

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE

**MONDAY 14 NOVEMBER 2011
7.00 PM**

Bourges/Viersen Room - Town Hall

AGENDA

	Page No
1. Apologies for absence	
2. Declarations of Interest and Whipping Declarations	
<i>At this point Members must declare whether they have an interest, whether personal or prejudicial, in any of the items on the agenda. Members must also declare if they are subject to their party group whip in relation to any items under consideration.</i>	
3. Minutes of Meeting Held on 12 September 2011	1 - 10
4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions	
<i>The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any two Members of a Scrutiny Committee or Scrutiny Commissions. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee or Commission.</i>	
5. Portfolio Progress Report	11 - 14
6. Ofsted Improvement Plan	15 - 26
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10. Work Programme	59 - 64
11. Date of Next Meetings	

Thursday 5 January 2012

Joint meeting of Scrutiny Committees and Commissions to scrutinise the Budget 2011/12 and Medium Financial Strategy to 2015/16.

Monday 16 January 2012

Creating Opportunities & Tackling Inequalities Scrutiny Committee.



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Emergency Evacuation Procedure – Outside Normal Office Hours

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Committee Members:

Councillors: S Day (Chair), C Harper (Vice Chairman), F Benton, G Elsey, M Nadeem, B Saltmarsh and J Shearman

Substitutes: Councillors: P Kreling, J R Fox and E Murphy

Education Co-optees: Jane Austen (Roman Catholic Church Representative), Mr Frank Smith (Church of England Representative), Alastair Kingsley (Parent Governor Representative), Brian Opie (Parent Governor Representative),
The Revd Canon Tim Elbourne, (Director of Education & Training), Diocese of Ely

Further information about this meeting can be obtained from Paulina Ford on telephone 01733 452508 or by email – paulina.ford@peterborough.gov.uk

**MINUTES OF A MEETING OF THE
CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
HELD IN THE
BOURGES & VIERSEN ROOMS, TOWN HALL, PETERBOROUGH
ON 12 SEPTEMBER 2011**

Present: Councillors S Day (Chairman), Harper, Benton, Nadeem, Eley, Saltmarsh,
and J Shearman

Also present	Cllr John Holdich	Cabinet Member for Education, Skills and University
	Alistair Kingsley	Parent Governor Representative
	Brian Opie	Parent Governor Representative
	Luke Pagliaro	Peterborough Youth Council
	Zain Awan	Peterborough Youth Council
	Stef Martinsen-Barker	Co-ordinator for KIDS
	Sam	Young Carer

Officers in Attendance:	Arian Loades	Executive Director, Children's Services
	Gary Perkins	Head of School Improvement
	Jonathan Lewis	Assistant Director Education & Resources
	Sue Addison	Lead Officer for Skills
	Felicity Schofield	Safeguarding and Children Board Chair
	Jenny Hepworth	Integrated Youth Support Strategic Policy Manager
	Paulina Ford	Senior Governance Officer, Scrutiny
	Ruth Griffiths	Lawyer

1. Apologies

No apologies were received.

2. Declarations

No declarations of interest were received.

3. Minutes of the meeting held on 26 July 2011

The minutes of the meetings held on 26 July 2011 were approved as an accurate record. Councillor Nadeem wished it noted that he had attended the meeting on 26 July but that it had not been recorded in the minutes.

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

There were no requests for Call-in to consider.

5. Young Carers in Peterborough

The report informed the Committee on the progress of the work and developments with Young Carers in Peterborough since last reported to the Committee in November 2009. Key areas highlighted were:

- The contract to provide services to young carers had been awarded to KIDS in autumn 2010 and they had started to deliver services in November 2010.

- There had been an increase in the number of referrals to the service, an increase in the number of young carers and families supported and an increase in the range of activities/ services provided.
- The Young Carers Strategy had been endorsed and was being implemented.

A young carer, Sam was in attendance to talk about a day in her life as a young carer, and how she helped look after her disabled sibling. A representative from KIDS a national charity which had been commissioned to deliver the young carers service in Peterborough was also in attendance. Members were informed about the organisation and that it already supported fifty families and sixty young people locally and provided them with a range of support. The KIDS project helped safeguard young carers who were taking on significant responsibility for a parent or sibling who was ill or disabled, and gave those young people the opportunity to meet others, make friends, share experiences and have fun. They ran holiday and after school activities and clubs and held regular meetings outside of the family home. One of the main challenges was the cost of the venues to run events and finding space to hold them.

The Chair thanked the Young Carer for attending and providing an interesting insight into the life of a young carer.

ACTION AGREED

The Committee noted the report and requested a further report in six months time. Future reports to include challenges and issues.

6. Presentation of 2011 Unvalidated Examination Results, EYSF – Key Stage 4 – A Level

The Head of School Improvement presented the report and informed the Committee that he led the team of School Improvement Advisers and Learning and Teaching Consultants. Early Years Foundation (EYFS) data and Key Stage One had been validated other results had remained unvalidated. Areas highlighted were:

Early Years Foundation Stage Profile (EYFSP) outcomes had improved by +5% in the key measure of % achieving at least 78 points and 6+ scale points in all Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) scales. Outcomes in CLL, whilst improving overall by 3%, had shown only a 0.1 scale point improvement in the average score, and only a 0.2 average scale point improvement for the lowest 20% pupils. These areas would be a key focus for work in 2011-12. CLL outcomes had been below those expected, causing a negative effect when pupils began Key Stage 1.

Key Stage 1 (KS1) (Y2, age 7) LA Results. KS1 outcomes had been disappointing. Whilst consistently ahead of outcomes achieved in 2007 and 2008, they had fallen below the levels achieved in the past two years. Performance levels had been maintained, with some small declines, at the higher levels of L2b+ and L3, which remained some distance ahead of those achieved up to 2008. There had been a continuing difference in attainment levels between boys and girls and this year's focus would be on raising attainment in boys. Resourcing had been targeted at leadership of schools with Head Teachers and at class room teacher level to bring about an improvement in classroom teaching.

The gap to national performance had widened slightly in reading and writing, but less so in mathematics, where outcomes at L2+ had shown a slight improvement (+0.2%) from 2010.

Key Stage 2 (Y6, age 11) LA Results

- Performance at L4+ in English was 75%, unchanged from 2010 and 6% below the 2010 national average performance;

- Performance at L4+ in mathematics was 76%, unchanged from 2010 and 4% below 2010 national average performance;
- Performance at L4+ in both English and mathematics was 68%, 1% improvement on 2010 and 6% below the 2010 national performance;
- Performance at L5 in English was 22%, a 4% decline from 2010 and 10% below the 2010 national average performance;
- Performance at L5 in mathematics was 28%, a 1% decline from 2010 and 6% below the 2010 national performance.

Members were informed that validated data when returned in January 2012 was likely to show that L4+ English would be 78%, mathematics would be 79% and the combined subjects would be 71%. Those results would be the best that schools in Peterborough had ever recorded.

The number of schools judged to be Below the Floor Standard (BFS) had declined from 14 in 2010 to 6 in 2011.

The number of schools judged to be vulnerable had declined from 17 in 2010 to 12 in 2011.

Key Stage 4 (Y11, age 16) LA Results had been the best ever recorded by Peterborough schools for the third successive year. The unvalidated data reported that for the measure of 5 A*-C GCSEs including English and mathematics, Peterborough had scored above 50% for the first time ever and was for the first time, above the national average performance (2010);

Members were informed of plans to improve all key stage outcomes further through a range of both targeted and universal support.

Observations and questions were raised and discussed including:

- Members noted that KS1 results had been disappointing and that despite having a focus over the past few years on raising attainment in boys it had not shown as an improved outcome in 2011. Members were therefore concerned about how these results would affect the future of KS4 outcomes. *Members were informed that there were limited resources and these had been targeted at schools which needed the most input. These measures had shown improvements this year and the Head of School Improvement was confident that this would be reflected in future KS4 results.*
- Were you surprised at the Key Stage 1 Level 2b+ results? *There had been a very strong emphasis on improving attainment the year before last but schools had not maintained that emphasis last year. KS1 outcomes were dependant on teacher assessment and Head Teacher influence. The LA moderate 25% of the schools and evidence suggested that at schools where moderation has taken place results were higher. Some teachers had shown a reluctance to award higher levels at KS1 because it would impact on the amount of progress pupils were recorded as having made at KS2.*
- Could more detailed data be provided on all the secondary school results? *Data for individual schools would be difficult to provide at this time as the results had not been validated and different sets of data was still being received from many schools.*
- Members commented that some of the data provided in the report had been difficult to understand. Officers were asked to explain the KS2 Levels data. *Members were informed that Level 2 was the expected level of a child at aged 7. Level 2 was divided into three subsections Level 2c, Level 2b and Level 2a and Level 3 was for higher ability children. Level 2b was a significant measure as it was a secure Level 2 which indicated that a child was ready to move into KS3.*
- The Assistant Director Education and Resources offered to provide training for Members of the Committee on exam report data to enable more effective scrutiny.
- How far below the national average do you envisage Peterborough will be when the validated results come through? *Peterborough was currently between 4% and 5% below the national average with the 2% to 3% uplift it would then be 1% or 2% below the national average. That result would bring Peterborough higher than it had been for many years. The aim was to bring Peterborough inline with the national average and above.*

- Can you provide data to compare against our statistical neighbours and not just against the national picture? *Comparative data from statistical neighbours would be received at the end of September. This information would be incorporated in the January report to the Committee.*
- Do Heads from Peterborough Schools work with Heads from schools across the country to learn best practice. *This was happening and particularly with new Heads of Schools as part of their induction they would go to schools in other parts of the Country that were achieving outstanding results and demonstrating best practice teaching.*

ACTIONS AGREED

The Committee requested that:

- The Assistant Director Education and Resources to arrange a training session for the Committee on the exam report data to enable more effective scrutiny. This to be provided before the Validated Exam report is presented to the Committee in January 2012.
- Comparative data from statistical neighbours to be provided with the Validated Exam results report to the Committee in January 2012.
- A member of the Scrutiny Committee to work with the Head of School Improvement to understand and identify any areas for improvement with regard to the reporting of examination results to the Committee.

7. School Developments across Peterborough

The report informed the Committee on school developments across Peterborough highlighting steps being taken to address the shortfall of school places.

