

AGENDA

Meeting: Children's Select Committee
Place: Council Chamber - County Hall, Bythesea Road, Trowbridge, BA14 8JN
Date: Wednesday 8 June 2022
Time: 10.30 am

Please direct any enquiries on this Agenda to Matt Hitch
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Membership:

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

Substitutes:

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

Non-Elected Voting Members:

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

Nikki Barnett	Further Education Representative
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Ms Sarah Busby
John Hawkins
Maisy Humphrey
Declan Kiely

Secondary Head Teacher Representative
School Teacher Representative
Children & Young People's Representative
Children & Young People's Representative -
Substitute

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Public Participation

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

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

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

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

AGENDA

PART I

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

1 **Election of Chairman 2022/23**

To elect a Chairman for the forthcoming year.

2 **Election of Vice-Chairman 2022/23**

To elect a Vice-Chairman for the forthcoming year.

3 **Apologies**

To receive any apologies or substitutions for the meeting.

4 **Minutes of the Previous Meeting** (*Pages 7 - 28*)

To approve and sign the minutes of the previous meeting held on 15 March 2022.

5 **Declarations of Interest**

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

6 **Chairman's Announcements**

To receive any announcements through the Chairman, including:

The independent review of children's social care.

In 2019 the government's manifesto committed to reviewing the children's social care system to make sure children and young people get the support they need.

On 15 January 2021, the independent review of children's social care was announced, and its terms of reference set out its wide ranging and ambitious scope. Its final report has recently been published and can be accessed on: <https://childrensocialcare.independent-review.uk/final-report/>

7 **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 **Monday 30 May** 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 **Wednesday 1 June**. 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.

8 **Regular updates**

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

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

8a **Update from Wiltshire Youth Voice Representative**

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

Report to follow.

8b **School Ofsted Judgements** (Pages 29 - 32)

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

8c **DfE Changes - Update from Department for Education** (Pages 33 - 40)

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

9 **The "new normal" - update**

To receive a verbal update from officers on the "new normal", including ways of working for services, demand levels and current workload levels following recovery from Covid-19.

10 **Canon's House and Aspire House - update**

To receive a verbal update from officers on the council's recent and future actions regarding Canon's House and Aspire House.

11 **Getting to Outstanding**

To receive a report detailing the council's plan, and timeline, to achieve Ofsted's Outstanding rating.

Report to follow.

12 **Disadvantaged Learners Task Group - Final Report (Pages 41 - 52)**

To receive the final report of the task group review of Wiltshire's disadvantaged learners.

13 **Overview and Scrutiny Activities Updates (Pages 53 - 56)**

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

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

14 **Forward Work Programme (Pages 57 - 70)**

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

15 **Date of Next Meeting**

To note that the next scheduled meeting is due to be held on Wednesday 6 July, starting at 10.30am (location to be confirmed).

16 **Urgent Items**

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

PART II

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

Children's Select Committee

MINUTES OF THE CHILDREN'S SELECT COMMITTEE MEETING HELD ON 15 MARCH 2022 AT COUNCIL CHAMBER - COUNCIL OFFICES, MONKTON PARK, CHIPPENHAM, SN15 1ER.

Present:

Cllr Jon Hubbard (Chairman), Cllr Mary Champion, Cllr Carole King, Cllr Kathryn Macdermid, Cllr Antonio Piazza, Cllr Mike Sankey, Cllr James Sheppard, Cllr Jo Trigg, Cllr Mark Verbinnen, John Hawkins and Cllr Adrian Foster (Substitute)

Also Present:

Cllr Peter Hutton, Cllr Laura Mayes, Cllr Dominic Muns and Cllr Suzanne Wickham

19 **Apologies**

Apologies for absence were received from the following Committee Members:

- Cllr Jacqui Lay (Vice-Chairman)
- Cllr Kelvin Nash
- Cllr Helen Belcher (substituted by Cllr Adrian Foster)
- Cllr Caroline Thomas
- Dr Mike Thomson – Clifton Diocesan RC Representative
- Catriona Williamson – Primary Head Teacher Representative
- Nikki Barnett – Further Education Representative

Apologies were also received from:

- Cllr Chris Williams
- Terence Herbert – Chief Executive of Wiltshire Council
- Tamsin Stone – Head of Performance, Outcomes and Quality Assurance in Children and Adult Services

20 **Minutes of the Previous Meeting**

Resolved

The minutes of the previous meeting held on 19 January 2022 were approved as a true and correct record.

21 **Declarations of Interest**

There were no declarations of interests.

22 **Chairman's Announcements**

The Chairman reminded the Committee that all Wiltshire Councillors had been invited to watch Item 14 on the agenda, Getting to Outstanding, because of their role as Corporate Parents.

23 **Public Participation**

No questions were submitted by the public.

24 **Covid-19 update**

The Corporate Director People and the Director of Families and Children's Services provided a verbal update on the steps being taken by Children's Services to recover from the impact of the pandemic. It was reported that a Strategic Coordination Group was in place to oversee the recovery and to hold performance to account. Issues identified were similar to those existing pre-pandemic but had increased in terms of demand and complexity. The Directors explained that since the last meeting there had been an increase in the number of lower-level referrals from partner agencies, with over 100 per week coming in from the police. Auditing had taken place to monitor this trend and found that conversion to support cases remained steady.

The Director of Families and Children's Services reported that there were 345 Child Protection cases, equating to about 32.5 per 10,000 children, which was in line with good/outstanding Local Authorities (LAs) and just below Wiltshire Council's target range. The number of referrals for Children Looked After was below the rates of outstanding authorities but in line with other good LAs. They explained that case load levels were increasing but the expected surge in demand had not yet worked through the system.

During the discussion key points included:

- Members thanked the Directors for the update and for their work in addressing the issues caused by the pandemic.
- Questions were asked about whether the benchmark for referrals was too high as the number of Wiltshire's referrals of Children Looked After was at 39.6 per 10,000 children when outstanding LAs were referring an average of 59 per 10,000.
- The Directors explained that thresholds for referral were constantly reviewed and that the Family Key Worker Service has had a known positive impact on onward referral. This part of the service had recently been independently evaluated by Oxford Brookes University. Analysis had shown that the Council's emphasis on early intervention was having an impact on the overall number of cases being referred.
- Members were grateful for the information provided by the Directors but sought further reassurance, given that the number of Children Looked After

referrals were roughly 50 percent higher in some outstanding LAs than in Wiltshire.

- The Corporate Director People highlighted that local factors, including deprivation levels, will account for much of the difference. She explained that long term trends had been reported to the Performance and Outcomes Board and offered to share details of the detailed analysis that had taken place.
- When asked about why Wiltshire was far closer to outstanding authorities on other measures than the number of referrals of Children Looked After, the Corporate Director stressed that the figures were an average. She pointed to the example of North Yorkshire County Council, which was an outstanding authority but had lower referral rates of Children Looked After than Wiltshire.
- The Director of Families and Children's Services noted that checks and balances were in place across multiple agencies and shared through the Multi-Agency Safeguarding Hub (MASH). There had also been no increase in re-referrals, a consequence that would have been expected if the thresholds for referral were too high.
- In response to a question about the availability of teachers and supply teachers, the Directors explained that schools were not always required to report figures to the Council directly but were not experiencing class closures. They then spoke about the importance of the tutoring programme in ensuring that children were kept up to speed.
- Members asked about the number of vacancies among Social Care Practitioners and the workload across the team. The Directors explained the numbers had not been impacted by the recent budget and that caseloads were at a reasonable level. Some teams had higher vacancy rates than others and were harder to recruit to. It was noted that neighbouring authorities had recently received additional funding, so the Council's basic employment offer was being reviewed.
- It was noted that it was currently challenging to recruit agency staff, but a regional working group was looking at recruitment and the pay rates of agency staff across neighbouring authorities to ensure that they collaborated on workforce matters.
- The Directors explained that there was a good balance of experience across the service.

Resolved

To note the update provided and welcome the proposed session on thresholds with regards to Children Looked After and Child Protection, to determine if further scrutiny is required.

25 **Regular updates**

The Chairman explained that written updates were available in the agenda pack and reminded Members that they were welcome to submit questions in advance of the meeting.

25a Update from Wiltshire Youth Voice Representative

The Chairman highlighted that a mental health consultation had been carried out by the Wiltshire Youth Union and noted that the findings could be useful for the Committee's planned Task Group.

He then welcomed the election of Wiltshire's Youth Councillors and stated that the Committee really looked forward to engaging with the Youth Councillors and Shadow Youth Cabinet in their Overview and Scrutiny work. Cllr Laura Mayes, Deputy Leader and Cabinet Member for Children's Services, Education and Skills, reported that 41 Youth Councillors had been elected and that a welcome event had been held at County Hall. The Cabinet Member explained that they had already started work and had been involved in a meeting with the Skills Team to discuss apprenticeships. A system would be in place to allow Young People to shadow a Cabinet Member.

The Director of Families and Children's Services highlighted that the Youth Council had come up with a proposal to support those affected by the Ukraine crisis by organising a blue and yellow themed non-school uniform 'mufti' day.

Resolved

To note the full support of the Committee for proposed engagement with young people and to consider ways this could incorporate links with the Committee's work.

