

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE

**MONDAY 12 NOVEMBER 2012
7.00 PM**

Forli Room - Town Hall

AGENDA

	Page No
1. Apologies for absence	
2. Declarations of Interest and Whipping Declarations	
<p>At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification " that has been disclosed to the Solicitor to the Council. Members must also declare if they are subject to their party group whip in relation to any items under consideration.</p>	
3. Minutes of Meeting Held on Monday 10 September 2012	1 - 8
4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions	
<p>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.</p>	
5. Portfolio Progress Report from Cabinet Member for Education, Skills and University	9 - 20
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12. Work Programme

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13. Date of Next Meeting

Monday, 7 January 2012



There is an induction hearing loop system available in all meeting rooms. Some of the systems are infra-red operated, if you wish to use this system then please contact Paulina Ford on 01733 452508 as soon as possible.

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Committee Members:

Councillors: S Day (Chair), C Harper (Vice Chairman), N Arculus, B Rush, J Shearman, B Saltmarsh and D Fower

Substitutes: Councillors: J R Fox, M Nadeem and Thulbourn

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 10 SEPTEMBER 2012**

Present: Councillors S Day (Chairman), Harper, N Arculus, B Rush, B Saltmarsh, J Shearman

Also present Alastair Kingsley Parent Governor Representative
Niamh Kingsley Youth Council Representative
Felicity Scholfield Safeguarding Children Board Chair
Clare Young Manager, Cherry Lodge
Louise Ravenscroft Chair of Family Voice
Two Foster Carers

Officers in Attendance: Malcolm Newsam Executive Director, Children's Services
Wendi Ogle Welbourn Assistant Director, Strategy, Commissioning and Prevention
Sue Westcott Assistant Director Safeguarding Families & Communities
Paulina Ford Senior Governance Officer, Scrutiny
Catherine Berriman Lawyer

1. Apologies

No apologies for absence were received.

2. Declarations of Interest and Whipping Declarations

There were no declarations of interest or whipping declarations.

3. Minutes of the meeting held on 23 July 2012

The minutes of the meetings held on 23 July 2012 were approved as an accurate record.

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

There were no requests for Call-in to consider.

5. Fostering Action Plan

The Assistant Director Safeguarding Families & Communities introduced the report which provided the Committee with information on the Fostering Action Plan. The fostering action plan was developed in April 2012 to ensure that skilled and experienced carers for children who were looked after were recruited and retained. The plan had a range of actions to ensure that the views, wishes and feelings of children were taken into account, and a high quality service was provided to both carers and children. A new permanency panel had been set up and a permanency policy and procedures had been implemented in July 2012. The Fostering Team had been reconfigured in July 2012 into three parts, the recruitment and assessment of new carers, the assessment of connected persons (formerly family and friends carers) and thirdly the support and supervision of approved foster carers.

The Fabulous Forty campaign which had been launched in April 2012 had raised the profile of fostering and had resulted in 33 households currently being assessed. The processes around assessment had been streamlined, Skills to foster training ran alongside the assessment to avoid delay, and timescales put in place with the expectation that from expression of interest to approval would take six months. The Assistant Director Safeguarding Families & Communities informed Members that there had been an extremely good response to the recent Fabulous Forty campaign.

Two foster carers were in attendance at the meeting and were invited by the Chair to give their views on fostering and the improvements that had been made in the fostering service. The foster carers confirmed that the support for foster carers had improved and they were happy with the way it was developing. The foster carers felt that a buddying or mentoring scheme could also be introduced. The Chair requested that the Assistant Director Safeguarding Families & Communities look into taking the scheme forward.

Observations and questions were raised and discussed including:

- Members asked the foster carers if they felt that they had been consulted throughout the process on the action plan. *The foster carers responded that they met with the Foster Care Management team on a regular basis and gave their feedback on an ongoing basis. The Assistant Director Safeguarding Families & Communities advised Members that fostering surgeries were held on a regular basis to assist with advice and guidance. However the aim was to set up a Foster Carers Forum made up of representatives which would then be the main consultative body. Local authority officers could then use the forum to seek their advice, start development and training programmes, offer more support and really listen to what they had to say.*
- Members asked the foster carers if they had attended the comprehensive training package. *Members were advised that there was an ongoing training scheme that foster carers were expected to attend but there was a new package that had been launched during September.*
- The report mentioned that there was a guide being developed for children and carers. Members wanted to know if the foster carers had seen the guide and been able to give any input into its development. *The Assistant Director Safeguarding Families & Communities advised that the guide was still being developed and that it would be shared with the foster carers. The guide had already been to the Children in Care Council, it would also go to the Corporate Parenting Panel.*
- Members commented that the out of hours telephone service had not worked properly over a holiday period and messages had not been passed onto the appropriate person. Had this been resolved? *Members were informed that this should have been resolved but a check would be made to ensure that it definitely had been.*
- Members noted that there was a need to strengthen the Children in Care Council and wanted to know what the weaknesses had been in the council and what the proposed action was to address them. *Members were advised that the Children in Care Council was very small and consisted of approximately fifteen young people five of which had been very active and two or three had attended the Corporate Parenting Panel. The Participation Officer had not been able to reach out to all of the Looked After Children both in the city and out of the city. Work was now being undertaken to organise groups of Looked After Children in the city that would come together for activities and then use the groups to consult with. The attraction to belong to a group would be that there would be activities taking place that they would like to do. This would then help officers assist with developing the service. There were about 120 Looked After Children.*

The Chair congratulated The Assistant Director Safeguarding Families & Communities for the way in which the fostering action plan was being taken forward and developing the service. The Chair also thanked the foster carers who were in attendance for attending and contributing to the discussion.

ACTIONS AGREED

The Committee requested that the Assistant Director Safeguarding Families & Communities provide the Committee with:

1. A briefing note on the 'Staying Put' post 18.
2. A copy of the Children's Guide and Carers Manual.

The Committee also requested that the Assistant Director Safeguarding Families & Communities look into a buddy and mentoring scheme for foster carers.

6. Peterborough Safeguarding Children board Annual Report (PSCB) 2011/12 and Business Plan 2012/13

The Safeguarding Children Board Chair introduced the report which informed the Committee about the work of the Peterborough Safeguarding Children Board (PSCB) through the presentation of the annual report for 2011-12 and the business plan for 2012-13.

The purpose of the report was to

- Provide an outline of the main activity and achievements of the Peterborough Safeguarding Children Board (PSCB) during 2011 – 2012
- Provide an assessment of the effectiveness of safeguarding activity in the city
- Provide the general public, practitioners and main stakeholders with an overview of how well children in Peterborough were protected
- Identify gaps in service development and any challenges ahead.

An independent review of the Safeguarding Board had been undertaken in March 2012 as part of the work led by the Improvement Board and the interim Director of Children's Services. The review had been generally positive. There were a small number of recommendations confined to key issues and they were set out in the report.

Observations and questions were raised and discussed including:

- Members wanted to know how confident the Safeguarding Children Board was that safeguarding was now being addressed. *The Safeguarding Children Board Chair advised Members that she was confident that safeguarding was being addressed but it was early days with regard to confidence in the medium to long term. Things had improved in a relatively short time but there needed to be sustainability long term. The Board would need to have measures in place to continually check and monitor progress. Monthly workshops for practitioners had been put in place to enable practitioners to learn and provide an opportunity to ask practitioners how things were working for them.*
- The report referred to multi agency audits and that the QA group had struggled to resource the agreed multi agency audits. Had there been any progress in ensuring that this was resolved going forward. *Members were advised that four audits had taken place and there was now a part time performance manager in place to help embed the multi agency approach.*
- The report states that not all children who died this year had been reviewed by the Child Death Overview Panel. Why? *Members were informed that a review of a death did not generally happen until after the inquest and guidance states not until after a serious case review had taken place.*
- The report suggests that an e-safety policy was in place but states that there was no guidance of how to manage an e-safety incident. *Members were advised that guidance had been put in place since the report had been written.*

- Members noted that a more robust Common Assessment Framework Form was now in place. What was the new form like? *Members were informed that it was an operational form which was used by all front line practitioners. The form had been simplified to four pages. There were three CAF co-ordinators in place that facilitated the process. The Multi Agency Support Group was now in place who took the CAF and identified all the services that would be needed to be provide the package of care. There was a very tight system in place in Peterborough.*
- Were there any figures for residential assessments that had been carried out? *The Director of Children's services advised that he did not have the information with him but could advise that the figures were small.*

ACTION AGREED

The Committee noted the report and requested that an annual report be brought back to the Committee next year.

