

Schools Performance Scrutiny Panel

Summary: This is an agenda pack for a meeting for the Schools Performance Scrutiny Panel taking place on the 18 May 2015. The main item being discussed is the Education Improvement Grant and the Ethnic Minority Learning and Improvement Service.

Date: 18 May 2015

Time: 4.00pm

Venue: Councillor Meeting Room (235), Guildhall

Members of the Panel:

Fiona Gordon	Paul Meara
Mike Day	Anthony Colburn
Beverley Hopkins	Robert Smith
Cheryl Philpott	Dave Anderson-Thomas (Parent Governor Co-optee)
Mandy Evans	Sarah Joiner (Parent Governor Co-optee)
Hazel Morris	

Copy of Agendas to:

Helen Morgan Rees – Hub Head of School Improvement
Lindsay Harvey – Chief Education Officer

AGENDA

No.	Item
1.	Notes arising from the Panel meeting on 16 April 2015
2.	EMLAS (Lindsay Harvey)
3.	Briefing on Education Improvement Grant (Lindsay Harvey)
4.	Elective Home Education – the Panel at its last meeting agreed to revisit the Chairs Letter and Response from the Cabinet Member
5.	Work Programme Timetable for 2015/16 for agreement
6.	For information <ul style="list-style-type: none">• Estyn Inspection Outcomes• Interesting articles and information

***Please note members should declare personal and prejudicial interests and party whipping in the usual manner

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Schools Performance Scrutiny Panel

Notes

16 April 2015

In attendance:

Cllr Fiona Gordon

Cllr Anthony Colburn

Cllr Beverley Hopkins

Cllr Hazel Morris

Cllr Paul Meara

Lindsay Harvey, Chief Education Officer

Michelle Roberts, Scrutiny Officer

1. Education Funding Formula

Lindsay Harvey attended and provided the panel with information on the changes to the Education Funding Formula for 2015/16. The following points were noted:

- Concerns have been raised regarding the use of proxy indicators to allocate funding for the most severe and complex pupil needs. The report details how this was reviewed, the choices for the way forward, what was chosen and how it will be monitored.
- *Review process* – A wide ranging review of the funding formula has been undertaken over the past year, wider than the SEN elements, and including a number of the other areas of potential simplification in order to provide greater funding stability to schools between years and to aid transparency. The funding formula was undertaken by the Joint Finance Group which reports to the School Budget Forum, which has representatives of stakeholders including Headteacher involved. There was strong support in the Joint Finance Group for a number of clear principles to apply in considering potential formula options including:
 - A simple, equitable, objective and transparent 'bottom line' funding allocation for each school
 - A single SEN funding pot for severe and complex needs
 - An objective and equitable allocation of funding across schools reflecting the relative pupil needs
 - The avoidance of any perceived 'perverse incentive' to statement
 - The ending of the managing the need or contingency fund
 - SEN survey should now take place only for monitoring purposes and not be linked to funding
 - Headteachers must review regularly and reduce statemented support if it is not longer required
 - The formula should be reviewed annually
 - A review of the SEN Panel process should be undertake in parallel to any formula change
- *Options considered*
A wide range of models were considered which were shortlisted to three:

1. Do nothing
 2. Funding model with proxy indicators and no link to actual stated needs
 3. Proposal from Headteachers to re-introduce a link with actual stated costs to ensure that every school would be allocated sufficient funding through the SEN factors within the formula to meet pupil needs
- *Principles agreed* for the new funding formula which was implemented on 1 April 2015:
 - Combine the 3 existing areas of funding into one flexible resource (totalling approximately 11.3m for all schools in Swansea)
 - Simple and transparent formula
 - SEN Survey still takes place but for monitoring only
 - Total allocation per school to cover all statutory provision in a school
 - Fund actual statements in the formula and not at 100% (to reduce the incentives to statement) Joint Finance Group requested 80% of statement to be funded at actual. Percentage of overall SEN funding linked to statements in the initial year to be capped at that level (40%). Therefore in future years if the number of stated hours increases overall the actual funding per pupil will reduce from 80% of the statement cost.
 - Headteachers **MUST** regularly review and reduce stated support if it is no longer required
 - Monitor support and outcomes instead of financial spend
 - No contingency or managing the need fund
 - Formula to be reviewed annually
 - A review of the SEN Panel process should be undertaken in parallel to the formula change
 - Panel also discussed dual funding where a child may attend two locations for be at one facility and be registered at original school. Funding has a primary location and a sub location in these cases, this is usually worked out between schools.