25b School Ofsted Judgements

The Chairman expressed concern that the number of good and outstanding schools in Wiltshire had fallen by two percent since October 2021, so was now at 79 percent. For context, he highlighted that the English national average was 86 percent and the regional average for the South West 81 percent. He noted that a large number of schools were no longer directly controlled by the LA but asked about the steps being taken by the Council to help schools to drive improvement in all schools.

In response, the Cabinet Member for Children's Services, Education and Skills, explained that the Wiltshire Learning Alliance had been established to allow schools to work more collaboratively and was based on a successful model adopted by Lincolnshire County Council. Cllr Dominic Muns, Portfolio Holder for Education, noted that the Alliance had helped to promote a cultural shift in the way that schools supported each other. He also identified the work done by the Family and Community Learning Service in helping parents with home education during the lockdown as a way in which the Council had directly supported children.

In order to explain the specific support that could be given to academies, an officer reported that safeguarding reviews were carried out in all schools, not just maintained ones. She also highlighted the active role played by Wiltshire Council's Traded Services Team, stating that training had been provided for free to outstanding schools. Head Teachers had also been encouraged to contact regional leaders in their area in order to improve collaboration.

Given that St Augustine's Catholic College had previously been rated as outstanding but was identified as requiring improvement at its latest inspection, Members questioned the length of time between inspections of outstanding schools, as well as what support was now being put in place to help the school. In response officers noted that St Augustine's, an academy, had joined with maintained schools and was benefitting from peer review.

Members also noted that the Wiltshire Governors Association had discussed Ofsted results at a recent meeting where the Head of Governors at St Augustine's had provided feedback about their recent inspection. Other schools were able to learn from the feedback provided and the meeting was described as both positive and constructive.

Officers highlighted the importance of leadership in schools and noted that a number of Head Teachers had recently retired. However, they stated that a good number of replacement candidates were coming forward. It was explained that becoming an Interim Head teacher was a good way of helping Deputy Head Teachers to gain further experience and to promote their career development. A number of Interim Head Teachers from outside of the county had applied for full time Head Teacher roles in Wiltshire.

25c DfE Changes - Update from Department for Education

The Chairman referred the Committee to the written update included between pages 25 and 30 of the agenda pack.

In response to questions submitted by Members in advance of the meeting, it was reported that school attendance in the week beginning on 7 February was 90.2 percent in Wiltshire. The national average was around 90 percent. In the same week school attendance by children with an Education and Health Care Plan was 86.2 percent compared with a national average of 85 percent. 484 penalty notices had been sent to parents for absenteeism, leading to 148 prosecutions.

Officers also reported the strategies being put in place to increase school attendance included tracking persistent absentees and discussing individual cases at multi agency meetings. Officers stressed that the Five to Thrive programme was being rolled out to help children with mental health issues. Leaders were being encouraged to have gentle conversations with children that they had concerns about, rather than adopting a more confrontational approach.

Members asked about the number of air cleaning units being taken up by Wiltshire schools, as well as the effectiveness of the systems themselves. Officers reported that any school could apply for a unit. Other measures being taken included leaving windows open, but it was acknowledged that this measure could have environmental and cost impacts.

Information, included on page 27 of the agenda pack, relating to the support being given to children's mental health, was highlighted by Members. Members

asked whether the figures behind the report would be made available, what Wiltshire's own figures were and whether they included the comments of partners such as Bernardo's.

The Corporate Director People explained that Wiltshire Council would remain vigilant about the issue of mental health and offered to share the results of their own health and wellbeing surveys. Work was also being done to increase recruitment to Children and Adolescent Mental Health Services (CAHMS). She reported that the Integrated Care Board had recently held discussions across BaNES, Swindon and Wiltshire, to discuss further measures. Work was also ongoing as part of the Early Support Strategy and bids were being submitted relating to Family Hubs.

26 **Corporate Parenting Panel Bi-annual report**

The Chairman reminded the Committee that they received two reports a year from the Corporate Parenting Panel (CPP): the draft Annual Report and an interim six-month update. He explained that the six-month interim update would be considered at the meeting and that the Committee would be asked to include the full annual report in its Forward Work Programme for September 2022.

The Head of Children in Care and Young People referred the Committee to the scorecard attached to Agenda Supplement 1, which outlined performance against eight strategic priorities. She explained that each of the priorities had a Councillor linked to them to ensure accountability. She also noted that the priorities had been identified two years ago by Young People and that they heavily relied on their feedback. She then went on to provide a number of examples of the work being undertaken, including rock climbing activity sessions being run by the Child and Youth Voice Team. Other examples included ensuring that community links were developed in the Fostering Excellence programme to make sure that children developed appropriate local links.

The officer explained that an Ofsted inspection carried out in January had found that Care Leavers had been provided with the right support and that the team had a skilled and stable workforce. Efforts were being made to make processes less bureaucratic for Young People to ensure that services were as friendly and accessible as possible.

During the discussion key points included:

- Members thanked the Head of Children in Care and Young People for the update and praised the positive actions in the report.
- Cllr Peter Hutton, Chairman of the CPP, drew attention to the Ofsted visit as well as that of Mark Riddell, National Adviser for Care Leavers, whose comments were included in the report. Cllr Hutton was pleased that the work of the CPP was being recognised and stated that they were looking forward to working closely with the newly elected Wiltshire Youth Council.

- In response to a question about the advertising of fostering placements, the officer confirmed that promotion was taking place across the whole of the county.
- Members asked questions about why the Health and Wellbeing key performance indicators were below target levels, specifically the number of Children Looked After accessing dental treatment. In response, the officer explained that the pandemic had had a significant impact on access to dental treatment, but that work was ongoing with social workers to ensure that appointments were being booked. The dental figures in the report were from financial year 2020/21 and she expected that there would be a significant improvement in these figures in the next financial year.
- As eight strategic priorities had been identified in the report, it was discussed whether the officers could present their findings in the form of a pre-meeting briefing rather than the Committee receiving the six-monthly update.

Resolved

- 1. For the Draft Corporate Parenting Panel report to go to the Standing Task Group again this year.**
- 2. To receive presentations from the CPP lead Councillors and Strategic Lead Officers on their CPP strategic priorities at pre-meeting briefings of the Children's Select Committee.**
- 3. For updates about key figures to be provided at Committee meetings throughout the year.**
- 4. To delegate to Chairman and Vice-Chairman to meet with relevant officers to discuss how points 2 and 3 could be implemented.**

27 Executive response to the Rapid Scrutiny on Provision of Accommodation for Young People at Transition Time - Gap Analysis

The Committee were reminded that they had considered the final report from the Rapid Scrutiny exercise at their last meeting. The Chairman welcomed the acceptance of all of the group's recommendations in full. In addition, he welcomed the opportunity for the Committee to be involved in the drafting of the accommodation strategy, covering the needs of children and young people with a learning disability, mental health issues, or autism.

The Cabinet Member for Children's Services, Education and Skills thanked the Rapid Scrutiny group for their recommendations, particularly surrounding SEND provision. She noted that the Cabinet Member for Adult Social Care, SEND, Transition and Inclusion was meeting with the Cabinet Member for Housing, Strategic Assets and Asset Transfer to take the matter forward.

Resolved

- 1. To note the Executive response to the report of the Rapid Scrutiny Exercise: Provision of Accommodation for Young People at Transition Time – Gap Analysis.**
- 2. To consider the draft of the Accommodation Strategy covering the needs of children and young people with learning disability, mental**

health, and autism (to potentially be published mid-2022) – either at a meeting of this Committee or its Standing Task Group.

3. For the report to include the outcome of the gaps / needs analysis of Wiltshire Care Leavers (so that any strategy developed can be targeted and include metrics to allow measurement of performance).

4. To receive an annual update on relevant parts of the strategy's delivery.

5. To continue to monitor the data on care leaver accommodation provided in the Corporate Parenting Panel's annual report.

28 **Executive response to the Standing Task Group report on Traded Services**

The Chairman informed the Committee that the recommendations of the Standing Task Group had been accepted. The Head of Traded Services then took the opportunity to thank the Task Group for their useful input. He stated that he would provide the Committee with as much of the requested data as possible, given the commercial sensitivity of the Traded Services Team's work. It was noted that the full end of year report was due in November with an interim report to be provided in May. The Cabinet Member for Children's Services, Education and Skills welcomed the structure put in place to monitor the performance of the service and highlighted that it was important for Traded Services to remain nimble given the evolving national picture.

Resolved

1. To note the Executive response provided.

2. For the Standing Task Group to receive the May 2022 interim report on Traded Services – which will include the overarching principle and strategic direction for Traded Services.

3. For the Standing Task Group to also receive the Traded Services full year report (November 2022) which should integrate the changes proposed in the third recommendation of the Task Group.

4. At this point in time a decision will be made on the frequency of future reporting and whether these reports come to the Children's Select Committee or Standing Task Group.

29 **Overview and Scrutiny Activities Updates**

The Chairman referred the Committee to the report, included in the agenda pack, on the work carried out by Task Groups and Rapid Scrutiny since the last meeting. He also reported that a conversation was ongoing about the start date for the Business Plan Metrics Task Group. Furthermore, he explained that the Business Plan Metrics, Fostering Excellence and Disadvantaged Learners Task Groups were due to report to the June meeting of the Committee.