7. Respite and Home Support Unit – Children with Disabilities (Cherry Lodge)

The Assistant Director, Strategy, Commissioning and Prevention introduced the report and introduced the Manager of Cherry Lodge who was also in attendance. The Manager of Cherry Lodge gave the Committee background information about Cherry Lodge, the services it provided and intentions to establish Cherry Lodge as a central 'hub'. Members were informed that Cherry Lodge was a purpose built, 8-bedded children's home providing short breaks provision. It provided care and support for children with very complex health needs.

Observations and questions were raised and discussed including:

- Members noted that Cherry Lodge was currently providing a service to a minimal amount of young people. If the 'hub' was to be created how many more people could be supported? *Members were advised that the current remit was to provide services to young people with severe disabilities and by expanding the service to include other services such as Link care and outreach support the numbers would expand but it was difficult to say how many more at this point.*
- Members referred to Peterborough's Range of Short Breaks and wanted to know if the Authority were required by Government to provide those services. *Members were informed that the authority had a responsibility to provide the service as they were children in need.*
- Members noted that the report stated that short breaks were continuing to be developed that were creative and appropriate. What did this mean? Louise Ravenscroft, Chair of Family Voice was invited to address the Committee. *Members were informed that Family Voice Peterborough had worked hard over the past year to encourage parents to have a voice about the type of short break services that they would like to have from the city council. Family Voice had been commissioned to conduct a piece of research. Parents did not always want the high end residential care. Parents wanted a wide scope of choice, flexibility and control which might include going away with families or the children having time away from the families. It need not be expensive to provide what was wanted.*
- The report stated that the short breaks services were reliant on PCC funding. Was there a danger that the service might be terminated by the council? *The Manager of Cherry Lodge was confident that the funding would remain in place. There was a long term view to the service being provided.*
- With the rising population there may be more young people requiring this kind of specialist support which would have an impact on the budget. Where would the funding come from to continue with the service? *Members were advised that the needs of disabled children were growing with the increase in population. The desire to improve the services of disabled children was also growing which had a budget implication and this would be reflected in the budget this year.*

- What did JASP stand for as mentioned in the report? *Members were advised that it was the Joint Agency Support Panel. This was where referral of children who require short access breaks were taken.*
- Members wanted to know if the Manager of Cherry Lodge felt that the service was accessible to all children and were there checks in place to ensure it was. *Members were informed that organisations like Family Voice were ensuring that parents were proactive in finding out what services were available and they were now more aware of what services were being offered. This also meant that parents have much more say in what services they wanted. Cherry Lodge was also on the same site as Phoenix Special school catering for young people with severe disabilities. Staff at Cherry Lodge attended target setting evenings and met with parents and providers and were therefore able to raise awareness of the services provided at Cherry Lodge. Cherry Lodge has also moved under the directorate of Strategy, Commissioning and Prevention which had also increased awareness.*
- Do you do any fundraising? *Members were advised that fundraising did take place and parents were very proactive. Local businesses also donated prizes for fundraising. Certain pieces of equipment had been provided through charitable grants.*

The Chair thanked the Manager of Cherry Lodge for providing an informative report and advised that the Committee were happy to support the plans for future development.

The Chair also thanked Louise Ravenscroft for her contribution to the discussion.

ACTIONS AGREED

The Committee noted the report and supported the ongoing development of Cherry Lodge Services.

8. Children's Services Improvement Plan – Progress Report

The Executive Director of Children's Services introduced the report. The report informed the Committee on progress that had been made on the Children's Services Improvement Programme which had been put in place following an Ofsted Inspection in August 2011. The progress report had been a regular report to the committee and the last update to the committee had been in July 2012. Highlights of the report were:

- Strong performance had continued in the referral and assessment service. The year to date figures in July had shown that 98% of initial assessments had been completed within 10 days and 88% of core assessments within 35 days.
- Referrals and initial assessments had continued to be generated at or around the statistical neighbour average and had seen a gradual reduction in volumes of core assessments.
- The "Assurance" audits had now all been completed. In total 954 cases were graded of which 392 (41.1%) were adequate, 413 (43.3%) remedial and 149 (15.6%) inadequate. Now in the process of ensuring that action plans were on the system and had been completed.
- Now moved into a position of being slightly over-established with qualified social workers. This reflected the overlap of new staff with exiting agency staff.
- Had introduced a new weekly report management information tool focussed on the work of the Family Support Teams and the LAC service. This was supported by highlight reports written by Team Managers and presented at a weekly meeting chaired by the Assistant Director. This was already having a marked effect in engaging front-line managers in the improvement programme while identifying where support and attention was required.

Challenges highlighted were:

- The reduction in children with a plan had been scrutinised by the Assistant Director and the primary factor appears to be premature de-planning without clear evidence of a demonstrable change in the risk factors. The Child Protection Chairs had been working on a consensus model of decision making, but immediate steps had been taken to address this and would be amending the multi-agency procedures to reflect a clearer recognition of the accountability for this crucial decision.

The Chair thanked the Director of Children's Services for a positive and impressive report.

Observations and questions were raised and discussed including:

- What was the current case load of social workers? *Members were advised that the average case load was 17 ½ cases per social worker. A guide going forward would be to allocate 20 per social worker.*
- How was the recruitment progressing for the new Director of Children's Services? *Members were advised that there had been good progress and there had been a talented pool of applicants. Interviews would be held during mid September.*
- Members noted that Peterborough was not attracting high quality social workers and wanted to know what development opportunities and succession planning had been put in place to ensure that these staff was retained. *Members were informed that high performers were being identified through the performance management review process. Once identified there would be a focus on the high performers and what they would need to be developed as leaders of the future. Succession plans were being identified right across the department for key roles.*
- If Ofsted were to inspect the service tomorrow what importance would they place on the fact that 1 in 10 core assessments were not carried out within 35 days. *Members were informed that the target set in the improvement notice had been 80% and the department was currently running above that. This put the authority in the top quartile in the country.*
- Has the social workers forum been successful? *Members were advised that it was working very well and social workers were very engaged and raising issues from strategic to practical issues. The Assistant Director Safeguarding Families & Communities meets with the Chair of the forum and takes up the issues raised.*
- The reports show clearly that there had been a change in the department. How have the social workers responded to the change in culture? *Members were informed that some areas were more positive than others. Most social workers understand the vision. The new regime has brought much more accountability and responsibility. The quality of the audits had put transparency on the work of the social workers which had been added pressure for the them.*
- How will us as Members feel confident going forward that the information in the reports represents the reality of what is happening in the department. *Members were informed that it was crucial to have a number of checks and balances in place to test the different areas of the service. The Members role was hugely important in this process and Members visiting the department, asking questions and talking to social workers was all part of the transparency going forward.*

ACTIONS AGREED

The Committee noted the Safeguarding Improvement Plan and the progress that had been made since the last report in July 2012.

9. 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 Councillor Arculus requested further information on the Jack Hunt and Ken Stimson Schools boiler refurbishment.

10. Work Programme

Members considered the Committee's Work Programme for 2012/13 and discussed possible items for inclusion.

ACTION AGREED

To confirm the work programme for 2012/13 and the Senior Governance Officer to include any additional items as requested during the meeting.

11. Date of Next Meeting

Monday 12 November 2012.

The meeting began at 7.00pm and ended at 8.48pm

CHAIRMAN

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – John Holdich – Cabinet Member for Education, Skills and University
Jonathan Lewis, Assistant Director – Education and Resources
Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

PORTFOLIO PROGRESS REPORT - CABINET MEMBER FOR EDUCATION, SKILLS AND UNIVERSITY

1. PURPOSE

1.1 To provide Members with a progress report from the Children's Services Portfolio Holder.

2. RECOMMENDATIONS

2.1 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

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

4. BACKGROUND

4.1 The key service areas included within the Cabinet Portfolio are as follows –

- Ofsted review of Children Educated other than at School
- School Place Planning and Early Years Provision
- English as an Additional Language within Peterborough
- Review of special education needs provision within the city
- Schools Funding Reform
- Skills Service
- City College
- Young People Not in Employment, Education or Training
- Recruitment and retention of teachers within schools

4.2 In addition, the committee has requested an update on the following areas -

- Update on Pupil Referral Service
- A strategy on recruitment and selection of school governors as part of the improving attainment

4.3 The pace of change within the Education division is significant and additional resources have been made available to support the Assistant Director – Education and Resources to drive forward change promptly.