2. Analysis of the year 2014/2015

Panel discussed their year looking at what went well and not so well, the following was noted:

- *What went well?*
 - Mixture of issues plus meetings with schools (good mix)
 - Been interesting and engaging
 - Schools aspect working well
- *What has not gone so well?*
 - Delays to panel work due to lack of continuity of leadership both in relation to officers and cabinet
- *Has the Panels work programme been focused on the right things?*
 - Need to communicate and engage more regularly with schools
 - Regular education scrutiny newsletter or similar circulated for schools
- *What have we learnt that will help us with future education scrutiny?*
 - More onsite/visiting locations
 - Going out to schools to visit good practice
 - Attend Education related events i.e. assembly

3. Work Planning for 2015/16 Schools Performance Panel

The panel discussed the information received from fellow Councillor and from Schools resulting from an email asking for their input. The following items were agreed for the work programme:

- a) Briefing on Education Improvement Grant including different grant pots
- b) Revisit Elective Home Education letter and cabinet response
- c) ERW Business Plan 2015
- d) Looked After Children Education performance and support
- e) Gypsy Traveller Education and support
- f) SEN/ALN reform
- g) Overview of curriculum changes including implications for schools
- h) Invite 3 schools (Headteacher, chair of governors and challenge advisor)
- i) Overview of the effect of budget cuts on education and schools, impact of the closure of breakfast clubs
- j) Annual Education Performance including pupil attendance and exclusion data
- k) School categorisation
- l) Schools and sharing of good practice including good practice examples from schools

As at: 20/04/2015

Item 2

EMLAS update

1. EMLAS review finalised on Thursday 16 April 2015.
2. Summary report containing five alternative service delivery models discussed at Cabinet/Executive Board away day on Monday 20 April. Delivery Model 2 - Central Service with reduced staffing FTEs was identified as the preferred model.
3. EMLAS staff told informally about the outcome of the EMLAS review on Monday 27 April.
4. EMLAS staff invited to come forward on an informal basis with expressions of interest in ER/VR or reduced hours.
5. Details of a draft, new staffing structure finalised with input from Human Resources (HR) and Education Finance Sections.
6. Plans being developed with HR to start a 30-day formal consultation process on Monday 1 June with EMLAS staff and trade union representatives. Letters inviting EMLAS staff and trade union representatives to the meeting will be issued on Monday 18 May.
7. Some concerns expressed by HR around availability of trade union representatives to attend a meeting on 1 June due to heavy involvement with redundancies at school level.
8. No plans in place to undertake wider consultation with schools/parents/carers/other stakeholders as there is essentially no change to the service delivery model for EMLAS.

Item 3

Education Improvement Grant 2015/16

1. Local Authorities will no longer receive funding for a number of individual grant elements. Instead, they will receive one grant – the Education Improvement Grant (EIG).
2. The level of overall grant was £11,866,116 at the start of 2014/15. In 2015/16 it reduces to £10,432,900 – a drop of £1,433,216 (13.74%).
3. Local Authorities have flexibility to allocate the grant but must ensure that at least 80% is delegated to schools and no more than 1.5% is kept for central admin. Swansea has delegated the required 80%.
4. 20% will be retained centrally for staffing/resources. All courses will be zero-cost (i.e. free venues, no refreshments and no supply cover allocations to schools).

14-19

5. Delegation has been reduced to only cover the ring-fenced element (i.e. continuation of courses started in 2014/15 for Year 10). Reduction to schools of £118,000.

Foundation Phase

6. Amount delegated to schools continues at 2014/15 rate – this protects the Teaching Assistants previously employed by this grant.

SEG (School Effectiveness Grant)

7. The amount delegated to schools reduces by £234,626.
8. Central staff continue to be employed for 2015/16 (e.g. Looked After Children (LAC) co-ordinators).

WEG (Welsh Education Grant)

9. The grant has reduced by £55,409 overall.
10. The majority of staff will continue to be funded.
11. The two Welsh-medium secondary schools will continue to receive delegated funding.