The Assistant Director, Education and Resources presented the report and a power-point presentation on School Admissions and School Place Planning, which detailed the following:

- The Local Authority's responsibilities
- Admission process
- Size of schools and legal issues (Infant Class Size legislation)
- Types of schools
- Why there were pressures on school places
- Demography of Peterborough
- Current projects underway
- Future projects and funding

There had been several contributors to pressures on school places in the city:

- Birth rates had increased by 30% in the last 5 years. The current growth in under 5's would not reach secondary schools until 2020 at the earliest
- Migration – local, regional and international. There were 96 distinct languages in schools. It was not possible to predict further inward migration especially with opening of the EU to Turkey, Albania and Macedonia.
- Due to economic growth / stability / employment in the city people had stopped leaving the city.
- Success of schools gaining 'outstanding' status had attracted students from other local authorities

Large scale building works were being planned to address the current shortfall in places which would create around 4000 extra places. Funding was critical and came from various sources.

- Developer contributions – Section 106 agreements contributed about 25% to the development of new schools/ CIL (community infrastructure levy) some signed prior to LGR.
- Direct grant from government
- Funding financed by the council provided the bulk of the capital funding but there was still a shortfall. The pressure to find school places in the future remained.

Observations and questions were raised and discussed including:

- How much does it cost to home school a child and how many were being home educated. *Children educated at home would not cost the authority anything as it would be the responsibility of the parents. There were currently less than one hundred home educated children.*
- How many new primary schools are planned? *Currently six new primary schools were planned, some would be completely new developments and some would be within existing developments.*
- Members were concerned about school places in the PE1 area of Peterborough. *The PE1 area was heavily urbanised and there had been little available land to build new schools. Plans were in place to build a new junior school on the Thomas Deacon Academy site Alternative options were being looked at e.g. using former school buildings, former office accommodation and the expansion of existing schools.*
- Members commented that the Authorities response to the shortfall of places over the past three years had been good.
- How were the providers selected for the new Free School at the Hereward site? *The provider had been selected from five of the leading providers nationally and internationally for schools. Each of the providers had been visited to understand the context in which they worked. From the selected five providers one from Nottingham had been chosen who had worked in a similar context to the Hereward area of the city and had an educationalist background.*

The Chair thanked the Assistant Director Education and Resources for his report and acknowledged the challenges he faced going forward.

ACTIONS AGREED

The Committee noted the report and requested that regular updates are provided to the Committee via email.

8. Portfolio Progress Report

The Cabinet Member for Education, Skills and University addressed the Committee and informed the Committee that the previous two items on the agenda had provided an update on the Educational area that fell within the remit of his portfolio. The Cabinet Member for Education, Skills and University introduced the Lead Officer responsible for Skills who updated the Committee on the progress that had been made in that area of his portfolio.

Members were informed of the Peterborough Skills Vision which was a new initiative that had been launched in December 2010. It had been launched in response to conversations that had been held with local businesses who had found it difficult to recruit people with certain skills. City Businesses and Education providers were invited to sign up to the Peterborough Skills Vision and commit to:

- Actively encourage and support employees to gain skills and qualifications that help to meet the needs of their business, as well as assisting their future employability.
- Raise their employees' skills and competencies to improve their business performance by investing in economically valuable training.

- Engage with Opportunity Peterborough through an annual survey to share information on their existing and future skills requirements.
- Be positive about Peterborough's young people contributing to the workplace and be receptive to the concept of helping them to make the transition from education to employment.

In return for signing up to the Vision they would receive support with local and national skills, signposting in the right direction for available funding, expert advice, information on skills development opportunities and support from training providers.

280 Peterborough businesses had signed up to the Peterborough Skills Vision. The Members Directory could be found on the Opportunity Peterborough website.

Businesses who had signed up to the Vision were required to complete an annual Peterborough Skills Survey. By completing the survey businesses had an opportunity to influence what skills were needed to be delivered in the City and what would be funded in the City. An important part of the Vision was about young people and a new project called Peterborough Skills Service would be launched in October at the Annual Skills Summit. The service would broker work related learning. Schools and businesses were being asked to look at work placements in a different way. Instead of the traditional two week block of work experience a business might come into a school to give a work related lesson. The project worked closely with Opportunity Peterborough as this brand was recognised by businesses. Seventeen of the largest businesses in Peterborough were working with four secondary schools to pilot the project. The Peterborough Skills Vision had also been incorporated into the Council procurement service. A Young Peoples Conference was being organised for January to give careers advice and guidance to young people.

A member of the Youth Council commented that young people tended to be guided towards going to university at school and not enough careers guidance was being given about training and apprenticeships.

The Cabinet Member for Education, Skills and University updated the Committee on 16 to 18 year olds not in Education, Training or Employment (NEET). The figure for NEET's up to the end of June 2010 was 14.3%, the current figure to the end of June 2011 was 11.9%. That compared favourably with statistical neighbours at 20.1%, East of England at 14% and nationally at 15%.

Observations and questions were raised and discussed including:

- What was Cranfield University going to bring to Peterborough? *Cranfield University would be sponsored by the Council and local businesses. The Chair of the University would recruit students from across a cluster of environmental companies offering masters courses and continuous professional development. This would develop skills in Peterborough. Algae research into bio fuels would also be part of the programme and providing training on wind and wave power.*
- How many applications have there been for places at University Centre Peterborough. *225 places had been taken up this year.*
- When will there be a hall of residence. *Developers have put offers forward to develop halls of residents but they need a guarantee that they would be filled before going ahead.*
- Members were concerned that there were no plans to increase the craft trades in Peterborough and felt that schools should promote these trades more. *Members were informed that uptake of apprenticeships had increased. There had been a recent campaign to increase apprenticeship take up. Young people were keen to do apprenticeships but there was no guarantee of a job at the end of it.*
- Had there been an improvement in the Ofsted school ratings. *There had been a great improvement in the Ofsted ratings in the city and more schools were now in the good and satisfactory category.*

- The examination results do not seem to match with the Ofsted ratings of the schools. *Ofsted do not only look at exam results. Ofsted would also take into consideration other elements like added value.*
- What is being done about the 5% of primary schools rated at inadequate? *The 5% related to one school. Interventions had been put in place to make improvements and move the school out of that category.*

ACTIONS

1. The Committee requested that the Cabinet Member for Education, Skills and University report back to the Committee in six months to provide a portfolio progress report. The report to include updates on the Peterborough Skills Service and Universities.
2. The Head of Skills to send an invitation to the Committee to attend the Young Peoples Conference in January.

9. Peterborough Safeguarding Children Board Annual Report 2010-2011

The report provided the Committee with information about the work of the Peterborough Safeguarding Children Board (PSCB) and an opportunity to comment on the annual report and business plan. The Annual report focused on the statutory responsibilities which were about having procedures and policies across agencies, the performance management role and raising awareness of safeguarding.

Members were advised that during an Ofsted inspection in March 2010 the Safeguarding Children Board had been criticised for not sufficiently challenging in terms of performance management and that some action plans from serious case reviews had not been implemented speedily enough. Those areas highlighted by the inspection had formed the focus of the PSCB during last year.

Observations and questions were raised and discussed including:

- Members referred to the recent Ofsted Inspection and the outcome of inadequate for Safeguarding. Members wanted to know if the Safeguarding Children Board had felt that they had been misled in information given to them. *Members were advised that the PSCB had reported to the inspectors that they had not received any reports from agencies expressing concerns about the performance of social care. The information received in reports had not indicated any concerns and targets set had been met up to the point of producing the annual report in March 2011.*
- Members wanted to know how the PSCB were able to validate the information received from other agencies and partners and were concerned that the information was based on trust rather than fact and evidence. *The Chair of the PSCB informed Members that she had been able to validate the information and it had been the same information that had been provided to the DfE and at previous Scrutiny meetings. The recent Ofsted inspection had highlighted that the information received had not shown the whole picture. The Director of Children's Services also confirmed that the information in the Annual Report had been accurate. The information that had been received for the report had depended entirely on quantitative measures. The question now had been more about was it the right information as the Ofsted Inspection had highlighted issues around the quality of work rather than the quantitative aspect.*
- A member of the Youth Council wanted to know if Quality Impact Assessments had been completed on the PSCB policies. He also advised that it was best practice that when the Quality Impact Assessment was conducted that it should be completed by an independent person not involved with writing the policy. *The policies were old policies and were due to be reviewed and Quality Impact Assessments would be completed on all of the policies reviewed. The Chair of PSCB noted the comment with regard to an independent person conducting the Quality Impact Assessment.*

- The new Director of Children's Services updated the Committee on the actions being taken with regard to the outcome of the recent Ofsted Report. Safeguarding arrangements had been assessed as inadequate. Members were advised that a Sector Led Improvement Model had been brought in to support improvement in Peterborough. The model meant that support would come from and be brokered by other local authorities. Actions that had already been taken by the Sector Led Improvement Model to improve social care were:
 - A new Director of Children's Services had been brought in from another authority.
 - Immediate work had started on 140 case files over the last six months to look at practice and what had happened to the referrals and arrangements within the contact referral and assessment system which Ofsted had focussed on.
 - A person had been commissioned to look at systems, processes and arrangements within the Councils contact referral and assessment area. This had been dealt with as a priority.
 - A person had been commissioned to look at Performance Management arrangements.
 - A review was being undertaken on capacity, capability and practice within Social care.
 - How children's services were being supported and interacted with the corporate and democratic arrangements in the council was also being looked at.

A whole system approach had been taken and not just the services inspected by Ofsted. The first stage had been to produce an action plan which would be completed by the end of October to secure immediate improvement.

- How could the Scrutiny Committee look beyond the figures and get to grips with the quality of the work as highlighted in the Ofsted report. *The Director of Children's Services offered to provide training in Social care practice for members, they would also need to be assured that a robust audit process was in place and that supervision was happening. There would be a range of indicators that would support those actions and could be monitored.*

Members wished it noted that the Committee had continually ask questions regarding safeguarding at previous meetings and had been assured that everything was on target and improving but the Ofsted outcome had shown a different outcome.

RECOMMENDATIONS

The Committee recommends that the Director of Children's Services:

1. Provide the Committee at its November meeting with a detailed report on the outcome of the Ofsted inspection with a detailed action plan. The report should give details of what immediate action has been taken and what short term and long term actions will be taken.
2. Reports on the progress of the action plan to the Committee at each meeting and it will need to be evidence based.
3. Ensure that officers responsible for areas of action must attend any scrutiny meetings to give evidence of actions being taken.