5. KEY ISSUES

Ofsted Review of Children Educated other than at School

- 5.1 In the week commencing the 1st October, Ofsted undertook a thematic inspection exploring local authorities' practice relating to the provision of suitable full time education at school or otherwise than at school for those children and young people who may not for otherwise receive suitable education. These children and young people may include those who are ill and those who are excluded from school. The inspection is undertaken to advise the Department for Education on future policy in this area.
- 5.2 Their inspection in Peterborough involved a series of meetings with officers and key partners who provide services to these groups, headteachers and with parents / carers. They also visited Peterborough Pupil Referral Unit (across 3 sites).
- 5.3 Overall Peterborough received a positive response with verbal feedback being very encouraging. Further feedback will come at the end of the autumn. The inspectors commented on all of the work that had been done over the past 12 months and clearly felt we were making good progress in supporting the most vulnerable groups within the city. Further work was needed around listening to the child's voice and embedding new arrangements on access to services but actions were already in hand which have not yet impacted.
- 5.4 Within the PRU, the inspectors commented on the strengths of provision commenting "there is a real sense among pupils, parents and staff this school is making a difference". They identified a clear vision and values and a real sense of CAN DO optimism across the school to find and nurture individual pupil potential. Parents feel they are working alongside the school. There was evidence of good working relationships with schools – school partners speak very highly of the more integrated and flexible style of working that has developed over the last year.
- 5.5 Areas for development including the need for more support for the re-integration of excluded pupils back into mainstream settings. There was also a need for schools to be more accountable for developing an extended curriculum which can meet better meet different learning needs and styles.
- 5.6 The inspector team noted the pressures that a very fluid population presents in Peterborough especially around different cultures and the huge variety of languages spoken in the city.

School Place Planning and Early Year Provision

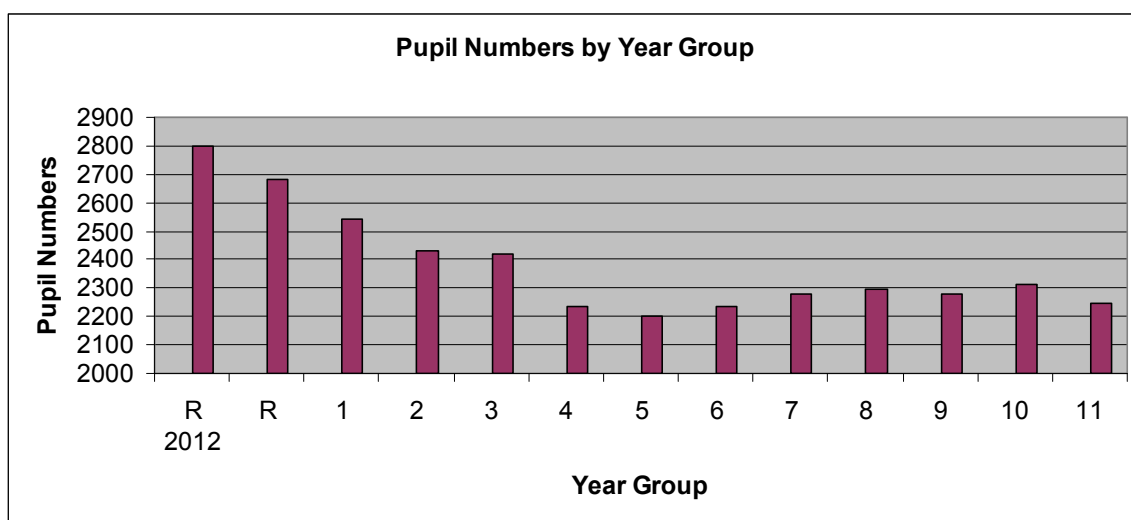
- 5.7 After a period of declining pupil numbers, the last 4 years have seen a significant increase in pupil numbers within the city. This can be attributed to a number of issues -
- Birth rates - Peterborough was recorded in 2011 as having the 6th highest fertility rates (live births per 1,000 women aged 15-44) in England and Wales. Its rate of 86.8 per 1000 places it above the England average of 65.7 and was only exceeded by Barking and Dagenham, Slough UA, Waltham Forest, Brent, Newham.
 - Migration – continues to have a significant impact but is more difficult to measure as we don't capture information of previous place of residence. However Peterborough exceeds all our statistical neighbours in terms of National Insurance number registrations for migrant workers and in terms of new GP registrations from those people living overseas. The number of languages spoken within the city continues to grow and now exceeds 100.
 - Economic growth / stability / employment – the buoyant local economy continues to retain workers whilst in other parts of the country, there has been significant return migration.
 - The quality of our schools continues to attract students from other local authorities. Peterborough is a net importer of children overall.

- 5.8 In terms of school place planning, we are trying to achieve the following -
- Local Places for Local Children – a child should be able to access their local neighbourhood schools
 - Parental Choice – parents can access schools outside of their catchment to meet the government agenda around choice.
 - Offer a range of different schools for all parts of the community including community school, foundation schools, trust school, faith schools and academies.

- 5.9 There are a number of limiting factors around meet these objectives –
- The availability of resources to support these objectives. Peterborough only received £2.6m in 2012-13 to support ‘basic needs’ around pupil numbers from the Department for Education last year.
 - The availability of land to create school places especially in certain areas of the city. We are now looking at more creative solutions to finding suitable accommodation.
 - The balance between short term pressures against longer term sustainability – empty schools are not successful and an inefficient use of public funding.

5.10 Since the 20th July, over 1,300 applications for school places (4.5% of current school population) have been received. 80% are new arrivals to the city. This growth from outside the city equates to 2 large primary schools or 1 secondary school. As a city, we are now below the 5% surplus threshold on all year groups in the city with significant pressures in Year 1 and Year 11.

5.11 The chart below shows the growth in numbers coming into the school system -



5.12 The chart shows the growth result from rising birth rates and how they are impacting upon primary schools. This growth will work its way through into secondary schools in the next few years. This was predicted and allowed for the opening of the City of Peterborough Academy.

5.13 The trend for increasing birth rates is shown in the early census information where cohorts are expected to rise again significantly –

	0 - 4	5 - 9	10 - 14
Number of Children	13,900	11,400	11,400
Average Cohort Size	3475	2850	2850
Change	22%		

5.14 This is a huge growth and is placing significant pressures on the school system in Peterborough. Significant investment has been made in recent years to keep pace with these increases. The September 2012 reception cohort increase was matched with building projects. We currently anticipate that we need around £117m in the next 9 years to keep pace with

demand creating in excess of 6,000 places – this will be reviewed in November when the more detailed census information is released.

- 5.15 In addition to school place planning for those children of statutory school age, Local authorities are required by legislation to make available sufficient free early education places offering 570 hours a year over no fewer than 38 weeks of the year (15 hours per week) for every eligible child in their area from their third birthday until they reach compulsory school age and to ensure that every place is provided free of charge. The provision should be of suitable quality and flexible in terms of meeting parents working hour requirements. The vast majority of early years provision is made by the Private, Voluntary and Independent providers (PVI).
- 5.16 Child population is predicted to rise in all areas of Peterborough over the next five years. Based on current levels of supply, this is expected to cause significant pressure on the childcare market for 0 to 4-year-olds in the Dogsthorpe, East, Hampton, Orton, Rural, Stanground and Voyager (Bretton North, Paston and Walton wards) sub-local authority areas.
- 5.17 From 2014, the government is proposing to extend free entitlement (15 hours) to 2 year olds. This support will be targeted at 40% of the children nationally with eligibility criteria focused on economic disadvantaged and those with SEN. In Peterborough this is expected to apply to 50% of children. This increased entitlement will place pressure on the Local Authorities to ensure sufficiency of placement. £100m has been made available nationally to support expanding provision. As information on future funding emerges, plans for dealing with the sufficiency shortfall will be developed alongside the PVI settings.

English as an Additional Language within Peterborough

- 5.18 As previously outlined, migration is placing a significant pressure upon schools within the city. The current profiles of pupils with English as an additional language (EAL) is shown in the tables below. Currently 11 primary schools have over 50% of their children classed as EAL.