Traveller

12. Funding will continue at 2014/15 levels.

Item 4

Revisiting the work of the Panel on Elective Home Education at request of Councillor Hazel Morris at the last meeting of the panel on 16 April 15

See below Conveners/Panel's letter and the response from the Cabinet Member arising from the Panel meeting on 21 August 2014

City And County Of Swansea

Dinas A Sir Abertawe

To:
Cabinet member for education matters

Please ask for:
Gofynnwch am:

Michelle Roberts

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Date
Dyddiad:

9 September 2014

Dear Cabinet member

Schools Performance Scrutiny Panel 21 August 2014

At our panel meeting on the 21 August we spoke to the Head of Education Inclusion about elective home education. Robin Brown provided us with a background report detailing the current legislation and how the authority supports and assists parents who choose to educate their children at home.

Panel members were pleased to find that good practice was clearly evident in how we manage this service, especially the rigorous system of advice and support for parents. The Panel however did have some concerns particularly in relation to safeguarding matters. We recognise that the legislation is very weak in this matter and that because of this we are not always informed if a child is being home schooled (or in fact whether these children have contact with any professionals or are seen by others on a regular basis). The panel thought it would be a good idea for Social Services to record the basic details of each child that is home schooled on their system, to ensure that should any issues arise they are aware that this child may not be regularly seen by any professionals outside of the family. The panel had concerns that some children could be slipping through the net and thought that this would go some way to address this. This also highlighted the concern more generally of children disappearing from the education system especially tracking those at transition times like moving from primary to secondary. The panel believed that sharing of information with/from other agencies could help address this including the possibility of carrying out the exercise of 'marrying databases' with say Health on a regular basis to ensure we have a record of each and every child within the City and County of Swansea and whether they are in School, home tutored etc.

We were pleased to hear that the authority works to build good relationships with those parents who have informed us that they are home schooling their children by the provision of an annual visit, a written report arising from that visit and by signposting them to networks and services that may help them.

We were informed that those who home educate are not bound by the same rules and regulations as schools; we found for example they do not have to teach the national curriculum, have a timetable, mark work, have specific qualifications to do it, have specific days or hours of teaching. We did find it somewhat ironic that we penalise parents so heavily in the state system for non attendance and schools for failing when legislation in the area of home schooling is so weak.

We have no record of how well home educated children perform educationally and there is little research into the longer term outcomes of these children in adulthood. We recognise given the current legislation that it is impossible to measure the short or longer term outcomes; the information that is available tends to be anecdotal in nature.

The issue of the UNCRC Rights of the Child was also highlighted and how we can look to ensure that these children and young people's voices are heard. The panel thought that guidance on this could be incorporated into the guidance information given to home educators.

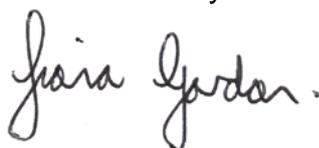
We would encourage you as the Cabinet member and officers within the education department to look to use any opportunity that may arise to make representations to Welsh Government to strengthen the legislation in this area.

Resulting from our discussion we would also like to recommend:

1. Social Services keep a record on their system of children who are home educated.
2. Data matching with other databases including health be used as a tool to ensure we are aware of each and every child currently living within the City and County.
3. UNCRC Rights of the Child information is included in guidance to home educators.

We look forward to your response.

Yours sincerely



Fiona Gordon
Convener of Schools Performance Scrutiny Panel
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CITY AND COUNTY OF SWANSEA
DINAS A SIR ABERTAWE

Councillor Fiona Gordon
Convenor of Schools Performance Scrutiny
Panel

Please ask for:
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BY EMAIL

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Our Ref / Ein Cyt: CR/SH
Your Ref / Eich
Cyf:
Date / Dyddiad: 26th November 2014

**If you require this or any other information in another format
e.g. Braille, audio tape or a different language, please contact me**

Dear Councillor Gordon

Schools Performance Scrutiny Panel 21 August 2014

I am writing in response to your letter dated 9th September 2014 regarding Schools Performance Scrutiny Panel of 21st August 2014. Within the letter three recommendations were put forward – copied below:

1. Social Services keep a record on their system of children who are home educated.
2. Data matching with other databases including health can be used as a tool to ensure we are aware of each and every child currently living within the City and County.
3. UNCRC Rights of the Child information is included in guidance to home educators.

I have outlined below the response in relation to each of the above three recommendations.

