

# AGENDA SUPPLEMENT (1)

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**Meeting:** Children's Select Committee  
**Place:** Kennet Room - County Hall, Bythesea Road, Trowbridge, BA14 8JN  
**Date:** Tuesday 5 March 2019  
**Time:** 10.30 am

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The Agenda for the above meeting was published on *fill in date*. Additional documents are now available and are attached to this Agenda Supplement.

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

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- 8 **Family and Children's Transformation (FACT) Update (Pages 3 - 16)**
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DATE OF PUBLICATION: 26 <sup>th</sup> February 2019
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**Wiltshire Council**

**Children's Select Committee**

**05 March 2019**

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## **Families and Children's Transformation (FACT) programme update**

### **Purpose of Report**

1. To provide an update to the Children's Select Committee on progress of the Families and Children's Transformation (FACT) programme.

**"All Wiltshire Families Thrive"**



### **Background**

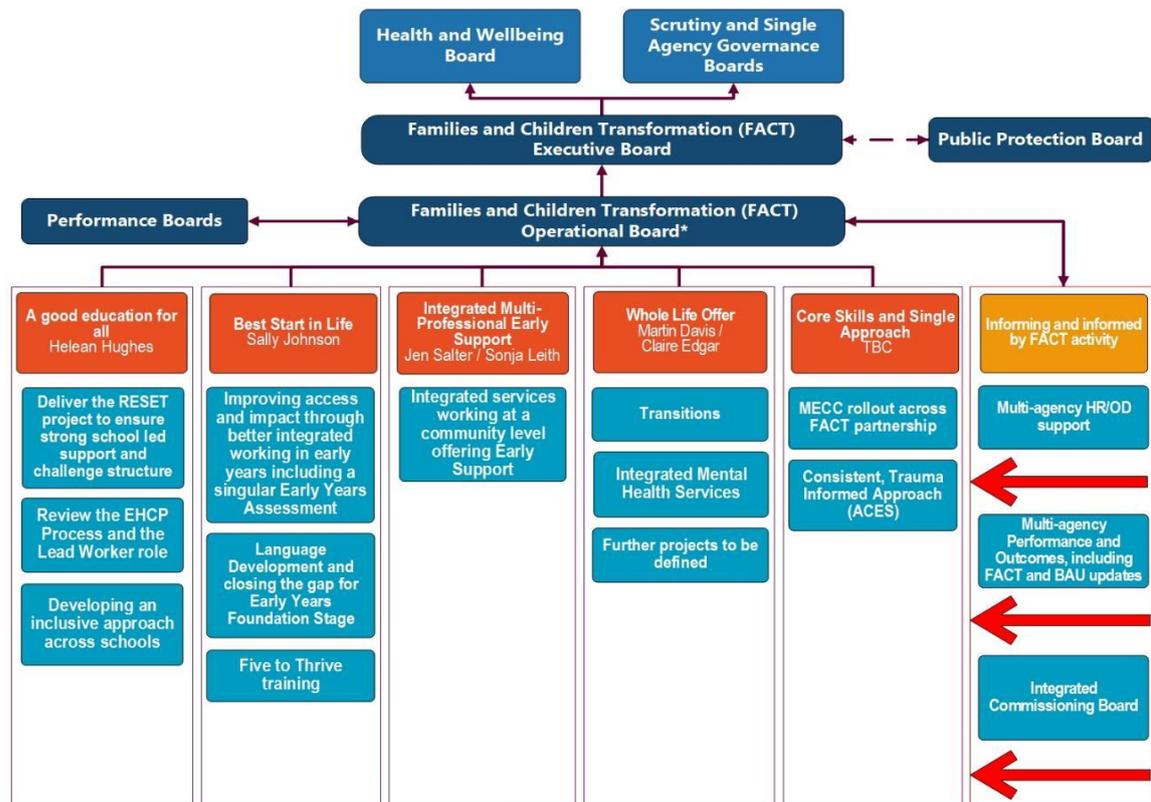
2. The report submitted to the Committee on 4<sup>th</sup> September 2018 outlined the progress on the projects underway within the programme.
3. This report will provide an update on the programme achievements for 2018 and outline the work plan for 2019. The number of workstreams for this year have shrunk in number with a number of significant achievements being realised last year however the workstreams going forward are substantial and offer transformational change for the partnership. The Driving Principles of the Programme have been lightly amended following consultation feedback but fundamentally remain consistent with the priority areas focussed upon last year.
  - **Intervene earlier** – we will provide support early to prevent families' difficulties escalating and in doing so improve outcomes and reduce demand for higher tier services.
  - **We want families to be able to care effectively for their children**; where children cannot continue to live in their immediate or wider family or community we will ensure they achieve permanence in a timely and effective way.