Resolved

1. To note the update on Task Group and Rapid Scrutiny activities provided.

2. To endorse the terms of reference for the Fostering Excellence Task Group.

30 Forward Work Programme

The Chairman referred the committee to the Forward Work Programme outlined in the agenda pack and invited Members to speak if they had any additional items that they wanted to be included. He also noted the request, made by Members during Item 7c, for further information about the distribution and effectiveness of air cleaning units in schools.

31 Urgent Items

There were no urgent items.

32 Getting to Outstanding

The Committee were reminded that they received a report at their November meeting on the progress made towards Getting to Outstanding. They had requested further updates so that they could consider how they could best add value to the process.

The Corporate Director People provided some background information about the development of Children's Services over the past few years, explaining that performance was measured through a Performance and Outcomes Board. She noted that a large amount of self-assessment had been undertaken and results were shared with Ofsted. She, along with the Chief Executive of Wiltshire Council, had commissioned a test of assurance to assess the progress made, including through a series of interviews with officers. The Director stressed that Wiltshire Council was a sector led improvement partner and welcomed the opportunity to share experiences to support other LAs in their development.

A summary of the findings at recent Ofsted inspections, as well as the priorities for further development, were set out by the Director of Families and Children's Services. The Director reported that the last full Ofsted inspection, in 2019, concluded that the LA was good in all areas. A follow up Ofsted inspection in January 2022, focusing on the experiences of Care Leavers, praised Wiltshire for being proactive and ensuring that Young People were not limited by their past experiences. The Council was identified as having a passionate workforce and for its leaders being open to challenge. Support for asylum seeking children was also recognised as a particular strength. Overall, Care Leavers were found to receive the correct support at the right time as Wiltshire's processes and self-assessments were the correct ones.

A further inspection was expected within the next year and, given that Wiltshire was rated as good at the last inspection, it was anticipated to last for approximately a week. During the inspection Wiltshire Council would share detailed reports allowing Ofsted to test a range of activities, as well as highlight an area that it felt was in need of further investigation.

During the most recent inspection in January two areas were identified that would benefit from further development; the recording of reflective practice and increasing the depth of audits carried out on the experiences of Young People leaving the service. The Director announced that actions were already in place to make progress in these areas, including reviewing the balance of recording feedback by adapting the audit schedule. In addition, a line-of-sight document was being used to allow managers to better monitor the level of recording taking place.

Ofsted were impressed by the Council's seven key priorities identified during the January inspection. The Director explained that priorities included a focus on early intervention, increasing adoption placement options and working closely with fathers. He then went on to outline how some of the priorities were being met, reporting that the Dads Matter Too project was being launched to strengthen the support in that area. To allow the Committee to maintain an overview of the work being undertaken in all the priority areas, the Director suggested providing a briefing on each.

During the discussion key points included:

- Members thanked the Directors for the update and praised the work that had been undertaken. They also commended the passion of the staff in supporting Children Looked After in Wiltshire.
- The idea of receiving a briefing on each of the seven priorities was welcomed by Members. Directors also noted that, if time allowed, Rapid Scrutiny could be undertaken on the roadmap and line-of-sight documents to be prepared for Cabinet. Members stated that they would welcome details of the roadmap to help them decide which priority areas to focus on.
- Members discussed the importance of adopting a holistic approach to addressing children's mental health needs. This suggestion was welcomed by Directors, who spoke about the benefits of continuing to review the CAHMS service to increase recruitment within the team.
- The Directors spoke about the importance of monitoring demand for mental health services and working with partners to ensure that effective community provision was in place.
- The Grandmentor Volunteer Scheme was warmly praised by Members as a way of providing support to children by allowing them to speak to people who were not familiar with their backgrounds. The Directors noted that the scheme was being expanded to work outside of Care Leavers.
- In response to a question about auditing of feedback from Care Leavers, the Directors stated that a number of different types of audits were undertaken, such as compliance, but that going forward there would be a greater number of in-depth audits completed for that cohort.

Resolved

1. To hold a Rapid Scrutiny on the proposed road map (timeline) and aim to report back to the Children's Select Committee at its June meeting.

2. At the June meeting to also receive the first in-depth update on the first key priorities.

33 **Date of Next Meeting**

The date of the next ordinary meeting of the Committee was confirmed as Wednesday 8 June 2022, at 10.30am.

(Duration of meeting: 10.30 am - 1.05 pm)

The Officer who has produced these minutes is Matt Hitch
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Getting to Outstanding

Update to Children's Select 15.03.2022

Under the ILACS inspection framework Ofsted undertake a range of activities:

- Full inspection – our last was in 2019 where we were rated Good across the board
- Annual conversation – our last was in Nov. We use this to share our self-assessment and respond to any lines of enquiry this raises for Ofsted.
- Focused visits – between ILAC inspections Good and Outstanding authorities can expect a focused visit. This is a 2 day inspection involving 2 HMI on-site looking at a discreet area of practice.
- Short-inspections – where an authority is good at the last full inspection it would expect the next inspection to be a short inspection (one week). Ofsted reserve the right to undertake a full 2 week ILACS if the authority appears to be declining. Any focused visit will be used to help determine this.

Our Focused Visit took place on the 24th and 25th Jan with the focus being on Care Leavers.

Headlines:

- Care leavers in Wiltshire receive the right support, at the right time, to help them make progress in their lives and a large majority have positive experiences.
- They are well supported by a passionate, skilled, and stable workforce. Their individual achievements and successes are recognised and celebrated by workers, managers, leaders and elected members who are aspirational for them and share an ambition to be the ‘best parents in the country’.
- Leaders have a good understanding of service strengths and development areas and actively seek scrutiny and challenge from external sources and through regular and varied consultation with care leavers. This leads to plans which drive service improvement and help care leavers achieve their potential.

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Drilling down a little further:

- Care leavers have stable and trusting relationships with their workers and are visited regularly.
- Care leavers who sought or who are still seeking asylum are helped well by specialist workers and a range of community services to help them settle and start their new lives.
- Care leavers are well supported in accessing the help and services they need to meet their physical and emotional health needs.
- They have strong support from their personal advisers and this really benefits their emotional well-being. At the height of the COVID-19 pandemic, enhanced support to care leavers helped lessen loneliness and the impact of isolation.

Drilling down a little further (continued):

- Care leavers who have limited support networks can access a range of services that provide the longer-term emotional and practical support they need as young adults learning to live independently.
- Most care leavers live in safe, stable and suitable accommodation that is well matched to their needs. Effective systems are in place to help senior managers measure and monitor the sufficiency and quality of accommodation. This includes senior managers visiting accommodation to see the quality first-hand.
- Care leavers in Wiltshire are helped to live successfully in independent accommodation and hold secure tenancies because of the preparation and support they receive.

Drilling down a little further (continued):

- Care leavers are helped to apply for higher education, training and apprenticeships and given the support they need to stay in their chosen pathway and to succeed.
- The corporate parenting panel is inclusive of care leavers and provides effective scrutiny of the quality and impact of services received by care leavers.
- Staff enjoy working in Wiltshire and morale is high. This is having a positive impact on practice and improved outcomes for care leavers.

The inspection identified two areas for development:

- The frequency of supervision and recording of reflective practice discussion and actions.
- The depth of information gained from audits that focus on the experiences of care leavers, and the extent to which their voices are included in this work to help inform learning and service planning.

Priorities in Service Development Plan

1. Children and young people are central to everything we do; therefore, **we will listen to their voice and use this to inform practice development.** We will ensure their voice is clear in all our work and they understand fully why decisions are made.
2. That **father's voices are heard, and we build on their strengths as well as recognising their potential risks;** that we work with them to be part of their children's lives.
3. Our Early Help offer is strong. Families get the right help at the right time from the most appropriate professionals; and our **partnership working encourages early help from the front door and upon step down.**

Priorities in Service Development Plan(continued)

4. We work collaboratively and have **good access to CAMHS and SEND to support children** and young people's mental health and thrive educationally and socially.
5. Children and young people's needs are matched to the right carers be that with extended family, foster care or adoption. **We have placement choice** to match children and young peoples need for therapeutic care to support them to recover from their trauma. **Permanence planning is timely**, and children understand their story and lived experience
6. **Transition planning will be seamless** in preparing children and young people for adulthood
7. To support our workforce to be their best; to be happy in their roles, learn and develop. **To promote creativity and celebrate our successes and differences.**

Wiltshire Council

Children's Select Committee

25th February 2022 data correct at 18/05/2022)

School Ofsted Judgements

Executive summary

1. This report is a regular update for the committee focused upon Ofsted inspections in Wiltshire schools. The report shows schools inspected since January 2022 and provides updates on inspection judgements based on the inspection framework introduced in September 2019 using the categories below:
 - Overall effectiveness
 - Quality of education
 - Behaviour and attitudes
 - Personal development
 - Effectiveness of leadership and management
 - Early years provision
 - Sixth form provision

Update

2. Data correct as of 18th May 2022. Since September 2021 there have been 37 inspections - 7 reports have not yet been published. One school received a monitoring visit.