1. Social Services keep a record on their system of children who are home educated:

COUNCILLOR/Y CYNGHORYDD
CHRISTINE RICHARDS
DEPUTY LEADER / DIRPRWY ARWEINYDD

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- 2 -

Where a child is known to Child and Family Services and the case is open/live, a copy of the letter to parents acknowledging that their child is being home educated is forwarded to the Social Worker for the information to be recorded on the child's file/database. The letter to parents includes details of the persons who have also received a copy of the letter in order that the system is open and transparent and they are thus aware that the information has been shared with the Social Worker.

Where a child is not known to Social Services information regarding the child being home educated is not copied to the Service. The database for the Service retains information pertinent to children and families but it would not comply with current legislation to hold information where there are no current or anticipated safeguarding concerns. Holding such information would contravene the Data Protection Act 1998 which stipulates that the Data Controller (in these circumstances the City and County of Swansea Social Services Department) must lawfully hold the information for legitimate purposes. Holding such information would also require Social Services to be responsible for updating the information which is undertaken by the Education Department. The proposal that Social Services would hold this information would create difficulties in satisfying Data Protection legislation regarding the appropriate handling of sensitive personal data.

Where a child is known to Social Services but the file is no longer open (because there are no longer child protection concerns) the information is not shared with Social Services about the child being home educated. This is also on the basis that it would contravene the Data Protection Act 1998 as outlined above. It is considered inappropriate for Social Services to hold the personal sensitive data in relation to the child.

The issue of a compulsory register was considered by the Welsh Government in their consultation in 2014 'Registering and monitoring home-based education'. The consultation responses are recorded as being a 'clear strength of feeling that the proposals amount to 'state interference' into family life and 'invasion' of privacy and a 'violation' of Human Rights.

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- 3 -

In order to hold such information, permission would need to be sought from individual parents and this would prove to be problematic to obtain in light of the responses to the consultation.

Parents are extremely unlikely to give permission for the information to be recorded on a Social Services database. Even if some parents indicated agreement to this proposal, others are likely to refuse and therefore any data would not provide a complete and accurate reflection. This in turn could mislead Social Work staff who could come to rely on the data indicating home education where in fact the data would not be recorded due to parental refusal to share the information.

2. Data matching with other databases including health can be used as a tool to ensure we are aware of each and every child currently living within the City and County.

The Education receives birth data from registrars and has received this information on a weekly basis since June 2006. Meetings have taken place with ABM representatives to consider the possibility of the Education Department being provided in the future with birth data. This may soon be a possibility.

Due to family house moves, this information is not always accurate. Monitoring checks in the past have indicated that a high number of parents move house in between the birth of a child and the age the child starts school. Therefore, whilst linking in this way will be beneficial it will not completely ensure that the Education Department and in particular schools, are always aware of every child living within the City and County of Swansea.

3. UNCRC Rights of the Child information is included in guidance to home educators.

Reference to the United Nations Convention on the Rights of the Child has been included in the updated version of the City and County of Swansea guidance leaflet that is issued to parents when the Education Department writes to acknowledge receipt of notification that a child is being home educated. Attached please find a copy – the reference is on page 2 of the attached document.

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A Working Group is being set up to consider **what** information can be shared with colleagues in Social Services and Education in the hope that a protocol can be drawn up and disseminated to colleagues within the two Departments.

I trust this information will help to clarify this rather complicated issue but if you require further information please do not hesitate to **get** back to me.