- **We will spend wisely and within budget** by eradicating duplication, simplifying and integrating processes and improving multi-agency integrated working and collaboration.
  - **We will maximise time spent with families** and in doing so improve the child's experience of support and build resilience in communities.
  - We will ensure we are an **effective confident workforce** with a robust career profile operating a consistent model of practice within a learning organisation.
4. The FACT programme is overseen by a multi-agency Board (comprised of key partner agencies) which, in turn, reports to the Health & Wellbeing Board. Programme Sponsor is Terence Herbert, Corporate Director. Programme Lead is Theresa Leavy with support from the core FACT Team (comprised of business secondments and the council's Programme Office and Systems Thinking teams). The Board structure is being updated for 2019 moving to an Executive and Operational Board structure. The Executive will be comprised of the key lead executives and commissioners for the Families and Children's partnership. We will continue with our determination to co-produce our delivery of change and utilise a range of methods to engage with families, children and our staff in order to do this.
5. The FACT programme 2018 was comprised of eight workstreams covering all aspects of a child and families need for help and support:
- Case Management Systems development (IT-enabled integrated working)
  - Working in an outcomes-based way
  - A partnership approach to supporting young people to live in their families and communities
  - Improving permanency for our children
  - Getting the best start in life
  - Building an effective workforce and volunteer base
  - A good education for all
  - A partnership approach to being ambitious for children with Special Educational Needs and Disabilities
6. Workstreams were established and designed to respond to three key themes –
- Areas where our data and analysis told us families and children's outcomes could be further improved and required transformation more than 'Business as Usual' performance improvement.
  - Areas of high spend where it was considered possible to maintain a good standard of service and deliver increased efficiency savings
  - Areas where we had good evidence that we could be both more effective and more efficient if we looked to Best Practice models

from other areas and especially those that delivered a greater level of integration of partnership delivery.

7. The new workstreams for 2019 are

- A good education for all
- Getting the best start in life
- Delivering Multi Professional Support at the earliest point'
- A Whole Life Approach for Children and Adults with additional Needs
- Core Skills and a Single Approach to how we support families



\*To ensure link-up, the FACT Programme Lead sits on both WESS, WETB and ASC Transformation Boards



8. There were substantial achievements across the workstream areas in the past year
  - Established a highly functioning Partnership Board – The Board has been well attended and has been well served by Programme Office in terms of delivery of programme reports and with tracking progress. The Board agreed a clearly defined Vision and the five Driving Principles.
  - We delivered a series of workshops across the partnership to share knowledge of and develop the key priority work areas.
  - A clear communication framework was established with positive feedback on the FACT newsletter, website and engagement sessions.
  - A significant level of engagement and coproduction activities were undertaken including planning and running a Partnership Strategy Co-Production event at the end of September
  - The team designed and delivered a Systemic Leadership Development Day to all Board members

### **Main Considerations for the Council**

#### **9. Council Business Plan**

Families and Children's Transformation (FACT) programme supports the Council's business plan by working to:

- Create stronger communities
- Protect the vulnerable
- Deliver innovation

10. Implementing the new **CMS (Case Management System)** has been a key workstream of the FACT programme. It brings together multiple IT systems across early years, education, early help, SEND and safeguarding into one system, so all information on our families, children and young people is shared in one place. It has the potential to support our further integration of services across the wider partnership Phase one of the new case management system successfully went live in November 2018.

The CMS Implementation Team has successfully configured and delivered a new Case Management System for all social care and early help staff - on time and within budget. This has been a massive project requiring excellent project management, pace, positivity, grit and determination by the team. The team has delivered an intuitive IT system which allows our staff to work more simply, effectively and in a more integrated way than ever before freeing up time to spend with children and families. All

Children's Social Care staff and managers attending training and all children's social care records successfully transferring over to the new Liquid Logic system. This was a huge undertaking and the Team were recognised with a *Highly Commended - Awarded to the CMS Implementation Team Achieving Excellence Awards in February 2019*. The system has also been configured so our partner agencies will be able to use it too, to deliver key support tools such as Early Help Assessments. This has the potential to revolutionise our Integrated working with our partners ensuring Children and Families experience coordinated and seamless support.

Phase Two of the CMS Programme is already well underway with all our education support teams including the delivery of the Education Health and Care Plans and admissions planned to go live across the summer. We are working closely with and supporting Adults colleagues as they commence their journey on implementation.

11. The activity in the **Working in an Outcomes Way** workstream has led to the development of a partnership performance and outcomes framework - a shared framework across the FACT partnership which allows us to see whether we are truly making a difference to the children and families we work with. There is more to do here and we plan in this year to develop this framework further with partners.
12. In 2018, the FACT Programme Board signed off proposals for the creation of the **Early Support Hub** and an implementation plan was developed. The Early Support Hub will go live imminently and will support cases that do not meet the current thresholds for MASH intervention. 75% of Contacts to our front door did not require allocation to social care but required professional advice, consultation and careful brokering of appropriate early support. Advice and guidance within the Early Support Hub will be governed by the revised thresholds that are currently out for consultation with staff and partners. Ultimately this will generate greater windows of opportunity for intervening earlier through reciprocal referral pathways and warm call transfers and ensure appropriate follow up of support to ensure that it has had a positive impact on outcomes for families.
13. Impact will be measured once the service is in place. It is anticipated that impact will be measured through:
  - Conversion rates to referrals
  - a Lower re-referral rate
  - Families reporting that they received the right help at the right time

- An increase in the numbers of Early Support Assessments undertaken

The introduction in 2018 of the **Diagnostic and Referral Tool (DART)** to support the holistic identification of early needs, good signposting and identifying sources of support has had a positive impact evidenced through more appropriate early help referrals – meaning families are ‘bounced around’ less and get the right help at the right time.

In Spring 2019 a multi professional group of staff and partner colleagues will be delivering a series of Early Support Roadshows to bring clarity to the multi-agency workforce – of the revised Early Support Offer and processes. A You Tube film has been produced to aid dissemination.