5.19 Primary Phase – Pupils of Compulsory School Age

School Census	No. of pupils with EAL	All pupils	% of Pupils with EAL	Stat. Neighbour Average
January 2006	2,477	13,000	19.1%	12%
January 2007	2,850	12,960	22.0%	
January 2008	3,163	13,120	24.1%	
January 2009	3,493	13,080	26.7%	
January 2010	3,814	13,260	28.8%	
January 2011	4,132	13,450	30.7%	
January 2012	4,621	13,900	33.2%	17%

5.20 Secondary Phase – Pupils of Compulsory School Age

School Census	No. of pupils with EAL	All pupils	% of Pupils with EAL	Stat. Neighbour Average
January 2006	2,050	13,180	15.6%	9%
January 2007	2,310	13,170	17.5%	
January 2008	2,467	13,027	18.9%	
January 2009	2,715	13,210	20.6%	
January 2010	2,843	13,180	21.6%	
January 2011	2,968	13,462	22.0%	
January 2012	3,240	13,625	23.8%	14%

5.21 The impact on standards is shown in the table below –

Key Stage 2 - % of pupils achieving Level 4+ in both English and mathematics

	2007	2008	2009	2010	2011	Average
EAL Children	54%	57%	59%	58%	58%	57%
Non EAL Children	72%	73%	72%	70%	74%	72%
Difference	18%	16%	13%	12%	16%	15%

Key Stage 4 - % of pupils achieving 5+ A*-C including English and mathematics

	2007	2008	2009	2010	2011	Average
Peterborough	26%	27%	29%	32%	35%	30%
Non EAL Children	39%	39%	42%	48%	53%	45%
Difference	13%	12%	13%	16%	18%	15%

5.22 The council is engaging support from London authorities which have had a similar rise in their EAL cohorts. This work includes -

- Research into initial assessment centre for EAL
- Diagnostic of EAL patterns within City – specific groups that are underperforming to allow targeted work in future years.
- Central Beginners Course
- Supporting EAL in the classroom – TA EAL course
- Training for Governors
- Lead Staff Network
- Masters Level Course in EAL
- Opportunities for tailored courses for INSET training over 5 twilight sessions (pilot in 2 schools)
- Basic ESOL (English for Speakers of Other Languages) courses for parents to increase engagement in schools.

Review of special education needs provision within the city

5.23 In 2011, the Department for Education launched a green paper entitled 'Support and aspiration: A new approach to special educational needs and disability'. This has marked a significant change around special education needs (SEN) and how support is offered in schools. It is expected the proposals will come into operation in 2013 as part of a new SEN code of practice.

5.24 The provision for pupils with SEN is under review and a new SEN strategy will be developed and it will look at addressing a number of issues including the following –

- Peterborough has the third highest rate of statementing in the country and further work is required to support children within the need for undertaken statutory review processes and this draws vital support and expertise from providing support e.g. education psychologist
- Too much funding is being targeted at high needs children. This money is arguably better spent in early intervention services.
- We have a number of enhanced resource provision in schools supporting particular needs such as autism and behaviour. These need reviewing.
- We do not have specialist support / provision for primary aged children with severe behaviour difficulties
- Our special schools are full and their specialist provision needs to be reviewed in light of the changing needs across the city.
- Outcomes for children with SEN need to be improved.
- We are sending too many children to out of city placements – there may be better options to support them within the city.

- Ensure the LA is providing the best quality services for schools around SEN – be these provided in house or commissioned externally.

The new strategy is being developed and will be shared with this panel in January during the consultation phase. Significant work has already been undertaken with parents and schools to help shape this approach.

Schools Funding Reform

5.25 During the spring, the DfE have consulted Local Authorities on changes to the funding of schools. Historically, Local Authorities have set their own funding formulas to fund individual schools to recognise that schools within their area have different needs and hence require different levels of funding. This has been perceived by the DfE as being a complicated system and the DfE have introduced a standard funding formula across the country to try and make the funding systems more transparent. Schools will now receive funding on the following headings –

- Basic per pupil entitlement
- Deprivation – driven by FSM and socio-economic measures
- Looked After Children
- Low Cost, high incident special education needs – measured by failure to achieve certain standards levels
- English as an additional language – for first 3 years in school system
- Lump Sum – to cover fixed costs and premises
- Rates and PFI – funded at actual costs
- Pupil Mobility – recording starters and leavers.

5.26 The DfE have also changed responsibilities around retaining funding by local authorities, the operation of schools forum (group to decide funding for schools) and the funding of infant class sizes.

5.27 The Schools Forum is currently considering the new funding formula and has consulted with schools across the autumn. The new funding formula was submitted to the DfE at the end of October and it will lead to significant turbulence across individual schools in 2013/14 when it is introduced. There will be protection for schools that lose more than 1.5% of their budget from one year to the next.

Skills Service

5.28 Peterborough Skills Service is a pioneering brokerage scheme between employers and education centres. It facilitates the delivery of work-related activities such as mentoring, careers talks, classroom sessions and work experience placements for young people.

5.29 In the first year of operation, the skills service worked with 513 employers who provided work experience placements for 892 students from 23 schools/centres. These centres range from secondary schools to out of city secondary schools and include the Pupil Referral Unit and Clare Lodge.

City College

5.30 Peterborough City Council Children's Services provides adult and community learning provision through City College Peterborough. Under contract to the Skills Funding Agency, it provides accredited and non-accredited programmes in further education, learning for personal and social development, family literacy, language and numeracy, and wider family learning. Other government-funded contracts are held with the University for Industry, the Young People's Learning Agency and the National Apprenticeship Service to provide learn-direct courses, Foundation Learning programmes for learners aged 16-18 and apprenticeships.

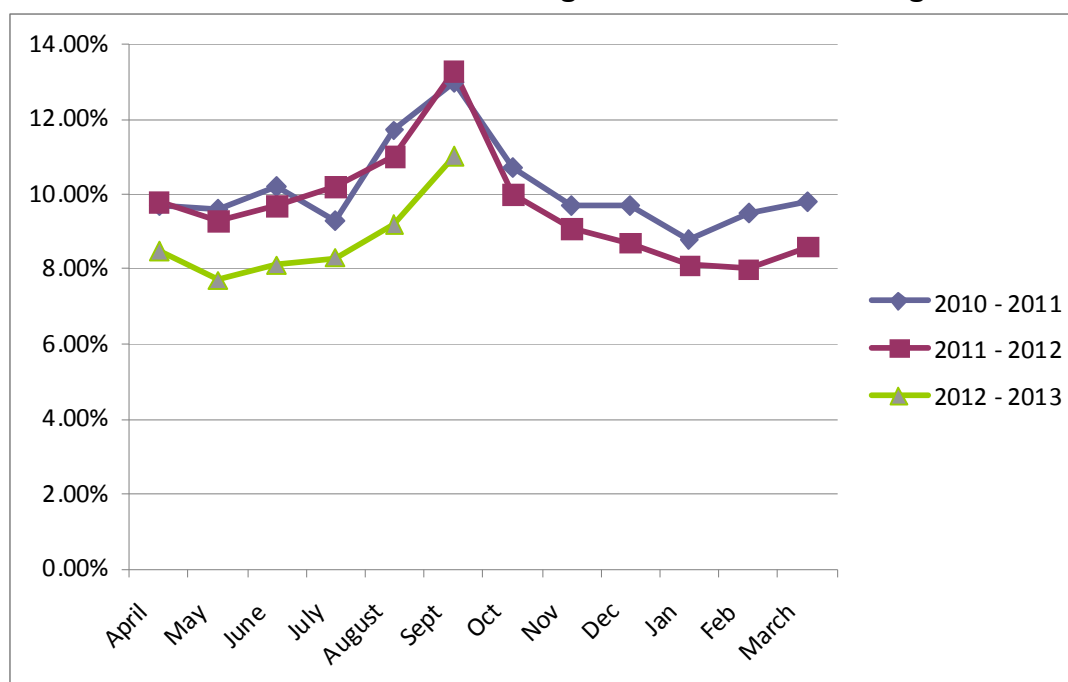
- 5.31 At its last inspection in October 2011, the college was graded good with some outstanding features.
- 5.32 Key areas of interest in the last 6 months include -
- Funding - All contracts achieved for 2011/12. Funding for 2012/13 has been secured and additional funding has since been awarded as we hold SFA status of an “over achieving provider”
 - Quality - Peer Review Group – City College is currently producing a Self Assessment Report which is validated via our self assessment process which is moderated amongst our peer review group (Peterborough, Suffolk, Norfolk, Essex, and Thurrock Local Authorities) and which also requires the approval of the Governing Board. The peer review development group referred to is an established partnership that aims to work collectively to improve quality across all their services. This group is held up as a national Best Practice model and is often asked to present at workshops across the country.
 - Key Initiatives –
 - Community Learning Trust (CLT) - City College has set up a Community Learning trust (CLT), non legal status, to support the Single Delivery Plan Programme 5, Empowering People and Creating Cohesive Communities. The college will supply the funding, be responsible for the public purse and quality, but the CLT made up of 10 representative organisation and groups from across the City, will define how the money is spent and what organisations will deliver the programmes. The organisation includes PCVS, Cohesion Board, the Neighbourhood Councils, a local employers and PREC.
 - Community Learning Innovation Fund (CLIF) The college has been successful in a tender to develop Community Culture boxes. These to be created by the community, for communities to use to understand and respect each other. Over 2600 tenders were received for this funding pot and we are one of only 112 organisations nationally to win this funding.
 - Neighbourhood Learning in Deprived Communities (NLDC) The college has again committed to funding to NLDC and are awarded 9 local charities circa £90,000 to fund leaning initiatives across the City
 - Flat One - The former nursery space at Brook Street is being converted into “Flat One” a living space of bedroom, bathroom, living room, kitchen/ diner, garden and classroom, that will be used to teach independent living skills to students from all walks of life including NEETS, LLDD students and older learners. This space is also going to support other local organisations for example Cross Keys. Behind this space we now have a chill out / sensory room for our students.