Yours sincerely



COUNCILLOR CHRISTINE RICHARDS
DEPUTY LEADER & CABINET MEMBER FOR
SERVICES FOR CHILDREN & YOUNG PEOPLE

Item 5

DRAFT TIMETABLE/PLAN OF WORK 2015/2016
Schools Performance Scrutiny Panel

Meeting date and venue	Item to be discussed
Meeting 1 18 May 15 – 4.00pm Room 110, Guildhall	<ul style="list-style-type: none"> • Agree Panel work programme for the coming year • Update on current position with EMLAS • Briefing on the Education Improvement Grant • Revisit Elective Home Education letter and Cabinet Response
Meeting 2 18 June 15 – 4.00pm CR6, Guildhall	ERW Business Plan (Betsan O'Connor, Managing Director ERW, Lindsay Harvey, Helen Morgan-Rees)
Meeting 3 16 July 14 – 4.00pm Chamber Meeting Room, Civic Centre	<ul style="list-style-type: none"> • Looked after Children Educational - Performance and support • Gypsy Traveller Children Education - Performance and support
Meeting 4 13 Aug 15 – 4.00pm CR3b, Guildhall	SEN/ALN reform – What are we doing around this reform agenda.
Meeting 5 10 Sep 15 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Overview of curriculum change including implications for schools • Reviewing the work of the School Improvement Service
Meeting 6 8 Oct 15 – 4.00pm CR3b, Guildhall	School 1 Casllwchwr Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 7 5 Nov 15 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Overview of the effect of budget cuts on education and schools • Look in detail at impact of the closure of breakfast clubs • Impact on pupils/schools re: cut in transport to Faith Schools <i>Invite chair of Schools Budget Forum</i>
Meeting 8 3 Dec 15 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Annual Education Performance Reporting including pupil attendance and exclusion data • School Categorisation
Meeting 9 21 Jan 16 – 4.00pm CR3b, Guildhall	School 2 Brynhyfryd Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 10 18 Feb 16 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • How schools are sharing good practice • Feedback from schools on good practice examples (<i>contact schools for this</i>)
Meeting 11 17 Mar 16 – 4.00pm CR3b, Guildhall	School 3 Seaview Primary School (Headteacher and Chair of Governors) <i>Pre meeting with Challenge Advisor</i>
Meeting 12 14 Apr 16 – 4.00pm CR3b, Guildhall	<ul style="list-style-type: none"> • Evaluate your year • Plan for year ahead

Item 6

For Information

A. Estyn Inspections Summary (Published since your update in February 2015)

For Information

School	Date published	Schools Current Performance and prospects for improvement	Previous Estyn Inspection outcome	Estyn Recommendations
<p>Morrison Comprehensive School</p> <p>Link</p> <p>Estyn will monitor the school's progress.</p>	Mar 15	Adequate, Adequate	Adequate, Good (2010)	<p>R1 Raise standards in key stage 4</p> <p>R2 Improve pupils' speaking and writing skills</p> <p>R3 Improve attendance and reduce fixed term exclusions</p> <p>R4 Improve the quality and consistency of teaching and assessment</p> <p>R5 Improve the rigour of self-evaluation, and make sure that it is focused on standards and used to identify specific areas for improvement</p>
<p>Sketty Primary School</p> <p>Link</p> <p>In accordance with the Education Act 2005, HMCI is of the opinion that this school is in need of significant improvement. The school will draw up an action plan that shows how it is going to address the recommendations. Estyn will monitor the school's progress about 12 months after the publication of this report.'</p>	Apr 15	Adequate, Adequate	All grade 2's under previous inspection regime (2009)	<p>R1 Ensure that all pupils make good progress from their starting points in literacy and numeracy work across the curriculum</p> <p>R2 Improve standards in Welsh</p> <p>R3 Further improve attendance</p> <p>R4 Ensure that learning in all Foundation Phase classes reflects Foundation Phase principles</p> <p>R5 Develop long term planning that ensures the systematic and progressive development of pupils' skills in literacy, numeracy and information and communication technology</p> <p>R6 Ensure that teachers plan and deliver good quality lessons consistently</p> <p>R7 Ensure the accuracy of all teacher assessments</p> <p>R8 Develop more effective leadership throughout the school to meet agreed priorities for improvement</p>

<p>YGG Felindre</p> <p>Link</p> <p>Estyn will monitor the school's progress.</p>	<p>Apr 15</p>	<p>Adequate, Adequate</p>	<p>Good, Good (2012)</p>	<p>R1 Ensure further improvement in pupils' oral, reading and writing skills in Welsh across the school</p> <p>R2 Ensure that pupils use their numeracy skills across the curriculum</p> <p>R3 Improve pupils' ability to evaluate and improve their work</p> <p>R4 Meet the requirements of the National Curriculum and religious education</p> <p>R5 Improve consistency in the quality of teaching in order to provide more opportunities to challenge and extend more able pupils</p> <p>R6 Strengthen the link between self-evaluation and the school improvement plan</p>
<p>YGG Login Fach</p> <p>Link</p> <p>Estyn will monitor the school's progress.</p>	<p>May 15</p>	<p>Good, Good</p>	<p>N/A</p>	<p>R1 Increase the percentage of pupils who reach higher than expected levels</p> <p>R2 Provide more opportunities for pupils to apply their literacy skills across the curriculum</p> <p>R3 Provide more opportunities to expand pupils' knowledge of issues involving global citizenship</p> <p>R4 Ensure that standards of teaching are consistently good or better across the school</p>

B. Relevant statistical, research or articles since last update (Published since your last update in February 2015)

Reports and Articles

Good practice identified in mathematics, but challenges remain for secondary schools

26 February 2015 - [link](#)

Pupils make good progress in their mathematical reasoning when they are involved in problem solving, according to an Estyn report published today. Pupils involved in regular problem solving activities are able to understand real-life problems better and choose appropriate ways to tackle increasingly complex mathematical problems.