The introduction of the **Family Keyworker** within the Support & Safeguarding Service has improved the offer for children and families just below the threshold to social care. However, there is more to be done to;

- increase the visibility of early help activity across the partnership – to improve oversight and connect early help professionals working within localities
- review the Multi Agency Forum (MAF) meetings that coordinate the earliest support across the partnership. Whilst these meetings are generally chaired by schools there has been variability in their effectiveness and we want to ensure we are providing support and influence that sees the best MAF practice rolled out across the County
- improve the tools, guidance and advice to professionals to support them in undertaking early support assessments and achieving positive outcomes.
- We want to utilise more effectively the voluntary sector offer, working closely with them to increase the support offer to families and knowledge of that offer amongst practitioners by introducing a navigator role within the Early Support Hub.
- A resource mapping and needs analysis will be undertaken

All of the above will be overseen within the New Workstream for 2019 – **‘Delivering Multi Professional Support at the earliest point’** The workstream is to be co-chaired between our Head of Service for Safeguarding and Support and a senior police colleague.

14. The **partnership approach to supporting young people to live in their families and communities** workstream developed a number of projects to take a whole family approach, identifying causes of need and then using the support of relevant professionals and the voluntary sector to meet the needs of the family until stability is reached.
15. The **High Frequency Callers** (Renamed LIFT -Local Improvements for Tomorrow) project took a multi-agency, multidisciplinary, strategic approach to identifying and enabling improved prevention and interventions with young people and families who interact most frequently

with most of the agencies that make up the 'Wiltshire system'. The project drew extensive learning from deep dive analysis of the people who most frequently contact us. This analysis and the exceptional work undertaken by the project group will now be linked into the 'Delivering Multi Professional Support at the earliest point' workstream.

This workstream has also seen the creation of a "No Wrong Door" service delivery model to divert adolescents from being taken into care by providing a multi-agency approach to targeted support including the provision of residential care if required (based on the evidence-based North Yorkshire model). Launch of the Outreach element of the service is planned for April 2019. Research from other local authorities who have implemented a similar model (including North Yorkshire who have received an Outstanding rating from OFSTED) demonstrate a reduction in the number of young people being taken into care and associated improvements in their overall outcomes including education and employment options and general health and well-being.

In 2019 we will look to merge our Youth Offending Team and Emerald CSE teams into a specialist adolescents at risk team; the Young People's Support Service. It will include a new multi-agency Vulnerable Adolescent Contextual Safeguarding Panel which, from 12th February 2019, amalgamates the functions of the existing Wiltshire Risk Management Group and the Multi-Agency Child Sexual Exploitation meeting (MACSE). The new Panel is adopting a more strategic and tactical focus, specifically around young people being sexually or criminally exploited (CSE or CCE), missing or at risk of going missing, or displaying significantly risky or concerning behaviours. This will contribute to county-wide intelligence and will also assist in informing contextual safeguarding interventions for individual and groups of young people aged 10-17. This will support very effectively the implementation of the contextual safeguarding practice following our successful bid to work with the University of Bedfordshire.

16. Through the successful implementation of the No Wrong Door project and the Young People's Support Service it is anticipated that the impact of the new service will:
  - Reduce adolescent entries into care
  - Reduce out of county placements
  - Reduce the use of 'unnecessary' residential placements
  - Improve placement and accommodation stability
  - Improve engagement and achievements in education, employment and training (EET)
  - Deliver good planning of transitions from care to independent living
  - Develop resilience, self-esteem and wellbeing
  - Improve access to support in a crisis for young people and carers

- Create increasingly attractive and innovative job roles and fostering opportunities.
17. The **Improving Permanency** workstream is reviewed how to improve quality across our Children in Care services, ensuring that there is sufficient resource to deliver the council's longer-term fostering strategy, while maximising the value, impact and outcomes for those young people who are in an external care placement.
  18. The workstream required significant benchmarking activity and research with other local authorities to investigate and identify key actions that need to be taken in order to meet project objectives. The workstream has worked closely with commissioning colleagues to develop a range of proposals to ensure where our children require care outside of the family there is an increased level of sufficiency of provision to match them well to families where they can achieve permanency and stability and keep our children closer to home.
  19. The **Getting the Best Start in Life** workstream brought together numerous colleagues from across the council and health landscape including Early Years and Maternity Services, to ensure that appropriate resources and services are in place to achieve the greatest impact on a child's future over the first 1001 days (conception to two) and then up to school age. The integrated working in Early Years project worked closely with colleagues from various services including children's centres, to ensure that families experienced coordinated and seamless support, with a smoother transition for children and families between services from conception to reception years and revised the integrated 2-year old pathway.
  20. "Statement of Commitment" pledges were developed across the workstream to further develop a culture of trust, respect and openness. A 'Top tips for starting school' leaflet was produced, consulted on and distributed. An E-toolkit for professionals was developed containing key messages when talking to families; this is to be launched February 2019

Making Every Contact Count (MECC) training for Early Years staff was developed and train the trainer courses ran with further plans for courses in 2019. We are intending to roll this out further as part of our Core Approach and Skills Workstream for 2019. Ensuring that the right staff with the right skills are in place to support the new model is a crucial piece of work that is underway across the council, police and health. Multi-professional working simplifies relationships with young people and families who appreciate a single channel of communication, even if there is subsequently support from specialists. There is good evidence that youth work and health professional approaches were valued by young

people and families and can complement social work practice and deliver positive outcomes.

We understand that our staff are our most important resource and a core strategic priority has been the establishment of a motivated, stable, well trained and well supported workforce. The new Workstream **Core Skills and a Single Approach to how we support families** will be led by the Director for Public Health and see the roll out of Making Every Contact Count and Trauma Informed practice development across the partnership workforce.