Young People Not in Employment, Education or Training (NEET)

- 5.33 The high level of young people who are NEET – not in employment, education or training – is one of the most serious social problems facing the country. For an individual, a period being NEET can lead to a lowering earnings long after they find employment. It also represents a significant drag on the economy through lost output, higher welfare payments and lower tax contributions. Yet there are important concerns that the NEET problem may worsen. Rapidly rising unemployment has reduced the number of entry-level jobs available for those leaving education.
- 5.34 The NEET performance for September 2012 is as follows:
- NEET - 11.3% = 435 young people (was 13.3% = 558 yp Sept 11)
 In learning - 48.4% (was 48.3% in Sept 11) Not known – 40.7% = 2828 young people (was 39.9% = 2809 yp Sept 12)

NEET performance is still 2% points below the performance for last year (see graph below).

16-18 academic age NEET in Peterborough



5.35 There has been a significant amount of projects under way to reduce these numbers –

- Young Peoples' Work Club
- Tracking and monitoring those young people who fall into NEET and giving them 1:1 support
- Working closely with the work based learning providers and to provide flexible starting dates on programmes to support the needs of young people.
- Running effective programme – Prince's Trust Team Programme, Moving Forward Programme with Mears and Cross Keys Homes
- Shifted the focus of youth work to include one to one support for NEET
- Strong working relationships with Enterprise for work experience programmes
- Red/Amber/Green ratings for all young people who are NEET and a tailored programme to meet their needs dependent on their rating.
- Weekly monitoring of young people who are NEET and intervening on a 1:1 basis where appropriate.
- Links with training providers – such as Amber Train – who move a number of young people into employment in the rail industry.

Information continues to be collected on a monthly basis and figures alter significantly at the end of the academic year but it is hoped the actions outlined above will continue the trend for reduced numbers of NEET's

Recruitment and retention of teachers in Peterborough

5.36 The National College for School Leadership has identified Peterborough as being a cold spot in the country for the recruitment of teachers and initial teacher training. The city has for several years had difficulties in recruitment and the authority and schools are currently considering developing a SCITT (School Centred Initial Teacher Training) centre. The key difference with a SCITT for teacher training is that rather than a teacher training course being set-up and run by a University, a SCITT course is set-up and is run by schools within a consortium. The consortium will be able to award qualified teacher status and potential work with an higher education partner to further develop other opportunities such as masters qualification and

middle / senior leadership development. The Peterborough schools and Local Authority see this development as part of a strategy of raising attainment for all children in the city. This brings significant benefit for an area such as Peterborough. Key benefits include –

- Raising aspirations for the population of Peterborough.
- Producing “home grown” Peterborough based ‘outstanding’ teachers to meet the challenge of raising standards of attainment across all schools.
- Trainees knowing the Peterborough context as part of their training.
- The dynamics of cross phase training will contribute to high quality provision specifically in addressing issues of SSP (Systematic Synthetic Phonics), literacy, SEND (Special Educational Needs and Disability), EAL (English as an Additional Language), transition and behaviour.
- Ability to fill Gaps in Secondary provision exist eg Secondary English Baccalaureate subjects.
- Targeting specific shortage of early years practitioners to meet the demand for the Foundation stage.
- Peterborough is experiencing a significant increase in population. The Local Authority estimate the number of Reception children will double within the next 4 years. This increase will therefore impact upon the future recruitment of Primary teachers and Secondary teachers.
- A specific population characteristic of Peterborough is the significant increase in migrants in the last 10 years and this is expected to continue over the next 10 years. Therefore we need to develop teachers who can meet the challenges and aspirations of these students.

5.37 A provisional bid to set up a SCITT has been agreed and further work is underway to develop this proposal for full agreement. It is hoped recruitment of students can take place from 2014.

Pupil Referral Service (PRS)

5.38 Children’s Services are committed to raising standards for all pupils but especially those from vulnerable learners groups who have experienced substantial life challenges resulting in their inability to engage with mainstream education. The Pupil Referral Service has 6 core functions/features -

1. Provision of full time education for children and young people aged 5-16 years, who live within the City of Peterborough and who have been permanently excluded from school, or are at risk of permanent exclusion, or for some other reason are unable to access mainstream provision
2. Primary Outreach Behaviour Support which includes work in schools and the provision of part-time sessions within the Primary Unit with the aim of preventing exclusion
3. Provision of dual registered placements as part of an intervention package with the home school, with the aim of preventing exclusion
4. Provision of home tuition on medical grounds both in the home and on the hospital ward
5. Undertake the Local Authority’s statutory role, functions and duties surrounding permanent exclusions and Fair Access
6. Providing a review / safeguarding function around elective home education placements.

5.39 The Pupil Referral Service currently supports 201 pupils and operates across 3 sites which are split into Key Stage 1 and 2 (St Georges), Key Stage 3 (Fletton) and Key Stage 4 (Honeyhill). A new head of the PRU was appointed in September 2011 and it came under the remit of the Assistant Director – Education and Resources. A management committee oversees the operation of the PRS and is chaired by the Assistant Director – Education and Resources but include membership from schools, health, community parents and local members.

5.40 In September 2011, Ofsted graded the provision as satisfactory with good features and since this time the service has been working hard to meet the shortcomings of this report and provide a high quality services for vulnerable pupils across the city. A restructure has been completed

in May and a new delivery structure will be in place for September. Positive feedback has been received from schools on progress.

- 5.41 In terms of outcomes, 45 pupils in year 11 sat examinations in the summer 2012. 89% achieved an English and Maths qualification. This is an increase on 53% in 2011. 69% achieved English, Maths, IT, Sport and a Work skills qualification such as catering, construction or motor vehicles. Only 30% achieved this last year level last year.

Recruitment and selection of school governors as part of the improving attainment

- 5.42 A Governing bodies have 3 core functions –
- Setting strategic direction - delegating operational matters to the Head, engaging parents and other stakeholders and ensuring statutory duties are met
 - Managing school performance - holding the executive accountable for rising standards, using data to challenge as well as support and ensuring pupils are safe from harm
 - Ensuring financial probity. through rigorous audit and risk management with a strong focus on value for money and the efficient use of resources
- 5.43 Under the 2007 constitution regulations, governing bodies are constituted of individuals who represent groups who have a vested interest, or a stake, in the effective delivery of education and care in a school. The traditional groups represented are staff, community, parents and the Local Authority. Each group has a voice in how their schools operate.
- 5.44 Local Authority (LA) governors are appointed by the local authority that maintains the school. In Peterborough, the appointments have never been made to reflect any political make. Whilst some nominations do come from the local political parties, others are nominated by the governing body or the Local Authority. All such governors are primarily appointed with a view to their commitment to raise standards at the school concerned.
- 5.45 From September 2012, the new regulations give more freedom to governing bodies to decide their constitution and membership. It places a much greater emphasis on the skill set of the governing body rather than stakeholder representation. This requires authority governors to be appointed by the school governing body from nominations made by the local authority in accordance with eligibility criteria set by the governing body. The new regulations also allow for the appointment of only one local authority governor thereby substantially reducing the local authority representation on most governing bodies.
- 5.46 An authority governor does not represent the views of the local authority but is a representative of the local authority and the wider community. An authority governor therefore needs to become well informed about the various views on an issue such as the legislation and Peterborough's priorities.
- 5.47 The LA does not mandate its appointees with the role of providing the LA's views, governors are not personally accountable to a political party nor the LA no matter who nominated them. There is no obligation to advocate LA policies or to report back. However, it is expected that the LA will be made aware of certain situations such as:
- Any decision that profoundly impinges on LA priorities
 - Any decision affecting other local schools
 - Any concerns that the governing body, headteacher or Chair are not taking the appropriate action in the event of:
 - Addressing declining standards
 - Handling a Health and safety/safeguarding issue
 - Addressing staffing issues
 - Irregularities in finance
 - Taking illegal actions
- 5.48 The role of the governor services team is to ensure that high quality governors are appointed although this sits in the remit of individual schools to choose. Training and advice is given on

identifying where skill gaps exist (via audit tools) and how to source suitable candidates. The governor services team hold regular recruitment events where they target key employers in the city to encourage members of their staff groups to join governing bodies and bring expertise. The governor services team provides a wide range of training opportunities for governors to develop their skills and to ensure they can support, challenge and develop their school effectively.