Section 8 and Section 5 inspections explanation

3. When OFSTED has judged a school to be good, they will then return to the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is conducted under section 8 of the Education Act 2005.
4. A section 5 inspection will take place 1-2 years after a section 8 inspection if OFSTED feel that the school might be outstanding or within 5 years of the previous section 5 inspection if they feel it might be requires improvement. If they have serious concerns about safeguarding, behaviour, or the quality of education, they will deem the section 8 inspection as a section 5 inspection immediately.
5. Previous OFSTED grades are in brackets

School name (Web address to access Ofsted report below)	Status	Date of inspection	OE (previous)	Quality of education	Behaviour & attitudes	Personal development	Leadership & management	Early years provision	Sixth form provision
Redland Community Primary School Ofsted Redland Primary School	Maintained	19/01/2022 SECTION 8	G (G)						
Bowerhill Primary School Ofsted Bowerhill Primary School	Academy	01/02/2022 SECTION 5	RI (RI)	RI	G	G	RI	G	
Oasis Academy, Longmeadow Ofsted Oasis Academy Longmeadow	Academy	01/03/2022 SECTION 5	G (RI) ↑	G	G	G	G	G	
The Springfields Academy Ofsted The Springfields Academy	Academy	08/03/2022 SECTION 5	G (G)	G	G	G	G	G	
Southwick CofE Primary Ofsted Southwick Church of England Primary School	Maintained	16/03.2022 SECTION 8	G (G)						
New Close Primary Ofsted New Close Primary School	Academy	22/03/22 SECTION 5	G (I) ↑	G	G	G	G	G	
Amesbury CofE Primary Ofsted Amesbury Church of England Voluntary Controlled Primary School	Maintained	29/03/22 SECTION 5	I (RI) ↓	I	I	RI	RI	I	RI
Hilperton Primary Not published on the OFSTED website yet	Maintained	05/04/22 SECTION 8	G (G)						

6. Amesbury CofE E school. This school had an extended period of instability in its leadership team. Prior to the inspection, a substantive headteacher was appointed. The new headteacher will be starting her post in July. LA support remains in place for 4 days a week as does the executive headteacher. An Interim Executive Board is now in place. The school is likely to join an Academy trust in September 2022.

School graded as Good or Outstanding

Table 1: Ofsted Inspection Outcomes October 2019 to Current – National, Southwest Region and Wiltshire.

External data: NCER Primary and secondary schools.

	England	SW	Wiltshire
Current	87.1	83.4	81.6
October 2021	86	82	81
July 2021	86	82	81
January 2020	86	83	80
October 2019	96	93	80

The percentage of schools graded good or better has improved both in the Southwest (+ 1.4%) and England (1.1%) and by 0.6% in Wiltshire. Targeted support for schools' due inspection has been implemented to ensure that our maintained schools are well prepared for their next inspection, with a view to improving on this percentage. All schools are offered 'OFSTED' preparation professional development meetings and HMI support sessions.

Table 2: Published Ofsted outcomes for Wiltshire schools, by OFSTED grade. Compare to the SW and National

External data: NCER Primary and secondary schools.

	G or O	Outstanding	Good	Requires Improvement	Inadequate
England	87.1%	16.4%	70.7%	9.6%	3.2%
South West	83.4%	13.9%	69.5%	12.1%	4.5%
Wiltshire	81.6%	9.6%	71.9%	14.9%	3.5%%

The break down of OFSTED grades shows that Wiltshire currently has less inadequate schools than the South West, but broadly in line with National. However we have more schools requiring improvement than both the South West and Nationally. In Wiltshire we currently have 3 schools with an academy order, however two have been reinspected before converting and are now requires improvement, the third has received a recent monitoring visit and is taking effective action with LA support.

Wiltshire has more Good schools than the South West and England, however we have significantly less Outstanding schools. The new inspection framework makes an Outstanding grade more challenging to receive than under previous frameworks. It will be interesting to see what % of schools remain Outstanding following reinspection. Some Outstanding schools have not been inspected since 2008. Wiltshire currently has 18 primary schools graded as outstanding and 4 secondary schools.

Conclusion

7. Although the outcome of the inspection of Amesbury CofE primary is disappointing, the currently unpublished reports do illustrate that LA support

for maintained schools has been effective. Targeted support has focussed on making rapid improvements to secure good outcomes. Schools identified as 'in the OFSTED window' are being invited to additional funded professional development session (all schools). Maintained schools are receiving additional support targeted to support development rapidly to they are well prepared for the inspection.

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Wiltshire Council

Children Select Committee

10th April 2022

DfE Changes – Updates January 2022 – May 2022

Hundreds of thousands of pupils benefit from tutoring

1. New figures reveal over 300,000 tutoring courses began last term [Link](#)

Wiltshire's Position: 55.9% of schools in Wiltshire are participating in the tuition programme.

Afghanistan resettlement education grant: 2021 to 2022 allocations

2. New independent government body to be created, focused on supporting teachers to deliver excellent lessons and building on the success of Oak National Academy [Link](#)

3. Wiltshire's Position: Oak National Academy will roll out translated versions of its online lessons for refugee children newly arrived in the UK via an auto-translate tool. Wiltshire's Ethnic Minority and Traveller Achievement Service will support signposting of these resources to our schools. Engagement with the EMTAS 'Ukraine' web page on Right Choice has had over 1,000 views and is proving to be a valuable information source for schools.

All schools to have high speed internet by 2025

4. Every school in England will have access to high speed internet by 2025, as part of the latest plans to roll out lightning-fast gigabit broadband across the UK [Link](#)

5. Wiltshire's position: 3-year programme for every school to have high speed internet and upgrade wi-fi connections supported by £150 million of funding. Eligible schools in Wiltshire will be contacted by the Department for Education to enable them to access the funding available to upgrade their technology infrastructure.

Creating sustainable high needs systems

6. Information on how local authorities can manage their high needs systems and associated spending in a sustainable way [Link](#)

7. Wiltshire's position: the 'safety valve' programme has provided useful examples and information from local authorities across the country about their management of elements of operational delivery of SEND and the processes which underpin these. Wiltshire's high needs block (HNB) deficit requires a management plan which is shared with the Department for Education with support and challenge provided through regular meetings with them.

Elements of practice detailed in the safety valve information which align with Wiltshire's practice include:

- Development of costed provision mapping- link made with Cheshire East, detailed in the guidance as an example of good practice. This will allow to support schools to detail the cost of support they are needing to make to support a learner and to better understand requests for additional funding which are received

- Review of decision making processes in relation to Education, Health and Care Plans (EHCPs) and the development of Discussions and Decision groups (DaDs) which include the attendance of schools and parent carers
- Retention of high quality advisor teacher teams to support schools and settings
- Development of the Wiltshire Ordinarily Available Provision for Learning (OAPL) which will set out what provision and support is available to all learners with SEND in Wiltshire schools as well as acting as a support tool for SENCOs and other adults who support learners with SEND in Wiltshire
- Working closely with stakeholders including Wiltshire Parent Carer Council (WPCC), with whom there is a longstanding positive working relationship. WPCC are members of SEND Board and work closely with us on development of materials, resources and new initiatives
- Development of work to engage with young people and consult with them on areas of SEND development and change

Primary school accountability

8. Technical guidance on primary school accountability, school-level progress measures and similar schools [Link](#)

9. The following is a summary of the information in the Primary Accountability Measures 2022 document [Primary accountability measures - update March 2022 \(publishing.service.gov.uk\)](#):

- **A full programme of primary tests and assessments will take place during academic year 2021/22 without adaptations.** This means that the assessments will cover the curriculum in the same way as in the 2019 assessments and the expected standards (for example, to achieve a scaled score of 100 in the tests) will remain the same. The thinking behind this is so that these statutory assessments can be used to help understand more clearly the impact of the pandemic on pupils and schools and how this varies between particular groups of pupils, schools and local authority areas.
- This is different to the approach taken for GCSEs and A levels because of the different purposes of the assessments. **Primary tests and assessment do not provide qualifications to pupils**, although they do provide teachers and parents with an understanding of how pupils are performing against national expectations; **their purpose is to support school improvement and inform school accountability.**
- A recognition of the uneven impact on schools of the pandemic and the challenges with interpreting the 2021/22 data so the **DfE will not publish KS2 data for academic year 2021/22 in performance tables.**
- The normal suite of KS2 accountability measures will be available at school and LA level. This comes with the **clear message that the 2021/22 data should be used cautiously this year** and as an insight into school performance alongside other sources of information, including speaking directly to schools.
- Data will also be provided to Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement, for example, on the impact of curriculum decisions. **Inspectors will be clear that**

2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the uneven impact of the pandemic on pupils and schools, and sensitive in their use of it.