21. The Best Start in Life workstream undertook a mapping exercise in 2018 to review access, uptake and awareness of programmes/interventions for the under 5's areas for development were identified and projects tasked with completion. The teams also delivered a successful Early Years' Conference "Unlocking Talent, Fulfilling Potential" to childminders and representatives from early years settings.
22. The role of the Best Start in Life workstream remains at the core of the programme and will continue as a workstream in 2019 with language development and promoting attachment being a key focus as a key aspect of improving children's outcomes and supporting improved social mobility. We will look to do this through improving rollout of Five to Thrive and work further on developing the opportunities provided by the pilot project in Trowbridge to improve integrated workforce culture across early years partners.
23. The **Good Education for All** workstream will now be led by the new Director for Education, Helean Hughes, and is currently developing plans to ensure that all children achieve their academic potential and has a particular focus on closing the gap for pupils from vulnerable groups. The workstream will ensure the RESET project creates a suitably robust school improvement service. The workstream will also work with Headteachers and others to develop and roll out a strengths-based behaviour support framework which is trauma-informed and supports stronger inclusion of children across the school community.
24. Engagement sessions with schools and focus groups are being established to help shape and develop the projects within this workstream, with a view to building a shared vision and approach.
25. The **Partnership approach to being ambitious for children with SEND/disabilities** workstream looked to support children and their families to maximise independence, have aspirations, achieve them and reduce future need for additional resources. Where a plan is required it is multi agency and supports all needs (education, health, care and adulthood) holistically.
26. To this end the project group investigated the potential of a whole life pathway, offering seamless support to citizens with additional needs

through all stages of childhood and then into adulthood, aiming to maximise their independence and achieving the best possible outcomes.

27. This work has required significant research and benchmarking activity from other local authorities, as well as gaining the views of hard-to-reach children, young people and families. Much of this feedback has now been received and discussions are underway to consider the best way to deliver a whole life pathway to children young people and adults.
28. Central to developing the approach is **co-production** to ensure that staff, partners, parents/carers and children and young people are embedded in developing services that meet needs and improve outcomes. and the new **Whole Life Approach for Children and Adults with additional Needs** workstream for 2019 will look to codevelop this new approach.

### **Safeguarding Considerations**

29. The programme will improve joint working with partners and we hope to achieve integration in certain areas leading to improve practice and thus outcomes, protecting children from harm.
30. This includes working with adult services and housing differently, and commissioning services more effectively which would contribute positively in the safeguarding of vulnerable children and adults.
31. One of the principles of the programme is focussed on providing a more intensive response to families at an earlier point when needs arise in order to prevent them escalating into statutory services. This is reflected in a number of the projects within the programme where an earlier multiagency response with a consistent lead professional and an improved system of information sharing will result in more stable, resilient families.
32. Throughout system change via the projects within the programme statutory responsibilities around safeguarding will be maintained.
33. The programme works closely with Public Health colleagues and will lead to improved health of the local child and adult population. The new services support the holistic identification of a child and family's needs and an integrated approach to supporting them to achieve positive change – this leads to improved health and wellbeing

### **Environmental and Climate Change Considerations**

34. Currently within the programme there is little anticipated impact on carbon emissions. This will need to be considered separately for each project during the scoping and planning phases.

## Equalities Impact of the Proposal

35. Operational children's services works with our most vulnerable children and families, including those impacted by poverty and facing inequality.

the programme supports and contributes to the Council's commitment to:

- a) tackle inequalities and promote cohesive communities
- b) not discriminate in the way we provides services to the public
- c) not to discriminate in our employment related practices
- d) promote equality and good relations between different groups.

36. An review of whether an equality impact assessment is required for the programme will be undertaken

## Risk Assessment

37. **Risks that may arise if the proposed decision and related work is not taken**

1.	Inadequate change leads to significant service cut backs within the council adversely affecting the outcomes for children and families
2.	Insufficient resource available to prevent families' difficulties escalating and in doing so, improve their outcomes and reduce demand for higher tier services
3.	Failure to exploit internal and external opportunities to eradicate duplication, simplify and integrate processes and improve multiagency integrated working and collaboration.

38. **Risks that may arise if the proposed decision is taken and actions that will be taken to manage these risks**

	<b>Risk</b>	<b>Action to mitigate the risk</b>
1.	Lack of cultural change across the partnership inhibits success of any transformational projects.	To mitigate against this staff and partners will be fully engaged in the design and transition process.
2.	Insufficient internal and partner capacity to progress project work due to operational pressures.	Emphasise to partners the key areas for partner engagement so coproduction is strongest in these areas. Give advanced warnings of meetings or deadlines for input.

3.	Lack of co-production with children, young people and families results in limited improvement of their outcomes	Targeted engagement work will be undertaken with partners to agree strategic opportunities to engage children and families in initial consultation work, including community engagement events, social media campaign, schools' engagement
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### **Financial Implications**

39. It is anticipated that the programme will ensure that Families and Children's Services can maximise impact within the existing budget position. This recognises that savings will need to be made year on year and the programme will support the delivery of those savings with a view to ensuring that the council delivers services that will improve outcomes from children and families, thereby reduce ongoing demand within social care.

### **Legal Implications**

40. Each project within the programme will assess the legal implications of its intended outcomes and ensure that appropriate legal advice has been sought prior to decisions on services being made.

### **Options Considered**

41. Projects within the programme that require a strategic decision will produce a paper detailing options that have been considered and rejected, as well as a preferred recommendation.

### **Conclusions**

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

### **Proposal**

43. The Committee is asked to note the progress made to date and recognise the commitment to the further development of performance and outcomes.
44. The Committee is asked to agree to a further progress update in twelve months' time.