'Good practice in mathematics at key stage 3' looks at standards and the factors that affect achievement, and includes best practice case studies from 15 secondary schools.

Ann Keane, Chief Inspector, says,

"Mathematical knowledge, understanding and skills are increasingly important for everyday life. It is crucial that pupils develop a secure grasp of mathematics during their school years.

"It is encouraging that teacher assessments show that pupils are achieving the expected level in mathematics at the end of key stage 3, and that results have improved over the last five years. However, pupils eligible for free school meals aren't doing as well and the gap between girls' and boys' achievement has widened. Girls' attainment at the higher levels has also improved at a faster rate.

"Schools should ensure that all pupils are able to achieve their full potential in mathematics. I urge all schools take note of the recommendations in the report and use the best practice studies to help improve their own mathematics departments."

In the majority of the schools visited, teaching is good or better, and challenging targets are set for pupils and monitored through well-structured assessment and pupil tracking systems. Inspectors found that many pupils as a result have a positive attitude to learning mathematics, and a good understanding of their own ability and how to improve their work.

However, in lessons where standards in mathematics are lower, pupils are slow to recall prior learning, in particular basic mathematical facts and skills. In many schools, pupils' problem-solving skills need to be developed more and applied to a wider range of real-life contexts. Inspectors also found that in some schools there is a shortage of suitably qualified and experienced teachers and this restricts schools being able to deliver the mathematics curriculum successfully.

Cardinal Newman R.C. Comprehensive School in Rhondda Cynon Taf is highlighted as one of the best practice case studies in the report. The school has a strong relationship with its partner primary schools and shares good practice in teaching and learning. The initiative has strengthened continuity between primary and secondary school and resulted in improved outcomes for pupils.

'Good practice in mathematics at key stage 3' contains recommendations for schools, local authorities and the Welsh Government. Schools should monitor the performance of pupils eligible for free school meals and target interventions as necessary, and increase the level of challenge for all pupils. Local authorities should facilitate networks for sharing best practice and the Welsh Government should address shortages in the supply of qualified mathematics teachers.

SPENDING ON LATE INTERVENTION - HOW WE CAN DO BETTER FOR LESS

The Early Intervention Foundation

[Link](#)

The Early Intervention Foundation's (EIF) aim is to shift spending, action and support for children and families from Late to Early Intervention, from picking up the pieces to giving everyone the best start in life. We are a charity championing Early Intervention programmes and practice from conception to young adulthood. As a 'What Works Centre' our focus is on catalysing the use of evidence to inform policy and practice, with the goal of driving improvements to children's outcomes and breaking intergenerational patterns of disadvantage and dysfunction.

FINDINGS

1. Nearly £17 billion per year is spent in England and Wales by the state on short-run Late Intervention, with the largest single items being the costs of children who are taken into care (Looked After Children), the consequences of domestic violence, and welfare benefits for 18-24 year olds who are not in education, employment or training (NEET). Late Intervention services in the area of child protection and safeguarding account for over a third of the total, followed closely by spending in response to crime and anti-social behaviour.
2. The £17 billion is spread across many different public agencies at national and local level – from local authorities, the NHS, schools, welfare, police to the criminal justice system. Local authorities bear the largest share at £6.5 billion, followed by welfare costs of £3.7 billion and the NHS at £3 billion.
3. Providing effective Early Intervention in a local area requires commitment across the relevant partners in a place. The local analysis of Late
Spending on Late Intervention: How we can do better for less
4. Intervention spending will provide evidence to make the case to Health and Wellbeing Boards, Community Safety Partnerships and others about the need to reduce demands on their acute or specialist services through a combined focus on effective Early Intervention.
5. While a detailed 'bottom-up' estimate of spending on Early Intervention has never been collated, existing estimates suggest this spending represents a much smaller

fraction of relevant budgets than Late intervention does. For example, while we find that Late Intervention spending in response to anti-social behaviour and youth offending amounts to £1.4 billion a year, it has been estimated previously that the Home Office and Ministry of Justice spend only £200 million on Early Intervention to prevent youth crime.²

6. The EIF has now reviewed the evidence for hundreds of Early Intervention programmes in order to understand what works; many have shown the potential to address the problems outlined in this report, with careful commissioning and high quality implementation.

