本或者錄音帶）或其他語言版本向您提供有關威爾特郡政務會各項服務的資訊，敬請與政務會聯繫，電話：0300 456 0100，文本電話：(01225) 712500，或者發電子郵件至：customerservices@wiltshire.gov.uk

Na życzenie udostępniamy informacje na temat usług oferowanych przez władze samorządowe hrabstwa Wiltshire (Wiltshire Council) w innych formatach (takich jak dużym drukiem lub w wersji audio) i w innych językach. Prosimy skontaktować się z władzami samorządowymi pod numerem telefonu 0300 456 0100 lub telefonu tekstowego (01225) 712500 bądź za pośrednictwem poczty elektronicznej na adres: customerservices@wiltshire.gov.uk

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Wiltshire Council

Children's Select Committee

21 January 2020

Task Group Update

Purpose

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

1. Traded Services for Schools Task Group

Membership:

Mr John Hawkins (Chairman)
Cllr Trevor Carbin
Cllr Jon Hubbard
Cllr Tony Jackson

Supporting Officer: Marie Gondlach

Terms of reference:

1. To review the proposed developments for traded services to schools, considering the outcomes of the service review of traded services (commenced in October 2016), with a particular focus on the following areas:
 - a) The model for the centralised trading unit and the proposed traded services team structure and appointments to ensure sustainability and quality of service;
 - b) The cost of services that are currently provided against projected costs to ensure value for money;
 - c) The plans for marketing to ensure continuous take-up;
 - d) The current policy;
 - e) How traded services will be future-proofed.

2. To review and comment on the Cabinet report regarding the proposals for the future of outdoor education in Wiltshire, with particular focus on the Evidence based analysis that led to the options presented within the report. Comments from the task group will be presented to Cabinet at the same meeting at which the report is considered (scheduled for 28 March 2018 at the time of writing).

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 (planned for 9 October 2018 at time of writing) presenting the findings on the expressions of interests.

Recent Activity:

The task group met on Monday 18 November with a focus on monitoring the implementation of the work programme for traded services, including appointment to the team, efficiency of Right Choice and the development of a Pricing and Charging structure.

The task group is working to present its final report to this committee at the March 2020 meeting, to that end the task group's final planned work is looking into good practice from other local authorities with regards to traded services for schools.

2. 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 10 December to look at governance arrangements, the CAMHS Improvement Plan and the NHS's Benchmarking report.

The Task Group learnt of and discussed the various levels and layers of scrutiny provided within the CAMHS model. The local level arrangements relate to the monthly CAMHS contract review meetings. Alongside this, Oxford Health (the CAMH service provider) also have their own governance structures; one of these being Task and Finish groups, who focus on specific areas of service delivery, for example, the work of psychiatrists. The Oxford Health Trust also has a Project Board and all the local areas where Oxford Health delivers CAMHS, report into this Board.

As CAMHS in Wiltshire also spreads across BANES and Swindon, the members discussed the importance of sustaining place-based scrutiny of services for Wiltshire. The CCG's interim Director of Community and Joint Commissioning attended December's meeting and assured that her role was to help maintain scrutiny of place-based services.

Additionally, the members discussed CAMHS' new Case Management Tool, although still in its early days, this system is partly intended to ensure that children/young people across BANES, Swindon and Wiltshire receive parity of care.

In regard to the Improvement Plan, this document sets out how CAMHS is working on enhancing the service that it delivers. Regular updates on the plan's progress are required to be submitted to both the monthly contract review meetings, as well as to the Project Board.

When considering national statistics from the NHS, Wiltshire's progress was evident. For example, the average waiting time from referral to assessment is nine weeks, whereas in Wiltshire this figure is five weeks (or seven weeks according to year-to-date data). The NHS have highlighted that demand is outstripping supply and in response, have committed to expanding the workforce.

The Task Group are next due to meet in February, where they will discuss outcomes-based commissioning and whether waiting times have improved, since the re-commissioned CAMHS model has been implemented.

3. Youth Transport Task Group

Membership:

Cllr Tony Jackson (Chairman)
Cllr Mary Champion
Cllr George Jeans
Cllr Jim Lynch
Master Alfie Lowe (Youth Representative)

Supporting Officer: Marie Gondlach

Terms of reference:

1. To investigate the current range of public transportation options available to young people in Wiltshire.¹
2. To identify any unmet needs, gaps in service provision, and potential areas of improvement.
3. To produce recommendations with a focus on the improvement of Wiltshire's public transport services for young people.

¹ The TG defines the term "young people" as aged up to 18 and up to 25 for care leavers and those living with SEND.

Recent activity:

The task group is working on its final report.

Proposal

- 1. To note the task group updates provided.**

Report author: Natalie Heritage, Senior Scrutiny Officer, 01225 718062 /

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marie.gondlach@wiltshire.gov.uk

Children’s Select Committee Forward Work Programme

Last updated 13 JANUARY 2020

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
Youth Transport	May 2019	10 March 2020
Traded Services for Schools	December 2017	10 March 2020
Strategy and Support Programme for Disadvantaged Learners	TBC	TBC