- The DfE **strongly discourage users of the data from drawing conclusions based on direct comparisons with performance data from earlier years.** They advise caution when comparing a school's performance with national or local authority averages, or with other schools.
- HMCI, Amanda Spielman, has committed that the 2021/22 data will be used only to inform discussion with schools about pupil outcomes and, as is always the case, **no single piece of data will determine the outcome of any Ofsted judgement.**
- In 2021/22, the progress measures the DfE intend to produce will be the first for a cohort with KS1 outcomes reported against the new assessment frameworks (in 2018). **Details will be confirmed in an update of the primary accountability technical guide in September 2022.**

Secondary accountability measures

10. Information for schools about secondary school accountability measures, including Progress 8 and Attainment 8 [Link](#)

11. The DfE have produced an update on [Secondary Accountability Measures](#). In summary:

- Exams and assessments for GCSEs, AS and A levels (as well as for vocational and technical qualifications) will go ahead in summer 2022. **Results from qualifications achieved in 2021/22 will be published on the Compare School and College Performance website** (often known as the 'school and college performance tables'), using the normal KS4 accountability measures, as far as that is possible.
- The DfE recognise the uneven impact on schools and colleges of the pandemic, and will ensure clear messages are placed on performance tables and performance data releases to advise caution when considering the 2021/22 data. This will include **strongly discouraging all users of the data (including Ofsted) from drawing comparisons with performance data from previous years** and when comparing a school's performance with national or local authority averages, or with other schools.
- KS4 results will also be provided Ofsted to go in the Inspection Data Summary Report (IDSR) to inform inspection activity under the Quality of Education judgement. **Inspectors will be clear that 2021/22 data is not comparable with earlier years and aware of the caveats on the data due to the changes to the methodology outlined below.**
- The DfE have made clear that results **data from 2020 and 2020/21 will not be used in school and college level performance measures in future years.** In light of this, adjustments have been made to the methodology for calculating KS4 performance measures in 2021/22:
 - When calculating KS4 performance measures for 2021/22, the DfE will include results from qualifications taken in academic year 2021/221 **excluding** GCSE and AS qualifications taken as part of the extraordinary autumn 2021 examination series.

- The DfE will count early entries from 2019/20 and 2020/21, but will only include **results** from 2021/22.
- When calculating EBacc entry and attainment measures for 2021/22, the DfE count entries from 2019/20 and 2020/21, but will only include **results** from 2021/22.
- In 2016, changes were introduced to KS2 national curriculum tests, with pupil outcomes expressed as KS2 scaled scores instead of national curriculum levels. This means **the DfE will need to: create new Prior Attainment Groups based on KS2 scaled scores to calculate Progress 8 scores** and amend definitions of low, middle and high prior attainment used in performance tables to reflect KS2 scaled scores. The DfE anticipate that these changes in methodology are likely to have **minimal impact on the distribution of Progress 8 scores**. The methodology for how this will be calculated will be included in an update of the **full secondary accountability guidance in autumn 2022**.

Keeping children in out-of-school settings: code of practice

12. Safeguarding guidance for providers of activities, after-school clubs, tuition and other out-of-school settings [Link](#)

13. We have had no concerns raised by Ofsted about our out-of-school providers. We previously had Welfare Requirements Notices (WRN) raised for four settings run by a single provider. The Quality Assurance Officers (QAO's) provided onsite support and training for each of the settings so that they were able to meet their WRN and meet their requirements. All of our training and resources on Right Choice are available to out-of-school providers and they are aware to contact the Early Years team for support if needed.

We have carried out surveys of our local providers to look at their current uptake so we can look at demand and spaces over time as during Covid we know that parents have been working in different ways so have used less provision. We are starting to see a reported increase in uptake of spaces, but this will continue to be monitored until we have a clear picture of demand.

Free School meals: guidance for schools and local authorities

14. Guidance for schools and local authorities about providing school meals including information on free school meal eligibility [Link](#)

15. Wiltshire's Position: By increasing the amount that can be received from existing benefits or earned income up to an annual net earned income of no more than £7,400, the Government anticipate that they will reach 50,000 more children with free school meals across the Country. The previous level was £7,000. Wiltshire currently has approximately 11,500 children and young people eligible for Free School Meal funding from Early Years through to Further Education sites and this continues to rise.

Platinum Jubilee book to arrive in primary schools from mid-May

16. Primary school children across the UK will begin to receive 'Queen Elizabeth: A Platinum Jubilee Celebration' [Link](#)

17. Wiltshire's Position: this information has been disseminated.

Behaviour and discipline in schools

18. How school staff can develop a behaviour policy [Link](#)

19. Wiltshire's Position: We have provided Wiltshire schools with a model behaviour policy which reflects current DfE guidance and this is available on the Behaviour Support Service page on Right Choice. A DfE consultation on revised 'behaviour in schools' guidance closed on 31st March 2022. The feedback is being analysed and we await publication of the consultation outcome. Links to this consultation were shared with school leaders to enable timely response.

Working together to improve school attendance

20. Guidance to help schools, academy trusts, governing bodies, and local authorities maintain high levels of school attendance including roles and responsibilities [Link](#)

21. Wiltshire's Position: This guidance was published in May 2022, for implementation from September 2022, with an assertion that achieving good attendance must be a concerted effort across all teaching and non-teaching staff in school, the trust or governing body, the local authority, and other local partners. The guidance contains a range of new requirements and recommendations, including a requirement for Local Authorities to have a School Attendance Support Team, specifying core functions which must be delivered free to all schools (regardless of type). The Targeted Education Head of Service is mapping these requirements and a draft implementation plan will be ready for scrutiny in July 2022.

School capital funding

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

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

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

16 to 19 learners' experiences of the COVID-19 pandemic

24. Analysis of qualitative interviews to assess the impact of lost learning on young people and the effect of educational recovery support [Link](#)

25. Wiltshire's Position: This report outlines the findings of online paired interviews with 30 young people, all of whom were disadvantaged, BAME, EAL or SEND. The findings of this survey are not generalisable to the whole 16-19 population, however they do give an insight into some of the issues experienced.

Schools White Paper

26. Schools White Paper, Opportunity for All, sets out plans to make sure every child can reach the full height of their potential [Link](#)

27. Wiltshire's Position:

Executive summary

Ambitions:

- 90% of children will leave primary school having achieved expected standard in reading, writing and maths, up from 65% in 2019.
- Lift the attainment of all secondary pupils in both English language and maths from 4.5 in 2019 to 5 in 2030.

These ambitions will be achieved through two key principles:

1. A rigorous commitment to using, building and sharing evidence so that every school knows 'what works' for all children.
2. A focus on collaboration between teachers. Schools and wider children's services so that every child is supported to realise their full potential.

Deliver a new arms-length curriculum body- co-create free, optional, adaptable digital curriculum resources to deliver a rigorous, high-quality curriculum

A richer, longer average school week.

Better behaviour and higher attendance- an annual survey and a national data set to drive up attendance and make it easier for agencies to protect vulnerable children.

Every school to identify children at risk of missing out and deliver the right combination of academic, pastoral and specialist support they need to thrive, including children's services where needed. The game-changing tools and interventions will be delivered through:

A parent pledge- your school will provide evidenced-based support if your child falls behind in English or maths and will tell you about their progress

Up to 6 million tutoring courses for 2024- making this a permanent feature of our school system

A secure future for the Education Endowment Foundation

The school system, as a whole, must raise standards, spread the benefits of a strong, supportive family of schools.

A fully trust led system with a single regulatory approach- growth of strong trusts and the establishment of new ones, including trusts established by local authorities. The Local Authority is exploring establishing a trust.

A clear role for every part in the school system, with local authorities empowered to champion the interests for children and a new collaborative strand requiring trusts to work constructively with other partners

Education Investment Areas- identified through prior outcomes, Wiltshire does not qualify.

SEND and AP green paper: right support, right place, right time.

28. How to help different groups respond to the special educational needs and disabilities (SEND) and alternative provision (AP) consultation [Link](#)

29. Wiltshire's Position: There are 22 questions in the consultation and a response is being prepared by the SEND Board.

The paper proposes:

- Establish a new national SEND and alternative provision system setting nationally consistent standards for how needs are identified and met at every stage of a child's journey across education, health and care
- Establish new local SEND partnerships, bringing together education (including alternative provision), health and care partners with local government and other partners to produce a local inclusion plan setting out how each local area will meet the national standards
- Mandating the use of local multi-agency panels to improve parental confidence in the Education, Health and Care (EHC) needs assessment process
- Introduce a standardised and digitised EHCP process and template to minimise bureaucracy and deliver consistency
- Support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings, drawn from the local inclusion plan, including mainstream, specialist and independent, that are appropriate to meet the child or young person's needs
- Streamline the redress process, making it easier to resolve disputes earlier, including through mandatory mediation, whilst retaining the tribunal for the most challenging cases
- DfE propose to introduce a new SENCo qualification
- DfE will set out a timeline so, by 2030, every specialist setting can benefit from being part of a strong trust
- DfE will prepare young people with SEND for adulthood
- DfE propose to create a new national vision for alternative provision
- DfE propose to improve oversight of alternative provision placements
- DfE propose to update performance metrics for education providers
- DfE will work with Ofsted to update the Local Area SEND and alternative provision inspection framework
- DfE propose to reform funding for a strong and sustainable system
- DfE propose to establish a National SEND Delivery Board

Wiltshire Council

Children's Select Committee

7 June 2022

Disadvantaged Learners Task Group – Final Report

Purpose of the report

1. To present to the Children's Select Committee (CSC) the findings and recommendations from the task group review of Wiltshire's disadvantaged learners (DLs).

Membership

2. Cllr Jo Trigg (Chair), Cllr Trevor Carbin, John Hawkins, Cllr Kathryn Macdermid, Cllr Gordon King, Cllr Caroline Thomas.