**Lucy Townsend Director, Family and Children Services**

**Report Author:**

Theresa Leavy

22<sup>nd</sup> February 2019

**Background Papers**

None

**Appendices**

None

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**Wiltshire Council**

**Children's Select Committee**

**Date: 5 March 2019**

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## **Educational Outcomes for Disadvantaged learners in Wiltshire**

### **Purpose of Report**

1. The report provides an overview of the performance of Disadvantaged Learners (DL) at the end of each key stage comparing outcomes in Wiltshire with national figures and comparison of Wiltshire figures with other Local Authorities (LA). The report gives an overview of strategic school improvement activity carried out by the School Effectiveness Team.

### **Background**

2. Disadvantaged pupils are defined by the Department for Education as those eligible for additional funding through the Pupil Premium. This includes

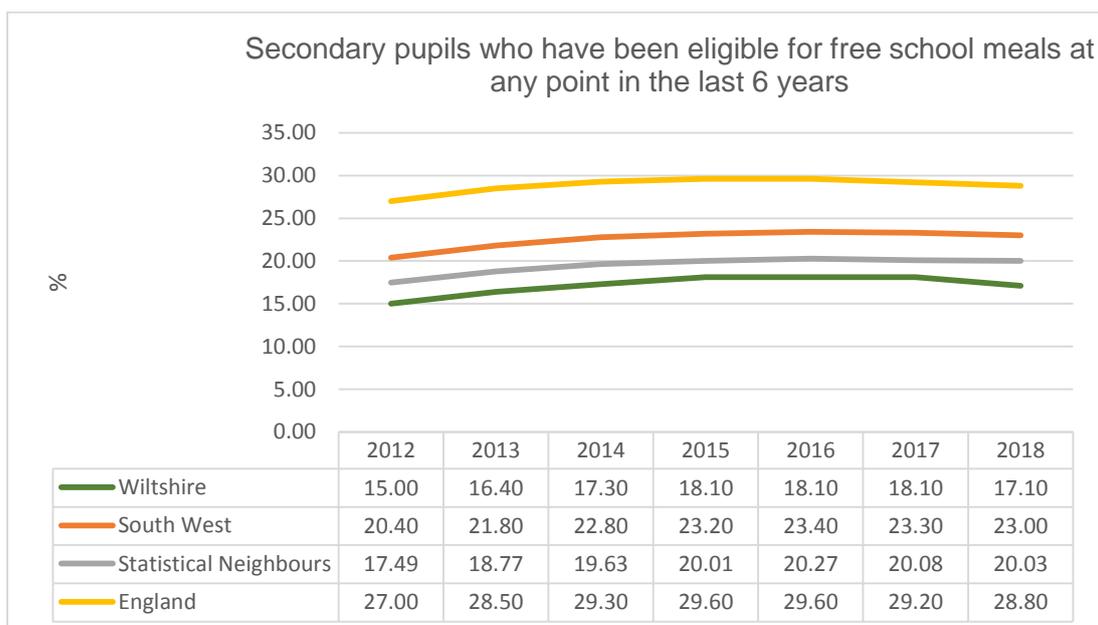
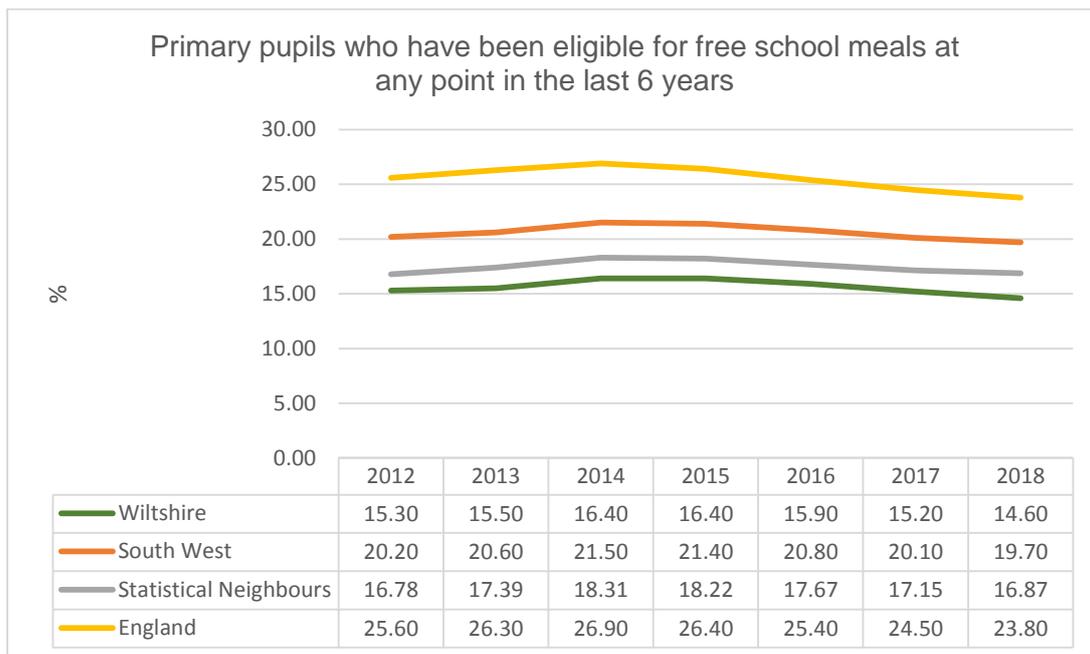
- pupils who are eligible for Free School Meals (FSM) where families are in receipt of benefits (e.g. Income Support, Jobseekers Allowance),
- pupils who have ever been in receipt of FSM in the last six years (Ever 6FSM)
- Looked after children (LAC)
- Children adopted from care

The full definition of the groups and amount of pupil premium in 18/19 per pupil can be seen in the table below.