The Committee recommends that:

1. Two members of the Committee are assigned to work with officers on a reporting format for the action plan that is both clear, evidence based and detailed.
2. The Chair of the Committee and one other member of the Committee will meet with the Director and relevant officers over the coming year on a regular monthly basis outside of the formal scrutiny meetings to monitor progress of the action plan.

10. Forward Plan of key Decisions

The Committee received the latest version of the Council's Forward Plan, containing key decisions that the Leader of the Council anticipated the Cabinet or individual Cabinet Members would make during the course of the following four months. Members were invited to comment on the Plan and, where appropriate, identify any relevant areas for inclusion in the Committee's work programme.

ACTION AGREED

The Committee noted the Forward Plan and requested further information on Peterborough's Transport Partnership Policy for pupils aged 4-16 years.

11. Work Programme

Members considered the Committee's Work Programme for 2010/11 and discussed possible items for inclusion.

ACTION AGREED

To confirm the work programme for 2010/11 and the Scrutiny Officer to include any additional items as requested during the meeting.

12. Date of the Next Meeting

14 November 2011

The meeting began at 7.00pm and ended at 9.31pm

CHAIRMAN

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
14 NOVEMBER 2011	Public Report

Report of the Cabinet Member for Children's Services

Report Author – Adrian Loades
Contact Details – 01733 863600

PORTFOLIO PROGRESS REPORT

1. PURPOSE

To provide Members with a progress report from the Children's services Portfolio Holder

2. RECOMMENDATIONS

Members are asked to scrutinise the progress made on the Cabinet Members' Portfolio by providing challenge where necessary and to suggest ideas and initiatives to support improvements in performance.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

One of the priorities contained within the Sustainable Community Strategy is Creating Opportunities, Tackling Inequalities, which is within the remit of this Committee

4. BACKGROUND

The recent Ofsted inspection and the improvement plan arising from the inspection are covered separately on the agenda for this meeting. It is not proposed to duplicate the contents of that agenda item in this report.

5.0 KEY ISSUES

5.1 Early Intervention and Prevention

Work is being led by Janet Dullaghan, Assistant Director to bring together into one structure the various services involved in early intervention to address identified needs and the prevention of the escalation of these needs. Services such as the commissioning of Children's Centres, the 8-19 service, special educational needs services, the Family Recovery Project, Multi Systemic Therapy and aspects of the early years service can play a crucial role in supporting families at an earlier point and reducing the number of referrals to social care. However, the services need to operate to agreed thresholds with clear pathways for families to access the right service and with common arrangements for assessment, based on the consistent use of the Common Assessment Framework. Janet has been asked to undertake work that ensures the coherence of these services to families and partner agencies and leaves the Council better placed to ensure that need is being identified and targeted at the earliest opportunity.

5.2 Social Care Activity

Overall activity in Children's Social Care has increased since the beginning of the year. A total of 1286 referrals had been made to the end of September, approximately 200 more than the target number. There were 181 children with a child protection plan at the end of September, 52 more than at the same point in September 2010. Whilst this represents a significant increase it brings

the number of children with a child protection plan in Peterborough into line with the average for the Council's statistical neighbours. There were 321 children in the care of the Council at the end of September, an increase of 22 compared to September 2010.

These activity increases have put pressure on the indicators for the timeliness of assessment. To date, 55.3% of initial assessments have been completed within seven days during 2011/12 compared to 66.1% in 2010/11 and 64.2% of core assessments had been completed within 35 working days, compared to 68.2% in 2011/12.

5.3 Adoption

I am pleased to report that the Council continues to perform well in respect of adoption. In 2010/11, 27% of looked after children in the Peterborough area were adopted. This was the highest percentage of children leaving care by means of adoption across the Council and a 5 per cent increase on 2009/10. It reflects the hard work of officers in the Adoption Service and the willingness of so many people to take such an important step to adopt a child.

5.4 Transition

Transition from Children's Services to Adult Services is a key time for many vulnerable young people. We have hosted a Parents Forum where the parents/carers of several young people with complex needs were able to meet representatives from adult services. The Adult Service Commissioner, the Transition Team Manager, the Continuing Health Care Lead, the parent of a young person receiving a home support package from Adult Services and an Adult Service psychiatrist with responsibility for learning disability spoke to the parents/carers and other professionals about their roles, teams, experiences and future planning arrangements. There was very positive feedback from those who attended and the forum will become a regular event.

5.5 Multi Systemic Therapy

Multi Systemic Therapy (MST) is an intervention with a very strong evidence base for improving outcomes for young people with high levels of need. The MST service has successfully bid to the DfE to support the establishment of an MST service in Northamptonshire. The Service is also being expanded in collaboration with Cambridgeshire County Council and Bedford Borough Council to support young people with problem sexual behaviour and a Consultant Clinical Psychologist has been appointed to lead the new service from January.

5.6 The 8-19 Service

The 8-19 Service continues to provide an effective range of targeted support to children and young people. The Friday Night Football programme was developed to engage young people and men up to the age of 19 in areas where anti social behaviour had become a particular issue. The programme has proved to be a success and the Central Friday Night Football League was launched on 23rd November, the third programme following on from work in East Ward and the Ortons.

The Service also support local democracy week with a range of activities led and organised by Javed Ahmed from the Service. There was a good level of interest from young people in the week.

5.7 Youth Offending Service

The Youth Offending Service continues to perform well against the three nationally monitored performance indicators, the rate of custody, the re-offending rate and the numbers of young people coming into the youth justice system for the first time (FTE). At the end of the financial year 2010 – 11 the rate of custody stood at 4.7% (this is the rate that custody is used expressed as a percentage of all sentences passed by the court on Peterborough young people). Three years ago Peterborough was the third highest user of custody in England with a custody rate of

12.1%. We are now around the national average. In the first six months of this financial year the numbers of custodial sentences has continued to remain low with only 10 having been made in the period. This compares to the same period last year when there were 11. This continued strong performance indicates that magistrates have a great deal of faith in the work of Peterborough YOS, believing that managing an offender's risk in the community can achieve better results than sending them to prison.

In respect of re-offending, this is measured by identifying and following a dedicated group of young offenders for 12 months following their involvement in the justice system to see how many offences were committed by them during that time. The 2005 YOS baseline figure was 1.51 offences per offender but by 2010 – 11 this had reduced to 0.59 offences. In the more recent group 70% had not re-offended at all compared to 60% in the baseline year. This is a strong improvement.

Finally at the end of the 2010/11 financial year, Peterborough had a very high rate of young people coming into the justice system for the first time (FTE). However, following a number of external and internal policy and practice changes numbers have fallen by 50.3% or nearly twice as fast as the national average. This means that over 90 fewer young people have received a criminal record compared to the same period last year.

Overall the YOS in Peterborough continues to perform well. This is reflected in the number of sentences being passed by Peterborough Courts which have fallen from 299 in the period November 2009 - October 2010 to 217 in the same period 12 months later, a 27.5% reduction

6 IMPLICATIONS

It is anticipated that the Scrutiny Committee will comment on and make recommendations relating to the updates provided in this report in order that delivery potential is maximised for the benefit of children and families.

7 CONSULTATION

No consultation has taken place with regard to this report

8 EXPECTED OUTCOMES and NEXT STEPS

Comments and recommendations made by Scrutiny Committee members will be considered as part of the ongoing development and delivery of children's services.

9 BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

10. APPENDICES

None

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
14 NOVEMBER 2011	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Adrian Loades
Contact Details - 01733 864606

OFSTED IMPROVEMENT PLAN

1. PURPOSE

- 1.1 To report to the Committee the Improvement Plan that has been developed in response to the findings and recommendations of the Ofsted safeguarding inspection carried out in August 2011 and subsequent diagnostic work.

2. RECOMMENDATIONS

- 2.1 The Committee is asked to consider the approach being taken to the improvement of Children’s Social Care and the attached improvement plan.

The Committee is asked to consider its arrangements for monitoring the progress of the improvement plan and its work with front line Children’s Social Care Teams.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 The Sustainable Community Strategy identifies “Improving Health” and “Supporting Vulnerable People” as priorities. Improvement in Children’s Social Care is key to the delivery of these priorities.

4. BACKGROUND

- 4.1 In August 2011, Ofsted undertook a follow up inspection of the Council’s arrangements for safeguarding children. The inspection followed a safeguarding and looked after children inspection in March 2010 which found that safeguarding arrangements were inadequate and an unannounced inspection in February 2011 which identified some improvement but also ten areas for further development. The inspection assessed the overall effectiveness of the Council’s arrangements for safeguarding children as inadequate. Capacity for improvement was assessed as inadequate and five of seven sub areas were also assessed as inadequate.
- 4.2 The findings of the Ofsted inspection have not been disputed and urgent action has been taken to secure improvement. The Council has received support for improvement through a sector led approach which has seen capacity made available from other local authorities or sector experts. The first stage of the work has been to undertake a diagnostic exercise of safeguarding arrangements and extending beyond the scope of the Ofsted inspection which focused on contact, referral and assessment arrangements. A separate audit of 190 recent social cases was commissioned by the Council and has been completed. The inspection report, diagnostic work and audit findings form the basis for an improvement plan which is attached at Appendix One. The plan incorporates the recommendations made by Ofsted following their inspection and is the version as at 31st October 2012.