7. As examples from our Pioneering Places show, impactful Early Intervention requires effective systems for identifying individuals or families with problems, working out what help is needed and bringing different services together to work collectively to reduce demand in the system. Close collaboration and alignment of the work of different agencies is necessary and can reduce duplication.

8. Success also depends on the skill of frontline practitioners in building relationships with families, identifying need and providing the appropriate support or opportunity. This is not however just the responsibility of the team or service with Early Intervention in their job title; all of the workforce and wider community should feel able to spot and help a struggling family, parent or young person.

The way forward

We believe we can start to turn things around through the following steps:

Prioritising Early Intervention

- A challenge for national and local government to reduce the £17 billion Late Intervention spending by 10% – £1.7 billion – over the life of the next Parliament, through better and smarter investment in Early Intervention.
 - An incoming government should redirect resources and inefficient spending into a dedicated and ring-fenced Early Intervention Investment Fund tied to the life of the next Parliament. Supplemented by private sector capital such as social investment, this would be awarded to councils, healthcare providers, schools, the voluntary and community sector and other organisations with ambitious plans to redesign local public services around effective Early Intervention.
 - Ensure public agencies are better able to pool budgets and share information about the communities they serve.
 - Health and Wellbeing Boards should have a key focus on Early Intervention for children and young people.
 - Putting those most in need at the centre of public service reform efforts by ensuring that all public service transformation plans have a clear focus on how they will improve the reach of services locally and prioritise the most vulnerable.
 - Early Intervention is the smart and realistic choice for using ever scarcer public money. However, the current broad acceptance of this principle must be matched by the political will to back it for the country's long-term interest.
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The Annual Bullying Survey 2015: UK Bullying Statistics 2015 - [Link](#)

'The Annual Bullying Survey 2015', produced by Ditch the Label – one of the UK's leading anti-bullying charities. In this report, you will find everything that you need to know about the current climate of bullying in high schools and colleges across the UK. This year's report features all of the key statistics you would expect, in addition to new groundbreaking statistics about appearance-based bullying, bullying sources, perpetrator perspectives and crime. As part of our continuous improvement, we have over 50 new measurements and statistics. This report consists of 46 pages and is the largest to date.

KEY FINDINGS

- 50% of young people have bullied another person, 30% of which do it at least once a week.
- 69% of young people have witnessed somebody else being bullied, 43% of which see it at least once a week.
- 43% of young people have been bullied, 44% of which are bullied at least once a week.
- Appearance is cited as the number 1 aggressor of bullying, with 51% saying they were bullied because of attitudes towards how they look.
- 26% said their weight was targeted, 21% body shape, 18% clothing, 14% facial features, 9% glasses and 8% hair colour.
- 23% a females with ginger hair cited their hair colour as the bullying aggressor.
- Overall, 47% of young people want to change their appearance. 48% want teeth whitening, 17% breast implants, 6% liposuction and 5% botox.
- 74% of those who have been bullied, have, at some point been physically attacked. 17% have been sexually assaulted. 62% have been cyber bullied.
- As a result of bullying, 29% self harmed, 27% skipped class, 14% developed an eating disorder and 12% ran away from home.
- Highest risk to bullying were the following groups: all types of disability, LGBT and low income backgrounds.
- 40% of respondents reported being bullied for personal appearance 36% reported being bullied for body shape, size and weight.
- Of those who were bullied, 98% were bullied by another student, 17% from a sibling, 13% from a teacher and 8% from their parents/guardians.
- 55% reporting bullying. 92% to a teacher, 49% were satisfied. 86% to a family member, 82% were satisfied. 69% to a friend, 72% were satisfied.
- 45% did not report bullying. 32% of which felt it would not be taken seriously, 32% were too embarrassed and 26% were scared of it getting worse.
- Those who have bullied were more likely to be in trouble with the Police (36%) vs. witnesses to bullying (23%) and those who have been bullied (22%).