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
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	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300

The pupil premium grant must be used by schools to raise the attainment of disadvantaged pupils of all abilities to reach their potential. The DfE does not specify how the grant should be spent and schools are able to match the needs of their disadvantaged pupils to provide support that will remove any barriers to their achievement.

Although there are over 10 000 pupils eligible for the pupil premium, Wiltshire has a very low proportion when compared with other areas. Although they do not include LAC and children adopted from care, the graphs below show the proportion of Ever6 FSM in comparative areas.



With high employment rates and relative prosperity over most of the County, there are fewer families in receipt of benefits, eligible for FSM for their children

and therefore a low rate of eligibility for the pupil premium. In Wiltshire in 2018, there were 30 schools with less than 5% of the school population who were DLs. For some primary schools there may be only one or two pupils in each year group. This can mean that the economies of scale in using the pupil premium grant may not be realised and schools with few DL in each year group may be not be able to use the funding as flexibly as school with higher numbers.

### **Background to Primary attainment and progress**

A more challenging National Curriculum was introduced in 2014 and the 2016 key stage 1 and 2 assessments were the first assessment of this framework. Assessments no longer compare attainment against levels. At Key Stage 1 and 2 pupils are assessed against an expected standard benchmark which is different from and more demanding than previous benchmarks. The implementation of this more demanding curriculum and assessment method means that data is not directly comparable before 2016.

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

The Early Years Foundation Stage Profile (FSP) summarises and describes children's attainment at the end of the reception year in school in relation to seventeen Early Learning Goals (ELG). Children are assessed as reaching a good level of development (GLD) when they have reached the expected levels for the ELG in the prime areas of learning and in maths and literacy.

The Phonics screening check is to enable teachers to check whether pupils are able to use phonics skill to achieve the expected standard.

### **Background to Secondary attainment and progress**

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

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

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

Where available the report provides a comparison of the Wiltshire figures against other LA using the LA quartile position – 'A' being the top quarter and 'D' being the lowest quarter of LAs in England.

## Main Considerations for the Council

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

The Table below provides summary of the outcomes for Disadvantaged Learners (DL) and non-disadvantaged learners. EYFSP and phonics results are for pupils eligible for free school meals only to provide nationally comparable data.

Key Stage	Indicator	2016	2017	2018	Nat figure 2018	Quartile (National rank /152)
EYFSP (age 5)	FSP GLD (FSM) (%)	48	50	49 ↓	57	D (135)
	FSP GLD (non-FSM) (%)	73	72	74	74	C (64)
Phonics (age 6)	Phonics (FSM) (%)	53	59	63 ↑	70	D (142)
	Phonics (non-FSM) (%)			82.8	84.8	-
KS1 (age 7)	RWM DL (%)	36	39	41 ↑	50	-
	RWM non-DL (%)	62	64	66	69	-
KS2 (age 11)	RWM DL (%)	33	38	41 ↑	51	D (142)
	RWM non-DL (%)	59	65	68	71	D (124)
	Prog Re DL (prog score)	-	-1.1	-0.7 ↑	-0.6	C (77)
	Prog Re non-DL (prog score)	-	0.2	+0.2	+0.3	C (95)
	Prog Wri DL (prog score)	-	-0.9	-1.2 ↓	-0.4	D (114)
	Prog Wri non-DL (prog score)	-	-0.4	-0.4	+0.2	D (130)
	Prog maths DL (prog score)	-	-1.5	-1.6 ↓	-0.6	D (119)
	Prog maths non-DL (prog score)	-	-0.7	-0.7	+0.3	D (138)
KS4 (age 16)	P8 DL (prog score)	-0.56	-0.64	-0.49	-0.44	B (66)
	P8 non-DL (prog score)	0.12	0.01	0.10	0.13	C (82)
	A8 DL (score)	38.4	33.5	35.4	36.8	C (80)
	A8 non-DL (score)	54.0	49.4	50.8	50.3	B (56)
	9-5 E&M GCSE DL (%)	-	20.2	23.5 ↑	24.9%	-
	9-5 E&M GCSE non-DL (%)	-	48.4	51.3	56.6%	-

Whilst there have been some improvements in outcomes for disadvantaged learners the gap remains too high between their outcomes and those of their peers. Where it is possible to see trends, results are not improving quickly enough to close the gap and disadvantaged learners continue to have lower outcomes than their peers in Wiltshire.

The comparison with other disadvantage learners outcomes from elsewhere also does not provide favourable comparisons. Where other LA comparisons are available, Wiltshire's ranking and quartile position rarely places the LA above the national figure and more often in the bottom 25% of other LAs.

A noticeable exception to this is DL progress outcomes in KS4 where the Progress 8 score is not far behind the national figure. Wiltshire is ranked in the top half of other LAs for this indicator showing that DL pupils between the end of KS2 and KS4 have made better than average progress in their GCSEs. However their final attainment remains slightly below the national figure. The English and

maths at GCSE grades 9-5 also show improvement from 2017 and whilst there is still a large gap between DL and their peers, the Wiltshire figure for this indicator is comparable with DL nationally. The English and maths figure for 2018 has increased by 3.3% which is slightly more than the 2.9% rise for non-disadvantaged learners.