5. KEY ISSUES

- 5.1 The improvement plan is a significant document that will change over time. It covers the breadth of the Council's children's social care responsibilities as well as those wider services that contribute to the safeguarding of children. The plan reflects the more fundamental review of safeguarding arrangements that has been undertaken over the past two months and therefore extends beyond the recommendations made by Ofsted. This has been a deliberate approach, learning from the problems that the Council has previously had in securing sustainable improvement in children's social care.
- 5.2 The improvement plan is divided into three periods and sets out immediate goals, goals for the next three months and goals for the next six months. Each action has a review date at which the action is expected to either be completed or reviewed.
- 5.3 It is recognised that there are fundamental issues to be addressed through the improvement plan and whilst this work is being undertaken, support still has to be provided to highly vulnerable children and families. Therefore, this is a period of increased risk. In recognition of all agencies have been contacted to remind them of the escalation process should they have concerns about individual cases. Capacity has been increased in the short term to alleviate immediate workload pressures. Management information on caseloads and timescales continues to be monitored on a daily basis.
- 5.4 At the heart of the plan is the need to strengthen social work practice in Peterborough. The Council employs some very good social workers but social work practice is too variable in relation to individual cases. The absence of a robust practice framework has increased the impact of high staff turnover, particularly at manager grades, on casework. The plan sets out actions that will clarify the expectations of social work practice in Peterborough, clarify thresholds for accessing services, strengthen the assessment of risk and protective factors in case work and improve the writing of case plans. These actions are essentially about ensuring that the core foundations of social work practice are in place. If they are not, then any subsequent improvement work is unlikely to be sustainable. The general approach to improvement being adopted is to take good practice strategies, policies and material from other local authorities and implement them locally rather than designing new arrangements for Peterborough.
- 5.5 The plan includes increasing capacity in children's social care in the short term whilst a longer term view is taken of required capacity. Good progress has been made in recruiting to vacant posts. However, whilst some high quality temporary staff have been recruited, overall there remains too great a reliance on temporary staff. This is a short term measure whilst permanent recruitment is commenced and a review of the required establishment for children's social care is completed. Additional capacity has also been made available to the contact centre and business support function to better deal with current demand levels and to address backlogs in work.
- 5.6 Significant changes in social work processes and arrangements are included in the plan. This includes improving arrangements for the transfer of cases between teams, business processes within the Contact Centre and arrangements for the notification and referral of domestic abuse. The current social care information system, RAISE, is not fit for purpose in that inputting to the system is an exceptionally slow process. As a consequence case recording is far too variable. It is planned to replace with the LiquidLogic product in April 2012. Opportunities for bringing forward this implementation date are being considered. If this is not possible then standard processes for case recording that recognise the delays caused by system will be implemented
- 5.7 The plan includes arrangements for improving performance management and quality assurance arrangements. The assessment of progress of previous improvement activity has been too dependent on a narrow band of quantitative performance indicators. Revisions have been made to both performance management and management information arrangements. Quality

assurance arrangements are being reviewed to better focus on reporting the quality of practice and reduce the emphasis on quantifying the outcome of quality assurance work. The audit of case work is crucial to assessing improvement progress and the approach to audit is being reviewed and capacity for audit work will be increased. It is vital that staff receive regular and high quality supervision during which they can discuss current case loads and issues. The importance of supervision has been underlined and arrangements put in place whereby managers audit a sample of supervisions on a monthly basis.

- 5.8 There is a clear need to improve safeguarding arrangements but this is not a task for children's social care alone. Ensuring that only appropriate referrals are made to Children's Social Care would improve overall capacity, hence the need to ensure that thresholds are widely understood and observed. Additionally the plan reflects work that will be undertaken with the Police to join up referral arrangements, through the Multi Agency Referral Unit.
- 5.9 The plan sets out the actions being taken to develop arrangements for prevention and early intervention focused services and to reduce in the medium and long term the volume of referrals to children's social care. Early and effective intervention delivers benefits to children, families and the Council. There are currently some very good early intervention services in Peterborough but they are not sufficiently aligned collectively and not necessarily targeted at children and families at risk of being referred to social care. It is proposed to bring all such services into one management structure and work is underway to develop more coherent pathways for accessing these services.
- 5.10 It is not yet known what action the Minister proposes to take following the inspection outcome. Department for Education officials have attended meetings to discuss the diagnostic work and its findings and have received draft copies of the improvement plan. The Committee will receive an update on ministerial action at its meeting. Arrangements need to be put in place to monitor the progress of the improvement work and its impact. An Improvement Board is being established and the first meeting will take place on 8th November. An independent Chair for the Improvement Board has been agreed with the DfE who will be Jane Held, a highly experienced and regarded social care practitioner, formerly Director of Social Services in Camden and a board member of several national organisations including National Children's Bureau. At its first meeting the Improvement Board will consider the information it requires to assess future progress. The Executive Director of Children Services also chairs weekly meetings to discuss progress with the improvement plan and any issues arising.
- 5.11 At its previous meeting the Committee considered how it could be better placed to assess the progress being made to improve safeguarding arrangements. A proposal to link the Committee with the work of the Children's Social Care through structured visits to teams is attached at Appendix 2 along with a suggested format for recording visits. It is recommended that a Task and Finish Group is established to undertake this work.

6. IMPLICATIONS

- 6.1 The implications of this report are city wide. It is imperative that the Council maintains an effective safeguarding children function. Additional resources have been made available to fund the short term capacity required in children's social care. Work is ongoing to identify longer term capacity requirements and this will be built into future financial plans.

7. CONSULTATION

- 7.1 The improvement plan has not been the subject of wide consultation; this has reflected the urgency of the need to address current safeguarding issues. The plan includes a number of actions reflecting the wider need to ensure that children and families participate in decisions affecting them.

8. NEXT STEPS

- 8.1 Any changes recommended by the Committee will be reflected in an updated plan. Cabinet

have asked to receive quarterly updates on progress.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- Ofsted Inspection of Safeguarding: Peterborough 6th September 2011;
- Ofsted Unannounced Inspection of contact referral and assessment arrangements 3rd March 2011; and
- Ofsted Safeguarding and Looked after Children Inspection: Peterborough 21st May 2010

10. APPENDICES

10.1 Appendix 1: Improvement Plan

Appendix 2: Proposed arrangements for Task and Finish Group visits to Children's Social Care teams.

Suggested Arrangements for Visits to Children's Social Care Services

Aims and Objectives

- To enhance the understanding and capacity of members' to support and challenge the delivery of frontline social work services to children and families
- To enable members to better inform citizens and promote knowledge of the role and activities of children's social work
- To inform members in their contribution to decisions by the Council about Children's Social Care services
- To enhance open and transparent governance and to contribute to the implementation and monitoring of the Improvement Plan
- To provide members with opportunities for face to face contact with social workers and other staff
- To support dialogue between staff, managers and members about the strengths and challenges in providing services

Proposal

- A Task and Finish Group of the Committee to be formed to oversee the implementation of the Improvement Plan
- Task and Finish Group members to be given training opportunities on the Council's arrangements for Children's Social Care in relation to our services and structures, the statutory framework for services and the member's role
- Advice on whistle blowing and also potential conflict of interests to be provided

Activities to be based around:

- Facilitated meetings with social care teams
- Observation through office visits and panel activities
- Presentation of anonymised recent case examples by social workers
- Direct contact with Foster Carer Support Groups
- Provision of relevant performance data
- Participation in Children's Social Care training courses
- An overview of Children's Social Care Quality Assurance work

Reporting

- Standard format to be adopted for recording member visits to teams (suggested format attached)
- Reports of Task and Finish Group to accompany progress reports to the Committee on the Improvement Plan

Resources to be provided

- Named Senior Manager to support activity
- Project Manager time to set up
- Workforce development and LSCB training time and funding for any further training material
- Administration to support meetings of the Task and Finish Group and production of reports

**Record of Elected Member's Visit to
Children Social Care Services**

Please complete all sections using black ink or type

Purpose of Member Visits

- *To gain insight into the work carried out by Children Social Care.*
- *To speak directly to Managers and Social Workers to identify what supports and hinders their work.*
- *To receive information regarding performance and quality of work to inform strategic policy.*
- *To ensure critical oversight of current practice in Children Social Care.*

1. Team 1 2 3 4 Service:

Date of visit:

2. Visiting Member

Visiting Member

3. Number of social work vacancies

Number of social workers absent due to long term sickness

Number of agency social workers in team

4. Last Month's Information (R&A Only)

No: of initial assessments

No: of Section 47 Core Assessments initiated

No: of Initial Child Protection Conferences held

All social work teams:

1. No: of unallocated cases: Children in Need

Child Protection

Children Looked After

How are the identified unallocated cases monitored and managed?

5. Allocations

Lowest number of cases held by a worker

No of workers carrying more than 20 cases

How long do families wait to be seen?

Are children always visited at required intervals?

6. What would help team workers improve the impact of their work with families? [Without additional resources]

7. What do children and families think of the service? Do you get many complaints? Do you resolve these quickly?

8. Reception/Public Areas [are these welcoming for service users]

Is the reception area welcoming	1	2	3	4	5
Cleanliness	1	2	3	4	5
Condition of Furniture	1	2	3	4	5
Access to public toilet	1	2	3	4	5
Leaflets for information	1	2	3	4	5

9. Comments/observations of Social Workers/ Community Support Workers

10. Feedback and discussion with Team Manager

11. Issues which need to be picked up by senior managers

Signature of Elected Member.....

Dated

Return a copy to: email and postal address

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 7
14 NOVEMBER 2011	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Jonathan Lewis – Assistant Director Education and Resources

Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

ACADAMIES

1. PURPOSE

- 1.1 The report is in response to a request from the Scrutiny Committee for a briefing on academies to raise their awareness of how they operate and what are the key difference from maintained schools.

2. RECOMMENDATIONS

- 2.1 The Committee is asked review the presentation and identify areas of further explanation or analysis.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 Academies are publicly funded schools that operate outside of local authority control. The government describes them as independent state-funded schools. Essentially, academies have more freedom than other state schools over their finances, the curriculum, and teachers' pay and conditions. They were established by the Labour government, seen as a way of turning around the worst-performing schools and schools in disadvantaged areas.

5. KEY ISSUES

- 5.1 The attached presentation outlines the different types of academies, the current academy situation in Peterborough and some of the implications that academy status brings. It also examines the role of the local authority and how the LA interacts with academy schools.

6. IMPLICATIONS

- 6.1 None

7. CONSULTATION

- 7.1 None

8. NEXT STEPS

- 8.1 The presentation is presented as an information update for the committee. The committee is asked to consider whether it requires further information or a more detailed explanation.

9. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

9.1 None

10. APPENDICES

10.1 Appendix 1 - Powerpoint presentation outlining academy school status.

Academies

Jonathan Lewis
Assistant Director – Education and
Resources
Children's Services

Types of Schools

- Community schools
- Voluntary-controlled (VC) schools
- Voluntary-aided (VA) schools
- Foundation schools
- Trust School
- Academies
- Free Schools
- Independent Schools

What is an Academy?