6. IMPLICATIONS

- 6.1 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

- 7.1 No consultation has taken place with regard to this report.

8. NEXT STEPS

- 8.1 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

- 9.1 None

10. APPENDICES

- 10.1 None

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Jonathan Lewis – Assistant Director – Education and Resources
 Gary Perkins – Head of School Improvement

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

PRESENTATION OF 2012 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

- 1.1 This paper summarises the 2012 unvalidated assessment and examination results for both Key Stage 2 and Key Stage 4. The results are provisional and are liable to change by the time of final reporting in January 2013.

2. RECOMMENDATIONS

- 2.1
1. The committee analyses the performance in the 2012 assessments, tests and examinations.
 2. Scrutinise Children's Services actions to improve 2013 and 2014 performance.
 3. Support Children's Services leaders to challenge and intervene in schools/settings and core subject departments where performance is inadequate / below floor standards

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 September 2012, the Department for Education (DfE) published the unvalidated, provisional Key Stage 2 and Key Stage 4 results. As a benchmark, pupils in Y6 (age 11) are expected to achieve National Curriculum Level 4 (L4) or better (L4+), whilst those in Y11 (age 16) are expected to achieve GCSE Grade C or better. These results are shown in appendix 1 and appendix 2.
- 4.2 The data presented here is the first set of results, and does not take into account any re-marks or any allowances for pupils who are new to the UK and have been present for less than 2 years. The final set of data in January 2013 will include re-marks and will remove the data for children who are newly arrived to the UK.
- 4.3 When comparing provisional data to final data for each of the last 5 years, it is common that there is an uplift in performance by up to 2% each year. This performance will be reported to the March committee
- 4.4 For KS2 outcomes there was a change in the testing regime in 2012 when compared to previous years. Whilst reading outcomes reported are those shown by pupils suiting a standardised test, those in writing are based upon teacher assessment. This means that there can be no meaningful direct comparison between 2012 and the preceding years in the outcomes of KS2 writing, KS2 English and KS2 English and mathematics combined at L4+ and L5.

4.5 Prior to this meeting, Gary Perkins (Head of School Improvement) has met with two members of the Committee in order to agree the presentation of the data sheets attached to this report. These spreadsheets have been approved by those members of the Committee who worked with Gary Perkins, and they are attached to this report for your information.

5. KEY ISSUES

Key Stage 2 (KS2) Test Results 2012 (appendix 1)

5.1 These results are for those pupils who were in Year 6 (age 11) during 2011-12, and are from KS2 tests and teacher assessments taken in May and June 2012.

5.2 At this age, the expected level of attainment for these pupils is at least Level 4 of the National Curriculum. In addition, it is expected for pupils to have made progress by at least 2 levels from the end of KS1 (age 7) to the end of KS2 (age 11).

5.3 The DfE publish results on the following measures –

- attainment at L4 and above in English,
- attainment at L4 and above in mathematics
- attainment at L4 and above in both English and mathematics combined
- The proportions of pupils making expected progress in English and in mathematics (see 5.2 above)

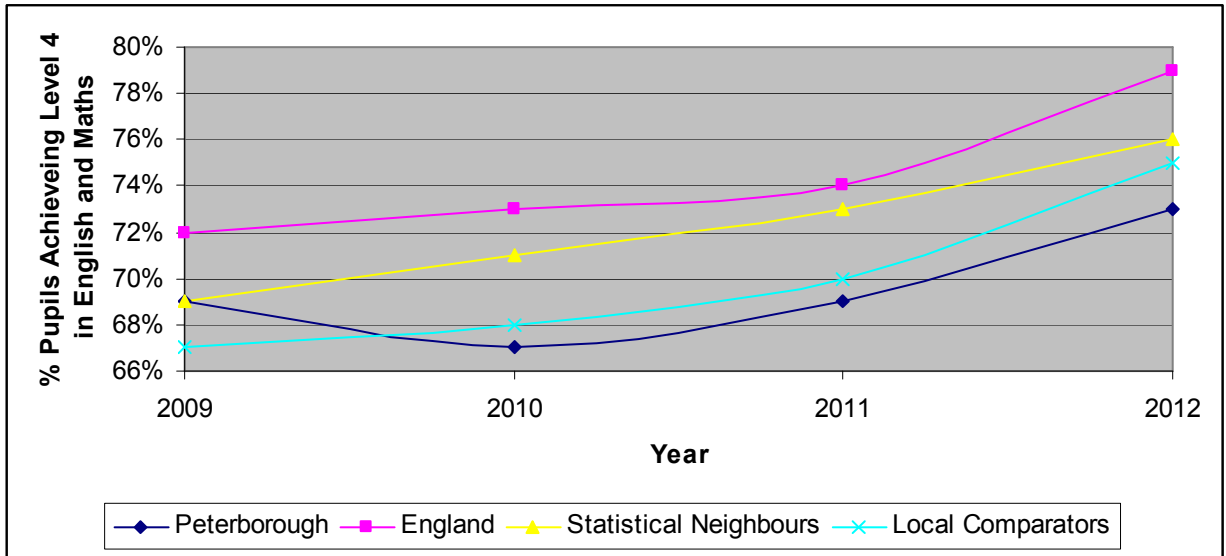
5.4 Appendix 1 gives the performance of schools in Peterborough in comparison to our Statistical Neighbours, to Local Comparator LAs and to England as a whole.

5.5

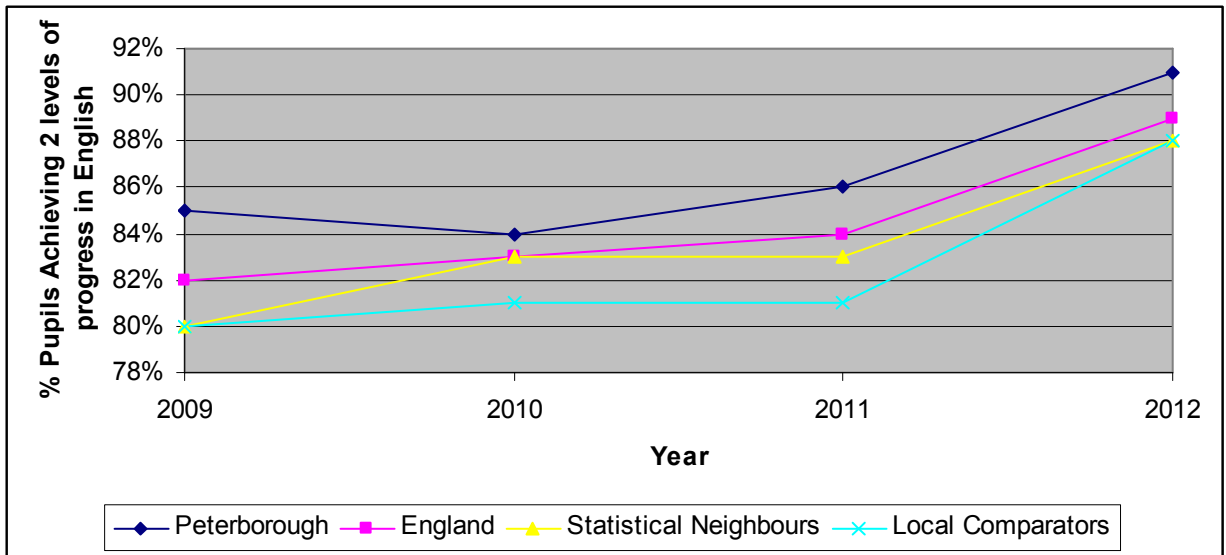
	Level 4		Level 5	
	Gap to National Average	Gap Direction from 2011	Gap to National Average	Gap Direction from 2011
English	- 5%	Narrowed	- 6%	Unchanged
Maths	- 6%	Widened	- 8%	Widened
Combined	- 6%	Widened	Not available	Not available
Progress English	+ 2% (above)	Unchanged		
Progress Maths	- 1%	Widened		