### **Current activity to improve outcomes**

Clearly the outcomes for DL are not improving fast enough and there remain too large a gap between their outcomes and other learners. In order to support school leaders and governors in raising the achievements of DL a number of approaches have been implemented to challenge schools and promote improvements.

Three areas have been identified as key strategies

1. Challenging school leaders and governors to improve outcomes
2. Improving Teaching, Learning and Assessment
3. Communication

These three areas have been identified to ensure that school leaders continue to focus in this aspect of school improvement and are enabled to use best practice and evidence based research to ensure impact from their work.

**Challenging school leaders and governors** is essential to ensure that the outcomes for DL remains a high priority in every school. Governor and headteacher development includes input regarding DL. All new governors and those leading on DL have are offered training resulting in over 200 governors attending these training sessions. Governors are also offered training for self-evaluation and the interpretation of performance data to ensure that they can challenge headteachers and leaders. For LA maintained schools, all headteachers are challenged by their Challenge and Support partners and where schools have been identified as benefitting from additional support through the Wiltshire Improving Schools Programme (WISP) a session dedicated to improving outcomes for DL has been included.

All new headteachers attending The Wiltshire's new Head teachers induction Programme are provided with information and access to resources. The headteacher of the Virtual School for Looked After Children (LAC) has access to comprehensive data sets to support the evaluation of outcomes and to help set targets for the end of the next key stage.

A number of programmes have been completed and are ongoing to support **improvements in teaching, learning and assessment** for DL. A primary language and vocabulary project to support improved literacy has commenced targeting 27 schools where outcomes for DL from 2018 were significantly low. Assessment workshops to improve writing outcomes at KS2 were focused on DL and subject leaders networks similarly continue to include focus on this group. The DL lead network meetings run at two locations three times during the academic year, and each session provides DL updates, new research

information, and input from an invited guest presenter, as well as an opportunity to share good practice. These are well attended but not by every school. To ensure that Teaching Assistants (TAs) are fully informed and feel confident with the approaches developed in line with latest research, the TA DL network meetings run at two locations three times during the academic year. Each session provides updates on effective TA practice to best support DLs and new research information.

**Communication** regarding the outcomes for DL is key. The gap in outcomes between DL and their peers has remained high for many years and there is a danger that the messages are not so prominent. It is therefore important to ensure that the communications ensure that the high significance and priority of the improvements in DL outcomes is sustained and regular Pupil Premium Bulletins are now provided for schools for display on school staff notice boards. Where outcomes were good as seen in high attainment and progress, 11 schools have received a letter congratulating them on this achievement and further work is planned to identify where this good practice can be shared. Key documents that have been developed in past years remain helpful for schools to use and documents such as the DL Lead job description, the DL charter and the toolkit remain available for schools to use.

The Annual Pupil Premium Conference 'Literacy Matters' was held in November 2018 where school leaders and governors were invited to attend together. Contributors included The Education Endowment Foundation who have led on national improvement for DL and local school leaders sharing practice that has been successful in their school.

All schools have been provided with the 2018 minimum standards for DL outcomes at the end of KS2 and KS4. Known as the DiSMiS standards. Schools with outcomes that fall below this are identified and receive a letter informing them of low achievement of their pupils and inviting them to attend supportive events like the DL lead network meetings and where resources to support improvements can be accessed. For schools that have fallen below the minimum standard for two years running, each school will receive a challenge visit to discuss their practice and complete a pupil premium audit design to support evaluation of outcomes, analyse barriers to future good attainment and a review of expenditure of the pupil premium.

### **Safeguarding Considerations**

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

## **Public Health Implications**

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

## **Environmental and Climate Change Considerations**

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

## **Equalities Impact of the Proposal**

7. All groups of learners have the right to have the opportunity to make good progress and achieve high standards. DL outcomes are not in line with other pupils; either with their peers in the LA or DL elsewhere in the country. This equalities issue remains a high priority and must ensure that all pupils, regardless of family economic circumstances, achieve well.

## **Risk Assessment**

8. There are a number of national changes and developments which bring risks and associated costs for the local authority in relation to standards of performance in schools and academies.
9. The ability for the Local Authority School Effectiveness service to intervene and support and improve standards of performance is limited by non-engagement of academies that may pose a risk to continued improvements DL in state funded education. As the number of Academies grows, the LA has less direct influence on standards of performance across schools and for particular groups. Whilst the LA and academies in the local area have a good relationship, it is primarily for the academy to determine their level of engagement with the LA.

## **Financial Implications**

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

## **Legal Implications**

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

## **Conclusion**

12. A secure economy with fewer families receiving benefits, result in relatively fewer DL in Wiltshire than in comparative areas. DLs may therefore number only a few in many schools leading to diseconomies of scale in the use of the Pupil Premium Grant.
13. However, regardless of the numbers of pupils in each school, the grant is there to remove barriers that hold back learning. This has not been successfully achieved in many schools and outcomes across all areas and phases of school remain low compared with peers and at the primary phase, very low, in comparison with other LAs.
14. Despite ongoing support for school for leadership and teaching, learning and assessment, outcomes have not improved sufficiently fast enough in recent years. The LA continues to work with schools to challenge leaders, support improvements and has extended the work of the Families and Children's Transformation (FACT) to incorporate extended work across a number of LA services.