- Have we been here before – Grant Maintained?
- An academy is an independent school.
- An academy receives funding directly from the Secretary of State.
- As part of the funding arrangements, it cannot charge fees.
- Free school = academy

Areas of Freedom

- **Staff pay and conditions:** Will not be required to follow national Teachers' Pay and Conditions.
- **The Curriculum:** Must be broad and balanced, include English, maths and science, and the National Curriculum assessment arrangements.
- **School Organisation:** Can change the length of terms and school days.
- **Financial and accounting arrangements:** Do not have to comply with local authority finance arrangements but follow company accounts.

Features of an Academy

- The contract is a legally binding agreement between the Secretary of State and the academy. The termination would require a **seven year** notice period.
- Academies remain at the heart of the community, collaborating and sharing facilities and expertise with other schools and the wider community.
- A school with religious designation will be able to retain it.

Situation in Peterborough

Phase 1	Phase 2 - Sponsored	Phase 3 - Converter
Thomas Deacon Academy	Nene Park Academy	Kings School
	Voyager Academy	Arthur Mellows VC
	Ormiston Bushfield Academy	Bishops Creighton Academy
	Stanground College (*)	

* Stanground College intending to convert in April 2012

Phase 1 Academies

- Academies formed from a school or a cluster of schools achieving less than 25% A-C GCSE grades over three consecutive years or significant re-organisation.
- These academies were established from sponsors from business, faith or voluntary groups in collaboration with partners from the local community.
- Thomas Deacon Academy was sponsored by Perkins Engines.

Phase 2 – Sponsored Academies

- Academies where existing schools have been identified as underachieving and a strong sponsor agrees to run / operate the school.
- Sponsors come from a wide range of backgrounds including education trusts, charities, commerce but typically are successful schools elsewhere.
- All applications are evaluated by DfE to ensure proven track record and suitability for schools circumstances.
- Different models of control from a sponsor exist.

Phase 2 - School	Sponsor
Nene Park Academy	Cambridge Meridian Education Trust
Voyager Academy	Comberton Academy Trust
Ormiston Bushfield Academy	Ormiston Education
Stanground College (*)	Greenwood Dale Academy Trust

Phase 3 - Converter Academies

- In 2010, schools rated 'outstanding' or 'good with outstanding features' by OfSTED could apply for academy status
- Other schools can apply as part of a partnership with a 'outstanding or good school' or existing academy trust with a proven track record of school improvement.
- 'Outstanding' special schools could apply from January 2011.
- From April 2011, the DFE will also consider applications from any individual school (including special schools) able to make a compelling case e.g exam performance, recent ofsted rating around capacity to improve.

Consultation, HR and Agreement

- All schools are required to carry out a consultation on setting up academy but it is up to them to decide whom and how to consult. There is no specified length of time for the consultation and schools have flexibility in how it is conducted.
- The employer of school staff (either the local authority or governing body) will need to conduct a TUPE consultation with all staff and the unions, once the governing body have formally agreed.
- The final decision over the application rests with the Secretary of State. LA has role in application process but not decision making powers.

Academy Trusts

- Every academy school is required to be overseen by an academy trust.
- The academy trust is a charitable company limited by guarantee and enters into the funding agreement with the Secretary of State.
- As the Members are directors and charitable trustees they will need to comply with obligations under company and charity law
- Members are limited by guarantee, liable up to one pound,
- Personally liable if a fraudulent or negligent statement is made which results in a loss to a third party (but not if they acted in 'good faith').
- Local Governing bodies operate at a school level reporting to Trusts typically. These are usually smaller than traditional governing bodies.

Academy Funding

- "Academies receive the same level of per-pupil funding as they would receive from the LA as a maintained school plus additions to cover the LA services that are no longer provided for them."
- "Those schools who opt to stay within local authority control will not be financially disadvantaged."
- "Existing academy funding system is not sustainable"
- General Annual Grant (GAG) - funding for normal running costs – based upon the Peterborough's school funding formula.
- Local Authority Central Spend Equivalent Grant (LACSEG) - Additional funding for services currently available free which the academy is now responsible for.
- LA Rates & insurance funded at actual cost
- Pupil premium – at the same rates as other schools but on an academic year basis.

LACSEG – Who delivers Services?

- Services where the LA has a statutory responsibility to provide a service, for example:
 - Statement and assessment processes
 - Monitoring of SEN provision
 - Prosecution of parents for non-attendance
 - Home to school transport is an LA responsibility but....
- Any "added value" services carried out, for example by Education Psychologists above the statutory EP process will be subject to a charge
- Traded services – but likely to be a higher cost....

LA Role with Academies

- Safeguarding
- Reporting of results
- Collaboration
- Statutory services relating to schools.
- Working with existing services which are unaffected e.g. social care, youth workers, connexions
- Traded relationship?

Operating Differences

- School land and buildings will be transferred from the Local Authority to the Academy on the basis of a long lease, normally 125 years.
- This is not without complications owing to land searches, deeds of covenants and other facilities on school sites.
- Potential pension deficit on Local Government Pension Scheme

Admissions

- If the school is a community school it will become its own admissions authority.
- As such will take control of:
 - Setting its own admissions arrangements, including PAN
 - Determining individual applications
 - Organising its own appeal
- Admissions and Admissions Appeals Codes of Practice and Fair Access Protocols take effect via the Funding Agreement.
- LA still responsible for co-ordinated admissions arrangements. And supply of school places.
- Individual academies required to make request to SoS to expand pupil numbers or age range.
- Will require local consultation and views of LA will be considered.

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
14 NOVEMBER 2011	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Jonathan Lewis – Assistant Director – Education and Resources
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EDUCATIONAL ATTAINMENT OF MINORITY GROUPS AND NEW ARRIVALS

1. PURPOSE

- 1.1 The purpose of this report is to outline the demographic situation in relation to minority groups and new arrivals, their historical and current educational attainment and the strategies employed in schools to support this group of learners.

2. RECOMMENDATIONS

- 2.1
- Analyse the performance of these groups in assessments, tests and examinations.
 - Scrutinise the strategies used by the Local Authority and Schools to improve performance.
 - Support Children's Services leaders to continue to target these groups and continue to challenge the Department for Education around the impact these groups have around our performance league table position.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. BACKGROUND

- 4.1 In Peterborough we are very proud of our rich cultural heritage and the diverse population which we serve. We value the contribution of every citizen and strive to enable all to achieve to the best of their ability. We face almost unique challenges and opportunities, not least in our diverse school population.

There are two measures the Department for Education use to capture information on diverse populations. These are –

1. English as an additional language (EAL) - EAL refers to where pupils are being taught in English to whom English is an additional language i.e. not their language of first use. The measure of EAL is problematic as it may include those second and third generation families who have chose to speak their home language in the home despite being in the country for some time. The recording of a first language is a compulsory requirement for all pupils aged 5 and over and schools are encouraged to record it for all pupils.

EAL in the Primary Phase (Years 1 - 6 inclusive)

Year	No.	% of roll
2007	2,867	22.0%
2008	3,169	24.1%
2009	3,518	26.7%
2010	3,836	28.8%
2011	4,244	31.4%

EAL in the Secondary Phase

Year	No.	% of roll
2007	2,263	17.2%
2008	2,474	19.0%
2009	2,718	20.6%
2010	2,904	21.8%
2011	2,974	22.1%

2. Ethnic Minority - the recording of an ethnic category is a compulsory requirement for all pupils aged 5 and over and schools are encouraged to record it for all pupils. For the purposes of consistency with the DoE, pupils are classified as being from an Ethnic Minority if they have an ethnicity recorded as other than "White-British". A list of the different ethnic categories recorded are included in appendix 1.

Pupils from an Ethnic Minority in the Primary Phase (Years 1 - 6 inclusive)

Year	No.	% of roll
2007	4,102	31.5%
2008	4,431	33.7%
2009	4,749	36.1%
2010	5,042	37.8%
2011	5,435	40.2%

Pupils from an Ethnic Minority in the Secondary Phase

Year	No.	% of roll
2007	3,889	28.8%
2008	4,008	29.9%
2009	4,225	31.3%
2010	4,479	32.5%
2011	4,613	33.1%

- 4.2 These statistics show that schools in Peterborough educate high numbers of pupils for whom English is not their first or preferred language. For many of these pupils English is not spoken in the home as the language of choice and so their only exposure to the English language is at school or through the television, radio or internet. This data shows that there are increasing numbers of pupils for whom English is not their first language joining schools at the early stages of compulsory education, showing that the issue is likely to remain in place for many years as these children move through the education system. There are currently around 35% of pupils in Year 1 of school who are EAL compared to 22% in Year 11.

5. KEY ISSUES

- 5.1 The achievement of these groups has not been as high as either other groups in the city or the government expectation in terms of educational standards. This has meant a clear impact upon attainment levels in Peterborough schools overall – both locally and in nationally reported league tables.

5.2 EAL Achievement

At the end of Key Stage 1 (age 7) the proportion of EAL pupils attaining the national expectation in reading in 2011 is 15.8% lower than those for whom English is their first language; in writing it is 15.8% lower and in mathematics it is 11.1% lower. This impacts upon overall Peterborough results and the gap between EAL and non-EAL learners has widened between 2009 and 2011 as there are increasing numbers of pupils with increasingly significant additional learning needs;

Key Stage 1												
	2009				2010				2011			
	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths
All pupils	2109	82.1%	77.9%	88.8%	2185	81.2%	76.2%	86.6%	2356	81.1%	75.6%	86.8%
EAL	547	73.7%	68.4%	83.4%	700	71.7%	65.6%	78.7%	791	70.6%	65.1%	79.4%
Non EAL	1562	85.0%	81.2%	90.7%	1485	85.7%	81.1%	90.4%	1565	86.4%	80.9%	90.5%

- 5.3 At the end of Key Stage 2 (age 11) the proportion of EAL pupils attaining at national average levels in English in 2011 is 19.9% lower than those for whom English is their first language; in mathematics it is 17.1% and in English and mathematics combined it is 20.7%. The proportion of EAL pupils achieving national average attainment has declined between 2009 and 2011.