Children’s Select Committee - Rapid Scrutiny		
Topic	Details	Date

Children's Select Committee – Forward Work Programme			Last updated 13 JANUARY 2020		
Meeting Date	Item	Details / Purpose of Report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
	DfE Changes - Update from Department for Education	A report by Terence Herbert, Corporate Director, presenting an update on developments relating to children's services arising from the Department for Education.	Terence Herbert	Cabinet Member for Children, Education and Skills	Nicola McCann
	Update from Wiltshire Youth Union Representative	An update including a summary of recent activities of the Wiltshire Youth Union (WYU), the Youth Safeguarding Board (YSB) and the Children in Care Council (CiCC).	Terence Herbert	Cabinet Member for Children, Education and Skills	Sarah Banks
	School Ofsted Judgements	A report which includes information regarding the most recent Ofsted Inspection reports. It will provide an ongoing view of the effectiveness of schools as seen by Ofsted Inspection.	Terence Herbert	Cabinet Member for Children, Education and Skills	Louise Lewis
10 Mar 2020	Pre-Meeting Information Briefing: Traded Services	To receive as a training session for members prior to receiving the report of the Traded Services Task Group.	Helean Hughes (Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Paul Redford

Children's Select Committee – Forward Work Programme			Last updated 13 JANUARY 2020		
Meeting Date	Item	Details / purpose of report	Associate Director	Responsible Cabinet Member	Report Author / Lead Officer
10 Mar 2020	Families and Children's Transformation Programme: Impact and Outcomes for Young People	<p>To receive the item following the resolution from the 5th March 2019 Children's Select Committee:</p> <p>"To receive a report in 12 months on the impact of the programme on the outcomes for young people in Wiltshire"</p> <p>It was also agreed at the Children's Select Committee on 12 November 2019 to receive updates on the implementation of FACT (Families And Children's Transformation).</p>	Lucy Townsend (Director - Family and Children)	Cabinet Member for Children, Education and Skills	Theresa Leavy
10 Mar 2020	Final Report of the Traded Services for School Task Group		Helean Hughes (Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Marie Gondlach
10 Mar 2020	Final Report of the Youth Transport Task Group		Alistair Cunningham	Cabinet Member for Children, Education and Skills, Cabinet Member for Highways, Transport and Waste	Marie Gondlach

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5 May 2020	Pre-Meeting Information Briefing: Children Accessing Alternative Educational Provision	To receive the topic as a pre-meeting briefing following the resolution from the 5th March 2019 Children's Select Committee meeting.	Lucy Townsend (Director - Family and Children)	Cabinet Member for Children, Education and Skills	
5 May 2020	Elective Home Education for Children with SEND	Item follows the resolution from the 5th March 2019 Children's Select Committee: "To receive further data and analysis in 12 months on children with SEND receiving Elective Home Education."	Lucy Townsend (Director - Family and Children)	Cabinet Member for Children, Education and Skills	Jen Salter
5 May 2020	Health Outcomes for Wiltshire children	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - to receive a report on the current scrutiny by the council (including information on the current and planned work on this topic of the Safeguarding Vulnerable People Partnership) to explore how the council can best scrutinise what partners (and providers) are doing to provide health outcomes for Wiltshire children.		Cabinet Member for Children, Education and Skills	

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5 May 2020	Early Years & Childcare places across Wiltshire	To receive information on places available (and demand) in Early Years and Childcare settings across Wiltshire			
5 May 2020	Executive Response to the Final Report of the Youth Transport Task Group		Alistair Cunningham	Cabinet Member for Children, Education and Skills, Cabinet Member for Highways, Transport and Waste	Marie Gondlach
5 May 2020	Executive Response to the Final Report of the Traded Services for Schools Task group		Helean Hughes (Director - Education and Skills)	Cabinet Member for Children, Education and Skills	Marie Gondlach
30 Jun 2020	Pre-meeting briefing: real-life skills package for care leavers	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - what the council provide for care leavers in terms of "real life" skills (e.g. cooking, managing money, getting ready for employment, etc.), including the package provided by key workers.			

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30 Jun 2020	Performance monitoring report	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - that the committee receives performance monitoring reports on the overall service (following on from the pre-meeting briefing at the November meeting on the council's self-assessment process), likely to be June (to consider the year-end data from the previous year) then January meetings.		Cabinet Member for Children, Education and Skills	
30 Jun 2020	Safeguarding	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - that a report be brought to the committee in about 6 months, to provide information on what the council does as a whole regarding safeguarding and what it is planning to do, including input from the Safeguarding Board		Cabinet Member for Children, Education and Skills	

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30 Jun 2020	Update on the implementation of FACT (Families And Children's Transformation)	As approved at CSC on 12 November 2019 (OS/executive meeting outcome). To received regular updates on the implementation of FACT (Families And Children's Transformation) during 2019-20.	Lucy Townsend (Director - Family and Children)	Cabinet Member for Children, Education and Skills	
22 Sep 2020	Pre-meeting briefing: Outcomes for Disadvantaged learners	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - council's current work and aspirations			
22 Sep 2020	Outcomes for Disadvantaged Learners	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - the council's current work and aspirations.		Cabinet Member for Children, Education and Skills	

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17 Nov 2020	Pre-meeting briefing: recruitment of in-house foster carers	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - a pre-meeting briefing on the recruitment of in-house foster carers, if possible including "known issues" and the numbers of in-house foster carers for both Wiltshire and comparator authorities (if these are recorded / reported) compared to demand / need.			
17 Nov 2020	Update on the implementation of FACT (Families And Children's Transformation)	As approved at CSC on 12 November 2019 (OS/executive meeting outcome). To received regular updates on the implementation of FACT (Families And Children's Transformation) during 2019-20.	Lucy Townsend (Director - Family and Children)	Cabinet Member for Children, Education and Skills	

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19 Jan 2021	Performance monitoring report	As approved at CSC on 12 November 2019 (OS/executive meeting outcome) - that the committee receives performance monitoring reports on the overall service (following on from the pre-meeting briefing at the November meeting on the council's self-assessment process), likely to be June (to consider the year-end data from the previous year) then January meetings.		Cabinet Member for Children, Education and Skills	