**Helean Hughes**  
**Director Education and Skills**

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

Xx February 2019

### **Background Papers**

None

### **Appendices**

None

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**Wiltshire Council**

**Children's Select Committee**

**Date 5 March 2018**

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## **School and Academy Ofsted Inspection Outcomes December 2018 – February 2019**

### **Purpose of Report**

1. The report includes information regarding the most recent Ofsted Inspection reports published from December 2018 to Feb 2019. It provides an ongoing view of the effectiveness of schools as seen by Ofsted Inspection and is an update to the report provided to Children's Select committee on the 8 Jan 2019

### **Background**

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

Inspections focus on four main areas

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

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

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

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

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

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

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

## Main Considerations for the Council

### Inspection update since the last report – 6 December 2018 to 13 February 2019

There have been 6 published school inspections since the last report covering inspections published to Mid-February 2019. All were short one day inspections and all schools retained their good grading.

All schools were LA maintained (see information below)

School name (web address to access Ofsted report below)	Status	Date of inspection	OE	L&M	TLA	PDBW	Outcomes	EY	Post 16
Dinton CofE Primary <a href="https://files.api.ofsted.gov.uk/v1/file/50055428">https://files.api.ofsted.gov.uk/v1/file/50055428</a>	Maint	23/01/19	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a
Brinkworth Earl Danby's CofE Primary <a href="https://files.api.ofsted.gov.uk/v1/file/50051200">https://files.api.ofsted.gov.uk/v1/file/50051200</a>	Maint	18/12/18	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a
Charter Primary School <a href="https://files.api.ofsted.gov.uk/v1/file/50050385">https://files.api.ofsted.gov.uk/v1/file/50050385</a>	Maint	06/12/18	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a
Langley Fitzurse CofE Primary <a href="https://files.api.ofsted.gov.uk/v1/file/50049218">https://files.api.ofsted.gov.uk/v1/file/50049218</a>	Maint	05/12/18	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a
The Grove Primary <a href="https://files.api.ofsted.gov.uk/v1/file/50043792">https://files.api.ofsted.gov.uk/v1/file/50043792</a>	Maint	20/11/18	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a
Christ Church CofE Primary <a href="https://files.api.ofsted.gov.uk/v1/file/50042755">https://files.api.ofsted.gov.uk/v1/file/50042755</a>	Maint	20/11/18	2 ↔	n/a	n/a	n/a	n/a	n/a	n/a

## Current Ofsted percentage position for Wiltshire at Mid-February 2019

The most current position remains unchanged since the last report in January. The proportion of good and outstanding pupil places is remains at 81% and 80% of schools are good or outstanding.

### Published Ofsted outcomes at 13 February 2019

By pupil places	Primary		Secondary		Special		All	
	No.	%	No.	%	No.	%	No.	%
Outstanding	6008	15.4	7689	26.7	-	-	13697	<b>20.04</b>
Good	25030	64.2	16539	57.5	418	66.7	41987	<b>61.43</b>
Requires Improvement	5586	14.3	4328	15.0	209	33.3	10123	<b>14.81</b>
Inadequate	1540	4.0	209	0.7	-	-	1749	<b>2.56</b>
Not yet inspected (U)	797	2.0	-	-	-	-	797	<b>1.17</b>
<b>Outstanding or Good</b>	<b>31038</b>	<b>79.7</b>	<b>24228</b>	<b>84.2</b>	<b>418</b>	<b>66.7</b>	<b>55684</b>	<b>81.47</b>
All	38961	100.0	28765	100.0	627	100.0	68353	100.00

By schools	Primary		Secondary		Special		All	
	No.	%	No.	%	No.	%	No.	%
Outstanding	26	12.9	6	19.4	0	0.0	32	<b>13.4</b>
Good	136	67.7	19	61.3	4	66.7	159	<b>66.8</b>
Requires Improvement	25	12.4	5	16.1	2	33.3	32	<b>13.4</b>
Inadequate	8	4	1	3.2	0	0.0	9	<b>3.8</b>
Not yet inspected (U)	6	3	0	0.0	0	0.0	6	<b>2.5</b>
<b>Outstanding or Good</b>	<b>162</b>	<b>80.6</b>	<b>25</b>	<b>80.6</b>	<b>4</b>	<b>66.7</b>	<b>191</b>	<b>80.3</b>
All	201	100.0	31	100.0	6	100.0	238	100.0



Good and outstanding places (%)	England	SW	Wiltshire
Feb-19	-	-	81
Dec-18	-	-	81
Oct-18	-	-	81
Jul-18	-	-	83
Mar-18	86	83	84
Aug-17	85	86	88
Aug-16	85	88	93
Aug-15	80	84	88
Aug-14	77	79	83
Aug-13	76	79	82

## **Conclusion**

It is pleasing that all six schools retained their good inspection grading however continued monitoring, challenge and support for all schools continues. A review of the processes to monitor, challenge and support schools is underway with an interim School Improvement Framework in place from January 2019. This is intended to support precise identification of support needs and to ensure that plans are in place, implemented and monitored to ensure rapid and secure improvement. Intensive work has been carried out to identify schools that are vulnerable, to prioritise them by their needs and have a stratified plan to evaluate the quality of provision and ensure that an effective improvement plan is implemented and monitored to evidence improvements in standards. There are specific subject programmes of support in place to ensure rapid and sustained improvements.

The School Effectiveness Service continues to monitor all school performance and work closely with school leaders and governors to ensure that leadership capacity continues to be developed and supports long term developments and improvement within schools.

**Helean Hughes**  
**Director Education and Skills**

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Report Author: Jayne Hartnell, Head of School Effectiveness (Acting)  
20 February 2019

### **Background Papers**

None

### **Appendices**

None

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