Key Stage 2												
	2009				2010				2011			
	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths
All Pupils	1985	76.0%	78.0%	69.0%	2048	75.0%	76.0%	67.0%	2195	75.1%	76.6%	68.2%
EAL	440	61.4%	68.6%	56.6%	460	58.7%	66.1%	53.4%	656	60.5%	64.6%	53.7%
Non EAL	1545	77.5%	78.2%	70.0%	1588	78.0%	78.0%	70.3%	1539	81.4%	81.7%	74.4%

- 5.4 At the end of Key Stage 4 (age 16) the proportion of EAL pupils attaining 5 or more A* - C including English and mathematics at GCSE is 17.2% lower than those for whom English is their first language, which is a widening of the achievement gap since 2009 when it was 14.5%;

Key Stage 4						
	2009			2010		
	Cohort Size	5+ A* - C	5+ A* - C (inc E&M)	Cohort Size	5+ A* - C	5+ A* - C (inc E&M)
All Pupils	2307	62.3%	40.3%	2314	70.9%	44.3%
EAL	374	54.0%	28.1%	471	65.2%	29.9%
Non EAL	1904	64.0%	42.6%	1803	72.4%	48.1%

Source: EPAS Online

- 5.5 All of the above data indicates an impact upon Peterborough statistics and achievements as a whole, and suggests that this is likely to continue into the future given increasing numbers of EAL pupils starting school year on year.
- 5.6 Included within this data are pupils who have arrived in Peterborough from countries other than England – Minority Ethnic New Arrivals (MENA). They have arrived within the last two years and many have very limited or no understanding of the English language at all or of schools. This population amounts to approximately 6.3% of our total pupil population based upon 2011 school census data. However, schools have the discretion to disallow these pupils on the basis that they have not been in the school systems sufficient time to allow them to achieve to an acceptable standard. It is an area of significant debate whether 2 years is sufficient time to allow language to be learnt to achieve the governments required level of achievement.

5.7 Minority Ethnic Achievement

Examining the attainment of ethnic minorities shows a similar trend to EAL where minority ethnic groups underperform against the White British majority. It is however likely that if this data was shown on a gender split that the differential may not be so pronounced especially around white British boys.

Cohort	Key Stage 2 English 2011 - percentage achieving Level 4 or above		Key Stage 2 Maths 2011 - percentage achieving Level 4 or above		Key Stage 2 English & Maths - percentage achieving Level 4 or above	
	No.	%	No.	%	No.	%
African Asian	6	86%	6	86%	6	86%
Any Other Ethnic Group	11	61%	13	72%	11	61%
Asian - Bangladeshi	1	50%	1	50%	1	50%
Asian - Indian	51	91%	48	86%	48	86%
Asian - Pakistani	195	68%	197	68%	169	59%
Black - African	33	77%	27	63%	26	60%
Black - Caribbean	8	67%	8	67%	6	50%
Black - Other	5	83%	4	67%	4	67%
Chinese	8	89%	9	100%	8	89%
Gypsy/ Roma	3	16%	4	21%	3	16%
Information Not Obtained	1	100%	1	100%	1	100%
Mixed - Other	20	83%	20	83%	17	71%
Mixed - White and Asian	24	83%	26	90%	23	79%
Mixed - White and Black African	12	86%	9	64%	8	57%
Mixed - White and Black Caribbean	26	74%	27	77%	23	66%
Other Asian	19	61%	21	68%	19	61%
Parent/Pupil Preferred Not To Say	2	67%	1	33%	1	33%
White - British	1099	79%	1111	80%	1010	73%
White - Irish	4	100%	4	100%	4	100%
White - Irish Traveller	1	100%	1	100%	1	100%
White - Italian	4	50%	4	50%	3	38%
White - Portuguese	20	61%	19	58%	15	45%
White European	80	43%	106	56%	76	40%
White Other	16	67%	17	71%	14	58%

6. IMPLICATIONS

- 6.1 For the vast majority of these pupils, and the schools which they attend, there are implications for headteachers, teachers, support staff and their workload. They work hard to develop strategies to support these groups and improve outcomes. Headteachers report that:

- 6.2
- Lesson planning must be more vocabulary based for all lessons and differentiated for pupils with different levels of English making the planning process more complex and time consuming;
 - Teachers must rely heavily on practical resources during lessons to allow pupils with limited English to meet objectives. The development of the resources needed for each lesson is costly in finance, time and personnel;
 - Pre teaching of context and vocabulary is needed for many MENA/EAL pupils to access the curriculum. Teachers must find the time and organisation to ensure that this happens without impacting upon the progress of those for whom English is their first language;
 - Many pupils arrive with little or no education history. Progress tracking of pupils and assessment can be very difficult in ensuring that such pupils are set work at the appropriate ability level;
 - We now have children starting school with confidence in neither their first language nor English. This is of great concern to us. We know children who are confident bilingual learners have a better chance of making good accelerated progress in their learning;
 - Many EAL learners' attainment on entry to school is well below national expectations;
 - We know that the effective acquisition of English is dependent on the child's fluency in their first language. If this is not embedded on entry to school then the child's progress will be slow. This is a significant challenge that we are faced with currently;
 - Parents/carers understanding of English is very limited and therefore EAL pupils often need support from school to complete homework and other extra learning activities such as extended reading;
 - Schools need to work harder to engage parents of EAL children due their own often poor educational experience in their own country;
 - Having a large population of EAL and MENA pupils makes reaching national average levels and targets extremely difficult for Peterborough schools regardless of the excellent quality of teaching in many schools
 - We have to develop bespoke and tailored programmes of work to meet the needs of children who are not fluent in any language;
 - We are able to achieve good Level 4 results with most of our EAL children but the language complexities and challenges to achieve Level 5 require enormous skills and resources that we do not currently have;
 - One school is concerned that the White British cohort, now a minority, are becoming increasingly marginalised within both curriculum and teaching models, as they try to meet the needs of such high numbers of EAL speakers;
 - Additional staff costs – EAL teaching assistants; translators for parent information evenings and other parent meetings; staff to support EAL Vocabulary groups; staff to support and train EAL parents to assist children; buying in 1:1 translators for children arriving with languages new to the school;
 - Costs of EAL coordinator to collect and analyse data and report to governors
 - Cost of additional training for staff in developing the language skills of EAL learners;
 - Cost of additional resources – visual resources / props to assist learning, dual language texts and texts to represent different cultures;

- Time for all staff to plan, assess, monitor, analyse data and provide for sub-groups;
- All classes have students of varying abilities and needs, but increasing numbers of EAL students, with varying amounts of English, adds to the amount of time teachers spend preparing lessons and the resources to go with them;
- Students born in this country but whose families speak their mother tongue at home are also at a disadvantage. They are immersed in their mother tongue but not in English. They may start to learn English in nursery school but it will not be until they start primary education that they will really make progress. It takes all students a large number of years to learn academic English but EAL students start this process much later.
- Students who are not immersed in English cultural language traditions are less able to access the images, ideas, attitudes and values of any academic subject as quickly;
- Some EAL students who were born in England and have attended schools here have a first language that does not have a written form and that has an impact on their literacy development. They find it far more difficult to communicate thoughts and ideas through the construct of traditional academic writing and this is exactly what is being assessed in GCSE and A Level examination across the curriculum;
- Usual funding based on conventional formulas allows class sizes of 30. EAL learners learn in different ways – teaching based purely on listening to a teacher is rarely successful, learning in smaller groups ensure comprehension and understanding. This requires smaller teacher: pupil ratios. Research shows EAL learners take 5 to 6 years to acquire complete fluency in English in comparison to their peers;
- Successful language teaching for young EAL learners is based on practical experiences, role play areas, drama, visual or modeled resources, visits into the local area. Again, these depend on additional staff being able to support lessons;
- Learning is dependent on feeling safe and secure in school. Arrival in school in a new culture, where everyone speaks a new language, is traumatic. We reduce this by using first language resources, or having bilingual staff available while children settle into school. This may take up to six months.

6.3 These issues were shared with Nick Gibb MP who is Minister for Schools when he visited Peterborough in September. A delegation of local authority officers, members, our local MP and Headteachers outlined the impact these groups have had on schools and our results and the minister was responsive to the case put forward for Peterborough. He outlined the proposals to change the national funding mechanisms for funding EAL and the impact this may have in Peterborough. An announcement on this funding is due in the new year.

6.4 If further funding was available, the following areas are considered to have the most impact upon outcomes for minority groups –

- Enabling schools to employ more well qualified and experienced bilingual staff. This is by far the best resource a school can purchase to support EAL pupils in achieving improved attainment and progress in school;
- Pupils benefiting greatly from a variety of language rich and bilingual practical resources in the classroom such as PC software, dictionaries and a good selection of fiction and non-fiction books in first language;
- Schools being able to offer staff good quality training and development opportunities both in house and externally to keep abreast of the latest strategies and ensure good practice in the classroom for EAL pupils;
- Running more ESOL classes for these students after school;

- Engaging with parents to support their English. We have run ESOL courses but find engaging the right parents difficult. We need funding to engage parents and run courses;
- Being able to employ extra teachers rather than teaching assistants to run directed specific intervention programmes to support EAL learners;
- Organising and leading holiday booster and catch up programmes;
- The facility to deliver specific language programmes. We have researched and now use extensively a dedicated strategy for the teaching of phonics. This is very effective but also very adult intensive if it is delivered and resourced correctly;
- Maintaining and further developing teams of EAST teachers (English Access Specialist Teachers), who work across the school using their language specialisms to raise standards

6.5 However, notwithstanding the issues upon the perceived standards of Peterborough Schools, there are a number of positive aspects to this cultural diversity in our schools –

- EAL pupils bring a richness of experience, culture and language to schools. This gives the whole school community a better understanding of the world in which they live;
- An enthusiasm for learning other languages, particularly modern foreign languages. The children are keen to learn about children from other localities and cultures that are different from their own;
- They excel in terms of behaviour, attitude and enthusiasm, particularly on educational visits and are excellent representatives for schools and our city;
- The children are happy, enthusiastic learners who want to make a positive contribution to both the local, wider and international communities;
- When children operate as bilingual and multilingual learners they have the potential to excel.
- EAL pupils and their families add a great deal to the teaching of the global dimension and citizenship and support schools greatly in their international work;
- As a school we value diversity and difference, are proud of our cultural diversity. The students from different linguistic backgrounds enrich our community;
- We now have a rich and diverse resource for us to use to promote culture, values, equality, empathy and understanding of our diverse society;
- We have an excellent RE curriculum with many children able to bring faith to life through re-counting personal experiences;
- We are able to significantly impact on the community and local area through our community cohesion work which is rated as outstanding by OFSTED;
- Through the experiences children have in our culturally diverse school they gain a deep understanding and empathy of different cultures and faiths;

7. CONSULTATION

7.1 Local Authority Officers use this data to work with schools to support these groups and find new and innovate ways to ensure the best possible outcomes for all children.