	3 year Trend Peterborough L4+	3 Year Trend National L4+	3 year Trend Peterborough L5	3 Year Trend National L5
English	+ 5%	+ 5%	+ 5%	+ 4%
Maths	+ 2%	+ 5%	+ 2%	+ 5%
Combined	+ 6%	+ 6%	Not available	Not available
Progress English	+ 7%	+ 6%		
Progress Maths	+ 4%	+ 5%		

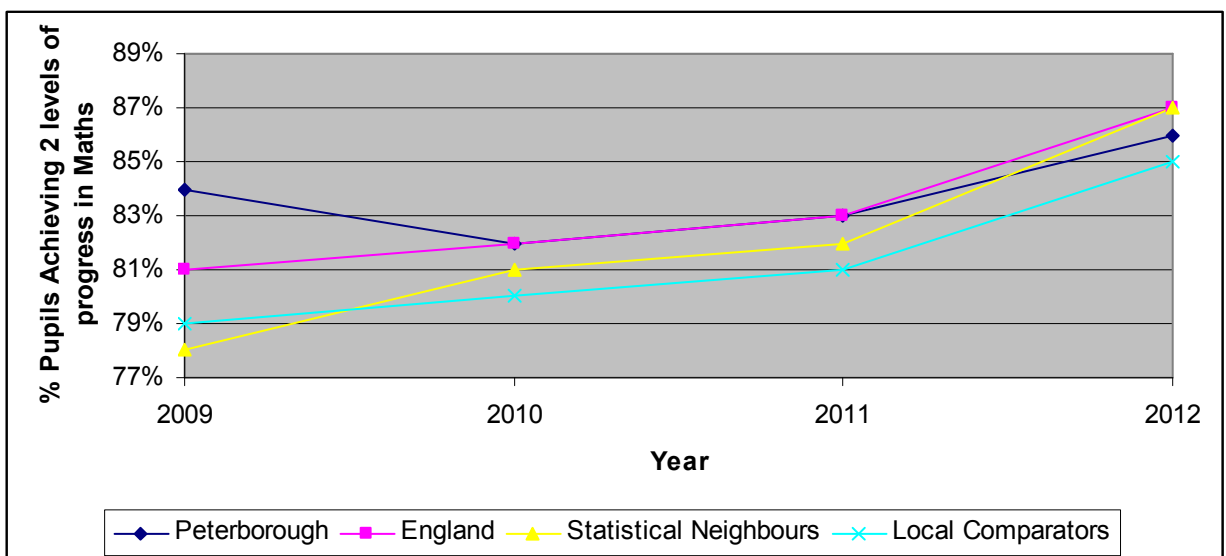
5.6 As the data shows, there is still a significant gap to national average standards in English and Maths at Key Stage 2. The graph over the page outlines this gap at Level 4 against the national average.



5.7 The English progress measure continues to remain above national average.



5.8 Progress at Maths is disappointing as we move below the national average for the first time in 4 years.



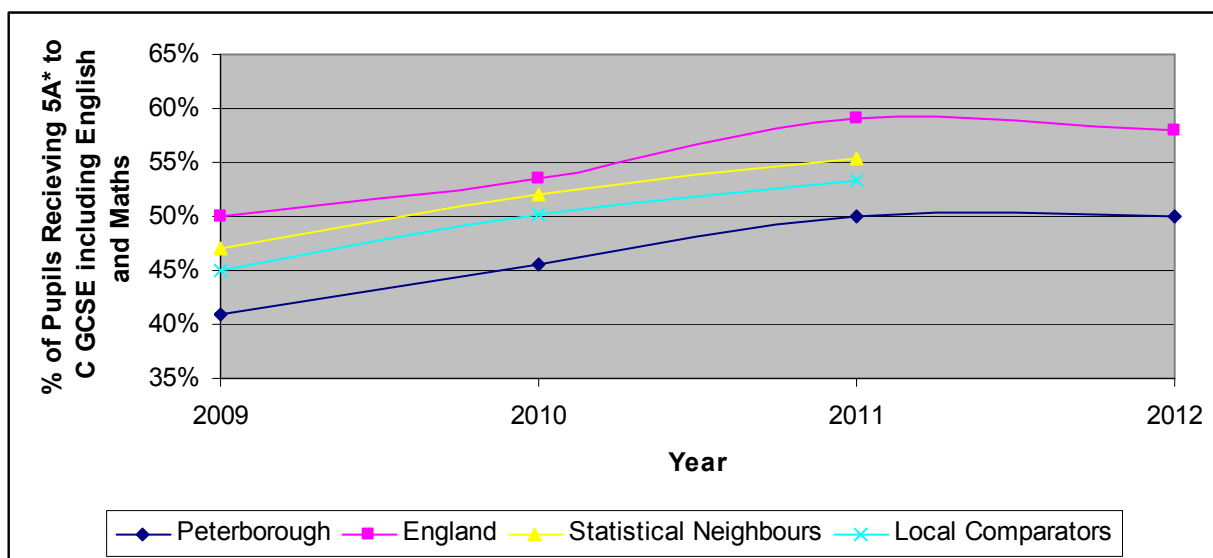
- 5.9 The overall results in Maths are disappointing. There are a number of possible reasons for this result –
- There are a large number of EAL pupils and the maths curriculum uses a very technical vocabulary. Whilst children can often get to a sufficient level in English because of their everyday use of the language, it is more difficult to master the technical terminology of maths
 - Schools in Peterborough place a heavy emphasis upon English in schools, because of the EAL issue, and often not paying the same attention to detail in maths;
 - Quality of learning and teaching in the subject is perceived to be weaker as is the subject knowledge of teachers.
- 5.10 The LA is providing additional support to try and improve outcomes in this area including –
- subject reviews;
 - Continuing professional development (CPD) with subject leaders focused upon improving quality of learning and teaching
 - Training cohorts of teachers as Maths Specialist teachers (MaST)
 - Focusing on maths to a greater extent in LA whole-school reviews;
 - Focused training on achieving L2+ and L4+ in Maths
 - Greater targeting of schools that need intensive support.
- 5.11 There is limited capacity in the authority to support these functions and work has commenced with Peterborough Learning Partnership to commission further support for Maths in the city.
- 5.12 There is no data yet available regarding the contextual background of this cohort or the performance of groups within it, other than performance by gender. This information will be provided once the data is released and final results have been analysed in late January.

Key Stage 4 (KS4) Results 2012 (appendix 2)

- 5.12 These results are for those pupils who were in Year 11 (age 16) during 2011-12, and are from GCSE Examinations taken in 2012. The expected level of attainment for these pupils is at least Grade C and for pupils to have made progress by at least 3 levels from the end of KS2 (age 11) to the end of KS4 (age 16).
- 5.13 The measures reported on are for the proportion of students achieving:
- at least 5 A* - C grades, including English and mathematics;
 - at least 5 A*-C grades (any subjects);
 - English Baccalaureate subjects;
 - A*-C Grades in English;
 - A* - C Grades in mathematics;
 - The proportion of students making expected progress in English; (see 5.8 above)
 - The proportion of students making expected progress in mathematics (see 5.8 above)
- 5.14 The data spreadsheets in appendix 2 report the performance of schools in Peterborough in comparison to our Statistical Neighbours, to Local Comparator LAs, to England as a whole and to each other.
- 5.15 Results were published over the summer period and there has been some significant controversy. There are a number of schools in the city who are appealing against the grades awarded for English Language by one exam board in particular (AQA), in common with many schools nationally. The grade boundary was changed between January and June meaning that many of those with D grades in June would have received a C if they sat in January. The impact of this change in Peterborough is being collated and representation has been made to the DfE by the Association of Directors of Children's Services (ADCS).