Terms of reference

3. Whilst Wiltshire has a relatively low number of DLs, they are largely underperforming compared to regional and national levels. This task group will aim to:
 - Establish the definition of DLs
 - Understand the Wiltshire profile for DLs
 - Explore current performance levels for Wiltshire's DLs
 - Review the current work being undertaken by the council and its partners to improve outcomes for DLs, with particular focus to Key Stage 2 and Early Years learners
 - Identify opportunities to improve the outcomes for Wiltshire's DLs and report back to the CSC with any subsequent recommendations.

Meetings

4. The task group met on eight occasions:

30 November 2021	Scoping meeting
20 January 2022	Kate Wilkins - Disadvantaged Learners and School Leadership Lead
10 February 2022	Emma Cooke – Early Years' Service Manager
10 March 2022	Lorwyn Randall – Education Endowment Foundation
21 March 2022	Louise Lewis – Project Lead for the Extended Role of the Virtual School
7 April 2022	Samantha Saville – Headteacher Ashton Keynes CE Primary School
28 April 2022	Sally Johnson – Public Health Strategist
10 May 2022	Final meeting to agree findings/recommendations

Findings

Definition - disadvantaged learners

5. DLs are defined by the Department for Education (DfE) as:
 - pupils who have been eligible for free school meals (FSM) at any point over the last 6 years
 - pupils who have been 'looked after' continuously for at least one day in the last year
 - pupils who have left care through a formal route such as adoption.

Pupil premium funding

6. Schools receive funding from government for each disadvantaged pupil. Known as [pupil premium \(PP\) funding](#), this additional money aims to improve educational outcomes; as evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.
7. [Service pupil premium](#) is additional funding for schools for pupils with a parent who is serving in HM Forces or has retired on a pension from the Ministry of Defence. Not based on disadvantage its focus is pastoral support or academic progress. It has been combined into PP payments to make it easier for schools to manage their spending. In 2022-23 schools will receive £320 for every pupil
8. [Early Years PP](#)– up to £302 per year is available for children aged 3 or 4 receiving 15 hours free childcare and where the guardian/parent is in receipt of a form of benefit. This is paid directly to the nursery.

The table below illustrates the amount of PP funding allocated per DL:

Pupil premium – annual funding allocation per learner 2022-23

Pupils in year groups reception to year 6 recorded as Ever free school meals (FSM)	£1,385
Pupils in years 7 to 11 recorded as Ever free school meals (FSM)	£985
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,410
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as residence order)	£2,410
Service children – Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£320

Disadvantaged learners – Wiltshire's profile

9. In 2020-21, 16% of Wiltshire's 69,000 pupils were eligible for PP and service PP funding (see below), nationally this figure was circa 26%. This generated £15 million

in funding support. Members within the review highlighted that the pandemic may have led to increased numbers accessing benefits/universal credit, which could have long-term implications for Wiltshire's PP numbers.

Wiltshire Profile 2020-21

Total no of pupils in Wiltshire Schools	69,316
Number of Wiltshire Pupil Premium	11,005
% Pupil Premium out of all Wiltshire pupils	16%

Disadvantaged learner groupings

10. A large percentage of Wiltshire's DLs face multiple challenges, including 31% who have special educational needs and disability (SEND), 6.7% above the national average.

The table below breaks down the Wiltshire PP groups further:

Pupil Premium Groups	Number	Percentage
No other	6130	56%
PP & all SEND	3457	31% (9% Educational, Health and Care (EHC) Plan
Service children	627	6%
PP & child protection/ children in need	589	5%
PP & English as an additional language	461	4%
PP& Young Carers	302	3%
PP Looked after children/adopted	221	2%
PP Gypsy, Roma and Traveller	132	1%

Nationally, in 20-21, 2.03 million children were eligible for some form of PP funding. The vast majority (1.85 million) were eligible under the deprivation criteria, around 112,000 children were eligible for PP for looked after and previously looked after children and around 79,000 attracted the service premium ([source](#)).

Comparison in Wiltshire Free School Meal numbers against national averages

11. The table below illustrates the varied picture across Wiltshire in respect of disadvantage. 37% of our schools are above the national average for numbers of pupils in receipt of free school meals (FSM), whereas nearly two thirds of schools are below average. 24 schools have less than 5% of their learners eligible for FSM, but for 14 schools this figure is above 40%.

% Profile of FSM in Wiltshire

Below National Average				Above National Average				
Below 5%	5>10%	10<15%	15<20%	20<25%	25<30%	30<35%	35<40%	Above 40%
24 schools	58 schools	45 schools	29 schools	20 schools	6 schools	14 schools	3 schools	14 schools
Total = 156 (63% Wiltshire schools)				Total = 57 (37% Wiltshire schools)				

Wiltshire performance levels for disadvantaged learners

12. Wiltshire's DLs performance for Early Years, Key Stage 1 (KS1) and Key Stage 2 (KS2) sees the county ranked between the 93rd and 97th percentile. Performance outcomes between DLs and non DLs within this cohort are also significant, with the greatest difference observed at KS2 – reading, writing and mathematics combined. Members were told that the gap between DLs and non DLs in Wiltshire had been growing in recent years.

2019 Wiltshire disadvantaged learner outcomes

	National	All Wiltshire	Wiltshire Non-Disadvantaged	Wiltshire Disadvantaged	Wiltshire Disadvantaged Percentile Ranks
EYFS GLoD	71.8%	72.4%	74.4%	48.4%	93 rd
Phonics	81.9%	80.1%	84.4%	64.1%	93 rd
KS1 RWM Comb	64.9%	63.1%	66.2%	41.2%	97 th
KS2 RWM Comb	64.9%	63.8%	70.6%	41.9%	96 th

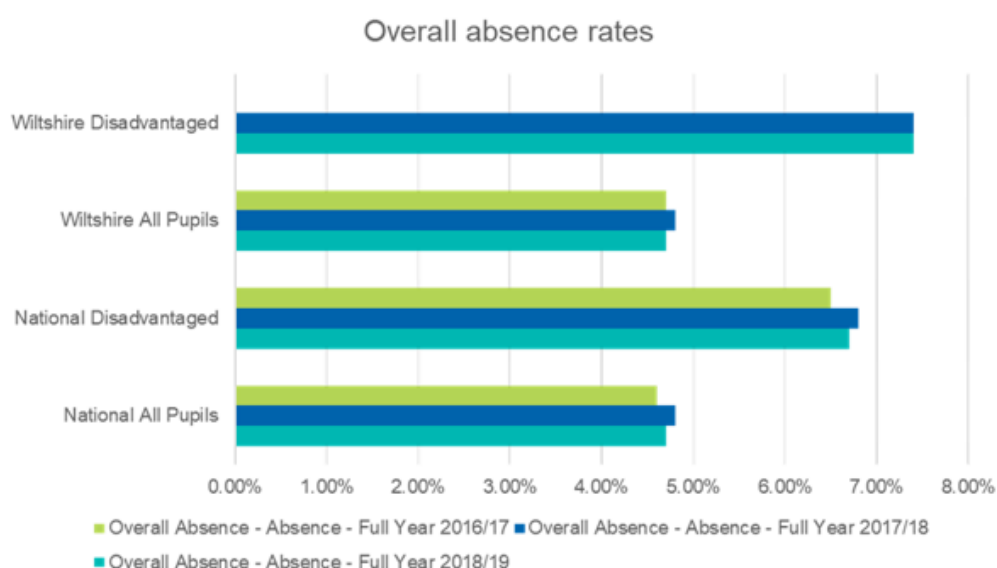
(EYFS GLoD – Early years foundation stage - good level of development

KS1/2 RWM Combined– Key Stage 1/2 reading, writing, mathematics combined)

13. The task group review focused more heavily on the work taking place within Early Years and Primary schools. This was in recognition of the evidence, which suggested the earlier positive interventions took place, the more likely successful outcomes would be realised. For information, Wiltshire's Key Stage 4 results saw the county ranked nationally as 106th for DLs, below the national average.

Understanding the performance of Wiltshire's disadvantaged learners

14. The task group explored the reasons for Wiltshire's current DLs performance. One of the first justifications given was that some schools had low numbers of DLs and, therefore, did not receive significant PP funding to support improvements. To provide further context, members were told that 53 Wiltshire schools only have one DL within their school populations.
15. Use of PP funding was also suggested as a factor to explain performance levels. Historically, PP spend had been on wider strategies, such as the provision of teaching assistants, pastoral care, and extracurricular activity, as opposed to investment into classroom teaching. Currently, there was a mismatch within some schools' perception of the importance of quality of teaching in achieving good outcomes for DLs. It was suggested that some schools were using existing activities to justify their use of PP, reverse engineering what they were always going to do.
16. The evidence suggested that school leadership is critical in delivering outcomes. The task group was told that governors play a key role in the support of DLs. Governors ensure that the school provides a good quality of education for all pupils. In response, council officers were working with governors to enhance their understanding of DLs and the importance of quality of teaching.
17. Attendance levels were also a key factor in determining DL outcomes. The challenge being that if children are not in school or nursery, they do not benefit from the education. The table below illustrates the difference in attendance levels between DLs and non DLs, with on average Wiltshire DLs absent for over 7% of the school year, higher than the national average. Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to the [Department for Education](#).