8. NEXT STEPS

- 8.1 Scrutiny is asked to consider how they would like to review this information and the steps they may wish to take to further develop their role for this particular group of learners in the city.

9. BACKGROUND DOCUMENTS

- 9.1 A range of local school data and national DfE data.

10. APPENDICES

- 10.1 Appendix 1 – DfE Listing of ethnic groups recorded on the school census.

Appendix 1 – DfE categories for Ethnic Groups within Schools

Cohort
African Asian
Any Other Ethnic Group
Asian - Bangladeshi
Asian - Indian
Asian - Pakistani
Black - African
Black - Caribbean
Black - Other
Chinese
Gypsy/ Roma
Information Not Obtained
Mixed - Other
Mixed - White and Asian
Mixed - White and Black African
Mixed - White and Black Caribbean
Other Asian
Parent/Pupil Preferred Not To Say
White - British
White - Irish
White - Irish Traveller
White - Italian
White - Portuguese
White European
White Other

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 9
14 NOVEMBER 2011	Public Report

Report of the Solicitor to the Council

Report Author – Paulina Ford, Senior Governance Officer, Scrutiny

Contact Details – 01733 452508 or email paulina.ford@peterborough.gov.uk

FORWARD PLAN OF EXECUTIVE DECISIONS

1. PURPOSE

- 1.1 This is a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee outlining the content of the Council's Forward Plan.

2. RECOMMENDATIONS

- 2.1 That the Committee identifies any relevant items for inclusion within their work programme.

3. BACKGROUND

- 3.1 The latest version of the Forward Plan is attached at Appendix 1. The Plan contains those key decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) will be making over the next four months.
- 3.2 The information in the Forward Plan provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these key decisions, or to request further information.
- 3.3 If the Committee wished to examine any of the key decisions, consideration would need to be given as to how this could be accommodated within the work programme.

4. CONSULTATION

- 4.1 Details of any consultation on individual decisions are contained within the Forward Plan.

5. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

None

6. APPENDICES

Appendix 1 – Forward Plan of Executive Decisions

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**PETERBOROUGH CITY
COUNCIL'S FORWARD PLAN
1 NOVEMBER 2011 TO 29 FEBRUARY 2012**

FORWARD PLAN OF KEY DECISIONS - 1 NOVEMBER 2011 TO 29 FEBRUARY 2012

During the period from 1 November 2011 To 29 February 2012 Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

This Forward Plan should be seen as an outline of the proposed decisions and it will be updated on a monthly basis. The dates detailed within the Plan are subject to change and those items amended or identified for decision more than one month in advance will be carried over to forthcoming plans. Each new plan supersedes the previous plan. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to Alex Daynes, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 01733 452483). Alternatively, you can submit your views via e-mail to alexander.daynes@peterborough.gov.uk or by telephone on 01733 452447.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed and the papers listed on the Plan can be viewed free of charge although there will be a postage and photocopying charge for any copies made. All decisions will be posted on the Council's website: www.peterborough.gov.uk. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Governance Support Officer using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this plan.

NEW ITEMS THIS MONTH:

War Memorial - KEY/02NOV/11

Budget 2012-13 and Medium Term Financial Strategy 2012-2023 - KEY/03NOV/11

Children's Centres Commissioning - KEY04/NOV/11

A1073 Eye Green Traffic Calming Scheme - KEY05/NOV/11

Section 75 agreement with NHS Peterborough - KEY/02DEC/11

NOVEMBER

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
<p>Delivery of the Council's Capital Receipt Programme through the Sale of Land and Buildings - Vawser Lodge Thorpe Road - KEY/04DEC/10</p> <p>To authorise the Chief Executive, in consultation with the Solicitor to the Council, Executive Director – Strategic Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale of Vawser Lodge</p>	November 2011	Cabinet Member for Resources	Sustainable Growth	Consultation will take place with the Cabinet Member, Ward councillors, relevant internal departments & external stakeholders as appropriate	Andrew Edwards Head of Peterborough Delivery Partnership Tel: 01733 452303 andrew.edwards@peterborou gh.gov.uk	A public report will be available from the governance team one week before the decision is taken

<p>Security Framework Contract - lot 2 - KEY/09DEC/10 Award lot 2 of framework contract; cash collection and cash in transit services, delivering services for the council such as collecting cash from parking meters and banking it securely.</p>	November 2011	Cabinet Member for Resources	Sustainable Growth	Internal and external stakeholders as appropriate	Matthew Rains P2P Manager Tel: 01733 317996 matthew.rains@peterborough.gov.uk	A public report will be available from the governance team one week before the decision is made
<p>Draft Housing Strategy - KEY/04JUN/11 To approve the draft Housing Strategy 2011-2014 for the purposes of public consultation.</p>	November 2011	Cabinet	Sustainable Growth	Internal and External as appropriate	Richard Kay Policy and Strategy Manager richard.kay@peterborough.gov.uk	A public report will be made available from the governance team one week before the decision is made.
<p>Nene Park Academy Award of Contract - KEY/13JUN/11 To vary the Ormiston Bushfield Academy (OBA) Design and Build Contract with Kier Regional Ltd (trading as Kier Eastern) to allow for the design and build of Nene Park Academy</p>	November 2011	Cabinet Member for Education, Skills and University, Cabinet Member for Resources	Creating Opportunities and Tackling Inequalities	Executive Director Children Services, Executive Director Resources, Solicitor to the Council, Ward Councillors	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	A public report will be available from the governance team one week before the decision is taken

<p>Amendment to terms of the Affordable Housing Fund Allocation for Stanground South phases, 3E, 3F, 3G, 3H and 3I - KEY/02JUL/11 To approve conversion of the tenure of rented units to be provided on this site from 'social rented' tenure to 'affordable rented' tenure.</p>	November 2011	<p>Leader of the Council and Cabinet Member for Growth, Strategic Planning, Economic Development and Business Engagement</p>	Sustainable Growth	Relevant internal Departments and external stakeholders.	<p>Anne Keogh Housing Strategy Manager anne.keogh@peterborough.gov.uk</p>	A public report will be available from the Governance Team one week before the decision is taken.
<p>Energy Services Company - KEY/03JUL/11 To consider potential future developments of energy related products.</p>	November 2011	<p>Cabinet Member for Environment Capital, Cabinet Member for Resources</p>	Environment Capital	Internal and External Stakeholders	<p>John Harrison Executive Director-Strategic Resources Tel: 01733 452398 john.harrison@peterborough.gov.uk</p>	A public report will be available from the Governance Team one week before the decision is taken.
<p>Expansion to Hampton College - KEY/04JUL/11 To approve the forward build of phase 2 of Hampton College.</p>	November 2011	<p>Cabinet Member for Education, Skills and University, Cabinet Member for Resources</p>	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders	<p>Jonathan Lewis Assistant Director - Resources, Commissioning and Performance jonathan.lewis@peterborough.gov.uk</p>	A public report will be available from the Governance team one week before the decision is taken.

<p>Street Lighting Policy - KEY/04SEP/11 To agree the street lighting policy for PCC.</p>	November 2011	<p>Cabinet Member for Housing, Neighbourhoods and Planning</p>	Environment Capital	<p>Internal and External stakeholders as appropriate.</p> <p>With internal and external stakeholders as appropriate.</p>	<p>Mark Speed Transport Planning Team Manager Tel: 317471 mark.speed@peterborough.gov.uk</p>	<p>A public report will be available from the Governance Team one week before the decision is taken.</p>
<p>Sale of surplus former residential care home - Eye - KEY/01OCT/11 To authorise the Chief Executive, in consultation with the Solicitor to the Council, Executive Director – Strategic Resources, the Corporate Property Officer and the Cabinet Member for Resources, to negotiate and conclude the sale of a former care home now surplus to requirement -The Croft, Eye.</p>	November 2011	<p>Cabinet Member for Resources</p>	Sustainable Growth	<p>Consultation will take place with the Cabinet Member, & Ward councillors, as appropriate</p>	<p>Simon Webber Capital Receipts Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk</p>	<p>A public report will be available from the Governance team one week before the decision is taken.</p>
<p>Section 75 agreement with Cambridge and Peterborough Foundation Trust - KEY/03OCT/11 To approve the section 75 agreement with CPFT for the provision of mental health services.</p>	November 2011	<p>Cabinet Member for Adult Social Care</p>	Health Issues	<p>Internal and external stakeholders as appropriate.</p>	<p>Denise Radley Executive Director of Adult Social Services Tel: 01733 758444 denise.radley@peterborough.gov.uk</p>	<p>A public report will be available from the Governance Team one week before the decision is taken.</p>

<p>Hampton Community School - KEY/07OCT/11 To vary the Ormiston Bushfield Academy (OBA) Design and Build Contract with Kier Eastern to allow for the design and build of Hampton Community School.</p>	November 2011	Cabinet Member for Education, Skills and University	Creating Opportunities and Tackling Inequalities	Public, ward councillors and internal departments	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken
<p>Review of Play Centres in Peterborough - KEY/09OCT/11 To approve recommendations for changes in play centre delivery.</p>	November 2011	Cabinet Member for Children's Services	Creating Opportunities and Tackling Inequalities	Officers and a Councillor Reference Group	Karen Moody Head of Early Intervention & Prevention and Strategic Lead for Adult L&S Tel: 01733 863938 karen.moody@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.
<p>Single Equality Scheme - KEY/02SEP/11 To approve the final scheme following consultation</p>	November 2011	Cabinet	Creating Opportunities and Tackling Inequalities.	Public consultation via stakeholders and partnerships.	Denise Radley Executive Director of Adult Social Services Tel: 01733 758444 denise.radley@peterborough.gov.uk	A public report will be available from the governance team one week before the decision is taken.

<p>Peterborough's Transport Partnership Policy for pupils aged 4-16 years - KEY/01NOV/11 To approve the new policy for September 2012.</p>	November 2011	Cabinet Member for Education, Skills and University	Creating Opportunities and Tackling Inequalities	Internal and public consultation	Rowena Sampson Transport Officer rowena.sampson@peterborough.gov.uk	A public report will be available from the Governance team one week before the decision is taken.
<p>War Memorial - KEY/02NOV/11 To approve the contract, installation and location for a new War Memorial in the city centre.</p>	November 2011	Leader of the Council and Cabinet Member for Growth, Strategic Planning, Economic Development and Business Engagement	Strong and Supportive Communities	Members of public and city councillors.	Jim Daley Principal Built Environment Officer Tel: 01733 453522 jim.daley@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.
<p>Budget 2012-13 and Medium Term Financial Strategy 2012-2023 - KEY/03NOV/11 Draft budget proposals and Medium Term Financial Strategy to 2022/23 to be agreed as a basis for consultation.</p>	November 2011	Cabinet	Sustainable Growth	Internal and external stakeholders as appropriate.	John Harrison Executive Director-Strategic Resources Tel: 01733 452398 john.harrison@peterborough.gov.uk	A public report will be available from the governance team one week before the decision is taken.

<p>Children's Centres Commissioning - KEY04/NOV/11 To approve the award of contracts for the management and operation of 12 Children Centres in Peterborough.</p>	November 2011	Cabinet Member for Children's Services	Creating Opportunities and Tackling Inequalities	Providers, Councillors, Staff,	Pam Setterfield Assistant Head of Children & Families Services (0-13) Tel: 01733 863897 pam.setterfield@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.
<p>A1073 Eye Green Traffic Calming Scheme - KEY05/NOV/11 To award a contract for the A1073 Eye Green Traffic Calming Scheme</p>	November 2011	Cabinet Member for Housing, Neighbourhoods and Planning	Sustainable Growth	Members of public and ward councillors	Victoria Tyers Senior Engineer (Development) Tel: 01733 453440 victoria.tyers@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.
<p>Stanground College - award of contract - KEY/06NOV/11 To vary the Ormiston Bushfield Academy (OBA) Design and Build Contract with Kier Regional Ltd (trading as Kier Eastern) to allow for the design and build of Stanground College</p>	November 2011	Cabinet Member for Education, Skills and University, Cabinet Member for Resources	Creating Opportunities and Tackling Inequalities	Executive Director Children Services, Executive Director Resources, Solicitor to the Council, Ward Councillors	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.

DECEMBER

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
<p>Minerals and Waste: Waste Management Design Guide Supplementary Planning Document (SPD) - KEY/01DEC/11 To adopt the Waste Management Design Guide SPD</p>	December 2011	Cabinet	Sustainable Growth	Internal and External stakeholders as appropriate	Richard Kay Policy and Strategy Manager richard.kay@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.
<p>Section 75 agreement with NHS Peterborough - KEY/02DEC/11 To approve the section 75 agreement with NHSP for the commissioning and provision of learning disability services.</p>	December 2011	Cabinet Member for Adult Social Care	Health Issues	Internal and external stakeholders as appropriate	Denise Radley Executive Director of Adult Social Services Tel: 01733 758444 denise.radley@peterborough.gov.uk	A public report will be available from the Governance Team one week before the decision is taken.

JANUARY

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
<p>Traffic Signals LED Project - award of contract - KEY/03SEP/11 Contract to replace all traffic signal head lamps in Peterborough with LED as LED Heads are more efficient brighter, safer and have a much longer life.</p>	<p>January 2012</p>	<p>Cabinet Member for Housing, Neighbourhoods and Planning</p>	<p>Environment Capital</p>	<p>Internal and external stakeholders as appropriate</p>	<p>Amy Wardell Team Manager - Passenger Transport Projects Tel: 01733 317481 amy.wardell@peterborough.gov.uk</p>	<p>A public report will be available from the Governance Team one week before the decision is taken.</p>

FEBRUARY

There are currently no Key Decisions scheduled for February.

CHIEF EXECUTIVE'S DEPARTMENT Town Hall, Bridge Street, Peterborough, PE1 1HG

Communications
Strategic Growth and Development Services
Legal and Democratic Services
Policy and Research
Economic and Community Regeneration
HR Business Relations, Training & Development, Occupational Health & Reward & Policy

STRATEGIC RESOURCES DEPARTMENT Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Finance
Internal Audit
Information Communications Technology (ICT)
Business Transformation
Strategic Improvement
Strategic Property
Waste
Customer Services
Business Support
Shared Transactional Services
Cultural Trust Client

CHILDRENS' SERVICES DEPARTMENT Bayard Place, Broadway, PE1 1FB

Safeguarding, Family & Communities
Education & Resources
Children's Community Health

OPERATIONS DEPARTMENT Bridge House, Town Bridge, PE1 1HB

Planning Transport & Engineering (Development Management, Construction & Compliance, Infrastructure Planning & Delivery, Network Management)

Commercial Operations (Resilience, Strategic Parking and Commercial CCTV, City Centre, Markets & Commercial Trading, Passenger Transport)

Neighbourhoods (Strategic Regulatory Services, Safer Peterborough, Strategic Housing, Cohesion, Social Inclusion)

Operations Business Support (Finance)

Planning Transport & Engineering (Development Management, Construction & Compliance, Infrastructure Planning & Delivery, Network Management)

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**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
WORK PROGRAMME 2011/12**

Meeting Date	Item	Progress
13 June 2011 <i>Draft report 26 May</i> <i>Final report 2 June</i>	Introduction to Children's Services To receive a report on aspirations and challenges within Children's Services. Contact Officer: Executive Director of Children's Services	
	Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2010 To scrutinise the Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2010 and make any necessary recommendations. Contact Officer: Lynn Chesterton	Update report to come back to Committee in six months time.
	Review of 2010/11 and Future Work Programme To review the work undertaken during 2010/11 and to consider the future work programme of the Committee. Contact Officer: Paulina Ford	Items identified for scrutiny to be programmed into the work programme.
26 July 2011 <i>Draft report 8 July</i> <i>Final report 15 July</i>	Single Delivery Plan To scrutinise the Single Delivery Plan and identify areas for scrutiny which fall within the remit of the Committee. Contact Officer: Executive Director of Children's Services	
	Single Equality Scheme To scrutinise and comment on the Single Equality Scheme as part of the consultation process and make any recommendations. Contact Officer: Denise Radley	

Meeting Date	Item	Progress
	<p>Safeguarding and Children in Care – Progress report on the Children’s Service Development Plan</p> <p>To scrutinise and monitor the actions being taken in the Children’s Service Development Plan and its impact.</p> <p>Contact Officer: Executive Director of Children’s Services</p>	
<p>12 September 2011</p> <p><i>Draft report 25 Aug</i> <i>Final report 1 Sept</i></p>	<p>Young Carers in Peterborough</p> <p>To receive a progress report on Young Carers in Peterborough.</p> <p>Contact Officer: Executive Director of Children’s Services</p> <p>Presentation of 2011 Unvalidated Examination Results, EYFS – Key Stage 4 – A Level</p> <p>To scrutinise the 2011 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations.</p> <p>Contact Officer: Jonathan Lewis</p> <p>Portfolio Progress report from Cabinet Members relevant to the committee:</p> <ul style="list-style-type: none"> • Cabinet Member for Education, Skills and University <p>To Scrutinise and comment on the progress of the portfolio of the Cabinet Member for Education, Skills and University</p> <p>School Developments across Peterborough</p> <p>To scrutinise School Developments across Peterborough</p> <p>Contact Officer: Jonathan Lewis</p> <p>Peterborough Safeguarding Children Board Annual Report 2010-2011</p> <p>To Scrutinise the Peterborough Safeguarding Children Board Annual Report</p>	

Meeting Date	Item	Progress
	2010-2011 and make any recommendations Contact Officer: Andrew Brunt / Felicity Schofield	
14 November 2011 <i>Draft report 27 Oct</i> <i>Final report 3 Nov</i>	Portfolio Progress report from Cabinet Members relevant to the committee: <ul style="list-style-type: none"> • Cabinet Member for Children's Services Educational Attainment of Minority Groups and New Arrivals To scrutinise the educational attainment of minority groups and new arrivals across the City. Contact Officer: Jonathan Lewis	
	Academies To scrutinise the development and impact of Academies across the City. Contact Officer: Jonathan Lewis	
	Ofsted Improvement Plan To scrutinise and monitor the actions being taken to address the outcome of the recent Ofsted inspection and make any necessary recommendations. Contact Officer: Adrian Loades, Executive Director	
5 January 2012 (Joint Meeting of the Scrutiny Committees and Commissions)	Budget 2012/13 and Medium Term Financial Plan To scrutinise the Executive's proposals for the Budget 2011/12 and Medium Term Financial Plan. Contact Officer: John Harrison/Steven Pilsworth	

Meeting Date	Item	Progress
16 January 2012 <i>Draft report 29 Dec</i> <i>Final report 5 Jan</i>	Educational Attainment of Children in Care To Scrutinise the educational attainment of Children in Care and make any recommendations. Contact Officer: Andrew Brunt / Damian Elcock	
	Single Equality Scheme – Action Plan To scrutinise and receive a progress report on the outcomes of the implementation of the Single Equality Scheme and make any recommendations. Contact Officer: Denise Radley	Requested at the July meeting.
	Presentation of 2011 Validated Examination Results, EYFS – Key Stage 4 – A Level To scrutinise the 2011 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations. Contact Officer: Executive Director of Children’s Services	
	Child Poverty – Action Plan To scrutinise and receive a progress report on the outcomes of the implementation of the Child Poverty Strategy and make any recommendations. Contact Officer: Jonathan Lewis	Requested at the July meeting.
12 March 2012 <i>Draft report 23 Feb</i> <i>Final report 1 March</i>	Single Delivery Plan - Programme 2: Supporting the most vulnerable families and tackling the causes of poverty – Progress Report To scrutinise the progress of Programme 2 of the Single Delivery Plan and make any recommendations. Contact Officer: Executive Director of Children’s Services	Requested at the July meeting

To be programmed in:

2012/2013 Work Programme

June 2012

- **Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011**
 - To scrutinise the Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011 and make any necessary recommendations.
- **Provision of School Places for EYF and Secondary Schools**

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