18. Although data was currently limited, the task group explored the impact of school closures during the pandemic. Initial national research suggested that the closures had led to a learning loss for all, but especially DLs, with maths being more than twice as affected compared to reading (in primary schools). Members were told that

by the summer term 2021, DLs had lost 1.2 months of reading learning in primary schools, with 2.6 months of maths learning being lost. There was also a link between pupil absence (despite schools being open for in-person learning) and higher learning losses.

DL Strategies – focusing on quality of teaching

19. Members learnt that all schools in receipt of PP funding must publish a [PP strategy statement](#) on their websites by 31 December of each academic year, for example - [Ashton Keynes PP Strategy](#). The DfE requests that strategies focus on quality of teaching, with an acknowledgement amongst all task group witnesses that this area is essential to achieving the best outcomes for all pupils, particularly those who are disadvantaged.
20. The DL strategy statements can be broken down into 3 tiers with the percentage focus for each tier detailed below:
 - 50% focusing on quality of teaching
 - 25% on targeted academic support (which includes intervention programmes, extra feedback, 1:1 support)
 - 25% wider strategies (attendance)
21. The Education Endowment Foundation (EEF), a charity created to improve the educational attainment of the poorest pupils, in a 2022 snap survey established that Ofsted rated outstanding schools used almost 40% of their PP funding on teaching, whereas those poor rated allocated just 32%, reinforcing the focus of the DfE.
22. In addition to the reprioritisation on the quality of teaching, the DfE provided general guidance on expectations for strategies, which called for DLs to:
 - be treated individually
 - be given a high profile within the school
 - avoid using pupils' personal development, behaviour and welfare needs as an excuse for low achievement
 - ensure high levels of parental engagement is pursued.
23. Reflecting the importance of this area, Ofsted inspections continue to consider DLs and school strategies, with inspectors speaking directly with DL pupils and examining schoolwork, for example.

What Wiltshire is doing to improve disadvantaged learner outcomes

24. Wiltshire Council's Disadvantaged Learners and School Leadership Lead has been in post for nearly two years. This period has been used to gain an improved understanding of Wiltshire's DLs, particularly around their wider challenges and to then introduce subsequent strategies to improve outcomes. Relationships have been developed across the entire Wiltshire school landscape, particularly within local authority-maintained schools.

The table below provides data for PP pupils across maintained and academy status schools:

Wiltshire PP profile schools 2021-22

Schools	All Pupils	% PP
Wiltshire	69,316	16%
All Primary	38,453	15%
Primary Maintained	22,261	15%
Primary Academy	16,192	15%
All Secondary	30,090	16%
Secondary Maintained	3262	21%
Secondary Academy	26,828	16%
Special	773	46%

25. As discussed, the evidence from the DfE indicates that quality of teaching has the biggest impact in addressing the gap in attainment between DLs and non DLs. Council officers were consequently working with schools to help develop their PP strategies to ensure DLs increasingly were integrated into the heart of teaching. The team was looking at schools' development plans and ensuring DLs were at the forefront of these documents.
26. The council had identified 11 schools to act as pupil premium partners. This cohort of schools had demonstrated high quality work with DLs, and the council was facilitating the sharing of good practice within this network, the majority of which were local authority-maintained primary schools. The task group within its recommendations has encouraged the growth of this partnership, to incorporate the good practice taking place across Wiltshire's academies, too.
27. School visits had taken place in 2020-21, with School Improvement Advisers (SIAs) providing DLs support and advice. Visits were scheduled for terms 3 and 4 of this academic year - 2021-22. These would focus heavily on effective DL strategy planning, essential skills (specifically phonics and times tables, as from 2021-22 all schools must complete multiplication tables checks), Governance, CPD and attendance. The SIA visits were directed to maintained and 'traded service' schools only. Members voiced concern about the impact to this programme of work, following the DfE decision to reduce funding of SIAs by 50% this year, with the remaining 50% removed next year. This area has been suggested for further scrutiny within the recommendations.
28. The council now provides an extensive 'continuing professional development (CPD) programme. This supports school improvement through the provision of materials such as templates, toolkits and guidance documents. It is accessible to both staff and governors via the council's 'Rightchoice' web portal and via in person training, including peer to peer support. Evidence presented to the task group suggested that encouraging an improved feedback loop would be beneficial to the trainers and their desired outcomes. This point has been addressed within the recommendations.
29. Looking forward, in recognition of the statistic that nearly one third of Wiltshire's DLs also have SEND, the team is focused on enhancing the links between the two.

Evidence suggested that quality of teaching through enhanced provision and practice for SEND pupils would also benefit DLs. A SEND adviser had just been appointed and will work with the team to look at Quality and Practice in this area.

The team was also working with colleagues to explore links with social care.

Disadvantage learners – links with social care

30. As illustrated in para 10, 5% of Wiltshire's DLs are children in need or subject to child protection measures. In response, the task group met with the project and data leads for the 'Extended Role of the Virtual School'. The virtual school being a statutory service which supports and challenges all those involved in the education of children in care.
31. Typically, children with a social worker have worse outcomes than their peers at every stage of their education and poor outcomes persist, even after social worker involvement ends. Wiltshire Council had received grant funding (£137,000) for 2021-22 to provide Virtual School Heads to support this area.
32. The team had initially sought to understand the Wiltshire context, before moving onto developing guidance and promoting professional practice. The DfE had produced a development timeline that envisaged long-term outcomes by 2024-25.
33. At the point of meeting, officers were rolling out 'five to thrive' trauma attached and resilience training. Available to all Wiltshire schools to schools through in person session and online modules, the approach supports children to make sense of their experience(s) and find ways to manage their emotions and feelings. Work had also begun on developing a local authority 'Attendance Strategy'. The team had also risk assessed CIN children, using a rag rating model.
34. There was acknowledgement that the term 'educational neglect' needed to be recognised within Wiltshire, with two thirds of Ofsted rated outstanding authorities using the terminology. The term 'educational neglect', the link between poor attendance, neglect, poor educational outcomes, and safeguarding have long been researched and proven. The NSPCC recognise educational neglect as one of their 6 forms of neglect and cite it as 'failure to ensure regular school attendance that prevents the child reaching their full potential academically'.
35. Educational neglect is a symptom of a bigger problem that needs to be addressed, such as abuse occurring within the home. Educational neglect refers to a parent's failure to ensure their child's educational needs are being met. Using the term highlights the critical educational and life implications relating to that child/young person that may not previously otherwise have been communicated. It supports thresholds, decision making, and multi-agency planning and helps to improve attendance and educational outcomes for children/young people.

Disadvantage learners – links with Early Years

36. The task group met with Service Manager- Early Years (EY). All 3 to 4-year-olds in England can access 570 free education hours per year, which is usually taken as 15 hours a week over 38 weeks of the year. 15 hours free education is available for 2 year old children where parents/guardians were receipt of [benefits](#), as prescribed by the DfE. Members learnt that 80% of places were currently taken up, nationally this figure is 62%. The team jointly worked with health visitors to reach the 20% not currently taking up their funded early education places.
37. EY settings provide an environment to develop phonics, literacy, communication, and wider social skills. An EY strategy was being developed in response to the new Business Plan, which prioritises the best start in life and early prevention.
38. In respect of resources each EYs setting was allocated an advisory teacher, quality assurance officer and inclusion adviser (now 8 staff, increasing from 4). A rolling programme was in place for visits (annually for inclusion advisors); this would increase in intensity for settings that had poor performance or a new management team.
39. Within EY, members were told that the variations in the metrics below were not necessarily addressed by interventions. One reason provided for why the gap did not close is because all children within the setting benefitted from the intervention, not just DLs in isolation. This was prevalent in Wiltshire as some settings had extremely low numbers of DLs.

Wiltshire EY performance

	Good Level of Development			
	All	Free school meals	2 year - Free Funding	Early Years Pupil Premium (EYPP)
2018	72%	49.20%	55,70%	54,60%
2019	72%	49%	56%	51%

40. A further challenge in addressing the Wiltshire v national performance variation was partly due to more deprived areas of England receiving higher levels of funding, enabling broader, more extensive interventions.
41. When considering opportunities for improvement, it was suggested to the task group that there was scope to improve the transition from EYs into primary school by providing suitable learning material to help bridge this transition and encouraging improved collaboration between the two settings.

Disadvantage learners – links with Public Health

42. The Education Endowment Foundation (EEF) suggested that the attainment gap began pre-natal, and it was recommended to members to consider this period and

into Early Years. In response the task group invited officers from the council's Public Health team to provide evidence.

43. Members learnt that the first 1001 days were critical in the development of children and their long-term attainment. Speech, language and communication (SLC) skills development started from conception and generally continued to increase steeply to the point of starting school and beyond. Members were told that language skills at age five were the most important factor in reaching expected levels in English and Maths at the age of 7 years. Evidence also suggested that there could be a 17-month language gap in relation to children by the age of 3 based upon income levels. There were both short and long-term impacts of development, with children with poor vocabulary skills at age 5 – four times more likely to have mental health problems and twice as likely to be unemployed in adulthood.
44. Early interventions can be effective at addressing these inequalities. For example, the council commissioned Public Health Nursing contract was a key tool in supporting the early identification of vulnerable parents and offering support through the visits that took place up to the age of 30 months.
45. The team also commissioned the perinatal group-based 'baby steps programme'. This targeted parents who would benefit from additional support, when facing mental health challenges, for example.
46. The task group reflected on whether there was an enough emphasis within the Business Plan on the benefits on promoting speech, language, and communication in the first 1001 days? The council, through its FACT change programme, had a workstream addressing this area, but the development of the council's Early Years Strategy offered an opportunity to increase the focus further. By expanding its focus beyond Early Years physical settings and expanding to consider child development from conception to school, using a systems approach, the strategy offered a real opportunity to facilitate change.

Conclusions

47. The evidence has highlighted the importance the formative first 1001days have in the development of all children. If language development is stalled during this period, the long-term impacts are negative both for attainment and wellbeing. To consider DLs and just discuss schooling or even Early Years schooling, seemingly is superficial as so much opportunity for growth takes place in the period before children enter the school system. The task group recognises the importance of the developing Early Years Strategy. This document presents a real opportunity to encourage an even greater focus towards supporting vulnerable learners and the task group will be encouraging the Cabinet members for Public Health and Education to collaborate around the content of this strategy.
48. However, despite the importance of the first 1001days the task group noted that interventions outside this window are possible and can be effective. Quality teaching is key to improving outcomes and the task group welcomed the focus of the council's officers towards supporting schools to achieve this. The team had prioritised training and development as key tools to deliver the support required. Feedback to the task group suggested that a positive intervention to improve this approach would be to

ask schools which attended training to be more accountable on agreed actions. Rather than just attending the training, attendees could be asked to demonstrate how they will use the information to adapt their school strategies to improve outcomes. This would motivate some of the headteachers providing peer to peer training within this area too.

49. Recognising the size of the SEND group within DLs, the council's intention to develop links within this area is welcomed and something the task group supports. The task group recognises the challenges of working within finite resources, but any opportunity to work collaboratively between SEND and DLs to promote quality of teaching would be a positive intervention.
50. Attendance is critical in securing positive outcomes for DLs. The Attendance Strategy being developed by the Virtual Schools head, focusing on children within the social care system presents an opportunity for system wide learning. The task group would encourage collaboration with the leads for Early Years, DLs and even Public Health to ensure as wide a perspective is sought in the development of this document.
51. Finally, the term 'educational neglect' is not currently adopted as a term within Wiltshire Council. Two thirds of Ofsted rated outstanding local authorities used this term as a matter of course. This term encourages a collective buy-in making this area everyone's business and the task group has addressed this within its recommendations.

Recommendations

52. The task group proposes the following recommendations for endorsement by the CSC:
 - A) that the respective Cabinet members for Education and Public Health ensure that the emerging strategy for Early Years places the first 1001 days as a core principle within the document's development, focusing on uptake in health checks and increasing Early Years take up above 80% (para 36).
 - B) that the emerging Early Years Strategy, to improve outcomes, places quality of teaching as a core principle within the document, further promoting communication, phonics and skills development in the 80% of children taking up placements and, understanding the 20% not attending and their risk in relation to being a future disadvantage learner.
 - C) that the Executive develops and shares with the CSC, before the end of the academic year 2021-22, an expansion plan to increase the number of pupil premium partner schools to ensure further reach for the DL team and the principles it is helping to promote (see para 22).
 - D) that the DLs team enhances its feedback loop in relation to all training delivered. Particularly relevant to 'peer to peer' training, this will enable trainers or online materials to evolve to ensure, with confidence, that they address the needs of the schools accessing the support (see para 28).

- E) that further collaboration takes place between the council's SEND and DLs teams to further tailor the council's support of DLs, particularly those with SEND, recognising that quality of teaching is key to both. The Children's Select Committee is invited to add this work area to its forward work programme.
- F) that the developing Attendance Strategy produced by the Virtual Schools team seeks input from the Public Health, Early Years and DLs teams and that any lessons learnt are incorporated into the CPD provided to schools by the DLs team and used by the Early Years and Public Health teams to further promote uptake of health checks and free nursery placements.
- G) that the Cabinet Member for Education adopts the term 'educational neglect' corporately to reflect the organisation's collective effort to address this area. This will help the critical educational and life implications relating to that child/young person that may not previously otherwise have been communicated. It will support thresholds, decision making and multi-agency planning and support to improve attendance and educational outcomes for children/young people.
- H) that the Children's Select Committee invites a future report from the Executive detailing its transitional plans in response to the reduction in funding for School Improvement Advisers (SIAs).

Cllr Jo Trigg (Chair) - Disadvantaged Learners Task Group

Date 23 May 2022

Report author: Ceri Williams, Senior Scrutiny Officer.

Wiltshire Council

Children's Select Committee

08 June 2022

Task Group and Rapid Scrutiny Update

Purpose

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

Updates from active Task Groups

1. Children's Select Committee – Standing Task Group

Supporting officer: Marie Gondlach

Membership

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

Terms of Reference

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

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

Recent activity

There has been no meeting of the Standing Task Group since the last Children's Select Committee meeting.

Two meetings are being organised to cover Traded Services and Performance report.

2. Disadvantaged Learners Task Group

The final report for the task group is included on this agenda.

3. Fostering Excellence Task Group

Supporting officer: Marie Gondlach

Membership

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

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

Terms of Reference

For the Fostering Excellence task group to:

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

Recent activity

The task group met on 28 April and focused its meeting on the recruitment and retention of in-house foster carers.

The meeting on 19 May focused on identifying, measuring and reporting the benefits of Fostering Excellence.

The task group had hoped to complete its work and present its final report to this meeting, but, as there were areas it wished to explore further (and no “time pressure” to complete its work), the task group has scheduled two further meetings and is now looking to present its final report to CSC on 6 July 2022.

Proposals

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

Report authors:

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Children's Select Committee - FWP - May 2022

Last Updated 26 MAY 2022

Children's Select Committee – Current / Active Task Groups		
Task Group	Start Date	Final Report Expected
<p>Disadvantaged / vulnerable Learners Whilst Wiltshire has a relatively low number of disadvantaged learners, they are largely underperforming compared to regional and national levels.</p> <p>To be informed of the council's current work and aspirations. To identify the reason(s) for the higher underperforming than regional and national levels. To explore solutions to raise performance levels, based on best practice across the country.</p>	31 November 2021	June
<p>Fostering Excellence To identify:</p> <ol style="list-style-type: none"> a. how the effectiveness of the Fostering Excellence project will be measured and reported; b. how the benefits to children in care being placed with in-house carers (receiving enhanced training / support as part of Fostering Excellence) will be measured and reported; c. best practice across the country for recruitment and retention of in-house foster carers, as well for anticipating demand (needs / demand modelling) 	18 January 2022	July
<p>Business Plan Metrics Task Group As agreed at the Children's Select Committee on 19 January 2022 – to review the metrics to be included in the Business Plan for measures linked to the remit of the committee</p>		
<p>Business Plan – service plans As agreed at the Children's Select Committee on 19 January 2022 – to review the service plans supporting the Business Plan linked to the remit of the committee</p>	After the Business Plan metrics tg	
<p>Children and Young People's Mental Health</p>	tbc	

<p>This will follow on from the work of the CAMHS task group but the terms of reference will be reviewed to ensure a more holistic approach.</p>		
<p>Families and Children’s Transformation (FACT) To scrutinise the impact and effectiveness of the FACT programme, whilst ensuring that the voice of the child is embedded in the FACT programme.</p> <p>Areas to focus on (based on the debate and areas for continuing improvement that were highlighted in the report) are detailed in the minutes of the CSC meeting on 19 January 2021.</p> <p>May link to the Getting to Outstanding items to committee and briefing.</p>	<p>After briefing to CSC</p>	
<p>Youth provision and youth service funding</p> <p>Area Board youth service funding</p> <p>To understand what the differences are (and why) in allocating youth funding and to determine whether the eligibility criteria and assessment / approval process are still relevant (where possible compare with other local authorities) and ensure clear “best practice” / guidelines.</p> <p>Youth Provision – gap analysis</p> <p>To consider the outcome of the Youth provision gap analysis undertaken (referred to in the Covid-19 update to Cabinet, 1 December 2020) and establish whether further scrutiny (e.g. task group) would be beneficial to ensure that demand / needs are met where possible and also that people are aware of the provision (effective promotion).</p> <p>NB link with Youth Voice team’s work</p> <p>To develop consistency across the 18 area boards in terms of allocating youth funding and eligibility criteria.</p>	<p>tbc</p>	
<p>Access to Post-16 education</p> <p>To establish a clear picture of post-16 education provision available to young people in Wiltshire and availability of / options for transport to access that provision.</p> <p>NB – may link to follow up work from the Youth Transport Task Group’s final report.</p>	<p>Spring 2022 (tie in with academic year)</p>	

Children's Select Committee - Rapid Scrutiny		
Topic	Details	Date
SEND provision – data set	tbc	
High needs block funding	To review the current processes and explore whether there would be value added in establishing a task group to consider options to manage pressures on high needs block budget whilst providing the most appropriate support at the earliest opportunity.	Start February 2022 onwards
Health Outcomes and meeting health needs	To explore how the council can best scrutinise what partners (and providers) are doing to provide health outcomes for Wiltshire children, this would include establishing what the current scrutiny by the council is (including information on the current and planned work on this topic of the Safeguarding Vulnerable People Partnership).	Date tbc

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

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

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

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

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

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

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

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

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

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

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