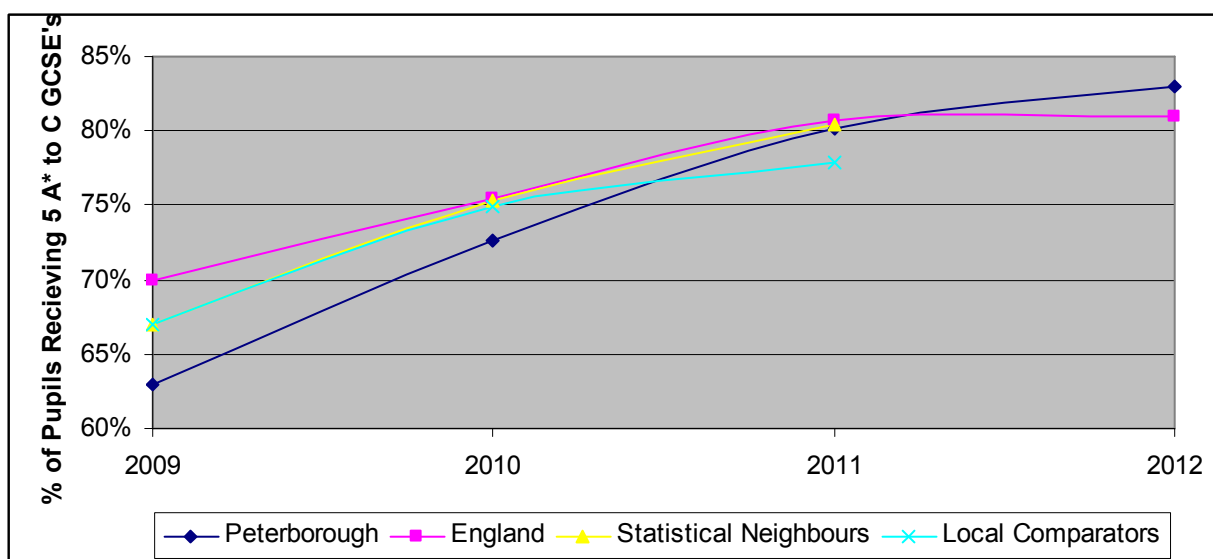
5.16 Although there are many aspects of performance in Peterborough schools which are improving, and which we celebrate, they are not improving at a fast enough rate and so the gap to national average is not closing quickly enough.

5.17 In the key measure of 5 A* - C Grades at GCSE including English and mathematics, outcomes in Peterborough schools remain unchanged from 2011 at 50%, with the gap to national average having narrowed by 1% to 8%. The graph over demonstrates that although Peterborough has seen significant increases in this measure, we are not closing the gap on the national average. We are awaiting published data for other authorities for 2012.



5.18 In relation to the other measures, Peterborough's school performance can be analysed as –

- 5 A*-C Grade GCSEs (not including English and mathematics) - Peterborough schools improved by 3% from 2011 and are now above national average for the first time ever, by 2%.



- In the English Baccalaureate subjects, the gap between Peterborough schools and the national average has narrowed by 3% to 3%.
- Performance in English has declined by 1% from 2011. The gap to national average has narrowed by 2% but remains large at 8%.

- Performance in mathematics improved by 4% but the gap to national average remains unchanged at 7%.
- The proportion of students making expected progress between age 11 and age 16 in English is not reported because the data is not yet published.
- The proportion of students making expected progress between age 11 and age 16 in mathematics is not reported because the data is not yet published.

5.19 There is no data yet available regarding the contextual background of this cohort or the performance of groups within it, other than performance by gender. This information will be provided once the data is released and final results have been analysed in late January.

Floor Standards 2012

5.20 The Department for Education (DfE) and their predecessor department have established minimum standards which they expect schools to achieve at the end of Y6 (age 11) and the end of Y11 (age 16). These standards, known as Floor Standards, cover both the attainment of pupils and the progress which they make.

5.21 There are 3 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:

KS2 (Y6):

1. At least 60% of pupils reach L4 or above in both English and mathematics;
2. The proportion of pupils making Expected Progress in English from the end of Y2 to the end of Y6 should be above the national median performance (87% in 2011);
3. The proportion of pupils making Expected Progress in mathematics from the end of Y2 to the end of Y6 should be above the national median performance (86% in 2011).

KS4 (Y11):

1. At least 40% (35% in 2010 and 2011) of pupils achieve 5 or more GCSEs at A*-C grades, which must include English and mathematics;
2. The proportion of pupils making Expected Progress in English from the end of Y6 to the end of Y11 should be above the national median performance (72% in 2011);
3. The proportion of pupils making Expected Progress in mathematics from the end of Y6 to the end of Y11 should be above the national median performance (67% in 2011).

5.22 For schools to be judged by the DfE and OfSTED as being Below Floor, they must be below all of the 3 standards.

5.23 If they are below any 2 of the 3 standards, they are judged by DfE and OfSTED as being "vulnerable".

5.24 Being below floor is a key measure for the DfE over whether intervention is needed through an academy sponsor taking on the running of the school from the LA.

5.25 The KS2 position is as follows –

KS2	Number of Schools Below Floor – all 3 standards	Number of Schools Below Floor – 2 standards	Number of Schools Below floor – 1 standard	Total
2010	12	14	6	32
2011	8	15	8	31
2012 (Provisional)	7	8	14	29

5.26 The KS4 position is as follows –

KS4	Number of Schools Below Floor – all 3 standards	Number of Schools Below Floor – 2 standards	Number of Schools Below floor – 1 standard	Total
2010	3	5	1	9
2011	1	5	2	8
2012	3	3	3	9

5.27 The floor targets apply to academy schools in the same way they do to maintained schools and currently 2 appear in the below floor category.

Key Actions to Address Underperformance

5.28 In order to address identified weaknesses, the LA is engaged in the following activities -

- We have issued Formal “Standards Performance and Safety” Warning Notices to 4 schools, more informal Letters of Concern to a further 4 schools and discussed the performance of 2 academy schools with the appropriate authorities. Action plans are to be received from the Governing Bodies of these schools within 15 working days of receipt of their letter. The LA reserves the right to take further action if appropriate at that time which may include formal intervention or structural solutions to improve standards. The focus is now very much on a ‘no excuses’ culture.
- Highlighting weaknesses and evaluating improvement plans in all primary schools with head teachers and governors;
- We are currently collated expected results for schools next year (targets) and these will be challenged and may lead to intervention in their own right.
- Undertaking focused and targeted work with school leaders and teachers in schools which are causing concern, tailored to the needs and weaknesses of the school;
- Working with school leaders and governors by undertaking LA reviews of whole schools or departments;
- Preparing schools and governors for the rigour of the revised Inspection Framework, and the changes implemented in September 2012;
- Providing advice, support, challenge and intervention around the tracking of pupil progress and the identification of target groups for whom progress has not been fast enough.
- Reviewing where a ‘sponsored’ academy might provide the necessary stimulus to a school to improve standards especially where performance is below national expectations for a significant period of time.
- The authority is currently reviewing a number of options around strategies to support learning across the city who have English as an additional language.
- Focussed work is also underway around SEN through the ‘Achievement for All Programme’ which 30 schools have signed up for and more generally on strategies to raise standards.
- The authority is a member of the Peterborough Learning Partnerships which brings together schools to offer staff within schools high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning;

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report

7. CONSULTATION

7.1 These outcomes will be shared locally with Council Members, schools/settings, governors and other key partners. The results will be scrutinised regionally by Ofsted.

7.2 The results also form a key part of consultations with partners on actual and expected outcomes, collective action to improve outcomes and impact of actions on future outcomes.

8. **NEXT STEPS**

8.1 The final 2012 results will be presented to this committee in March 2013.

9. **BACKGROUND DOCUMENTS**

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

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

10. **APPENDICES**

10.1 Appendix 1 – Key Stage 2 Provisional Results LA level

Appendix 2 - Key Stage 4 Provisional Results LA level

Appendix 3 – DfE Expected Progress Tables KS2

Appendix 4 – DfE Expected Progress Tables KS4.

For the purposes of the tables in appendix 1, the following authorities constitute each of the groups –

Statistical Neighbours

Bolton
Coventry
Derby
Plymouth
Portsmouth
Sheffield
Southampton
Southend-on-Sea
Telford and Wrekin
Walsall

Local Comparator

Derby
Leicester
Luton
Nottingham

Appendix 1 – Key Stage 2 Results

Key Stage 2 English (*)

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	75%	76%	80%	77%
England	80%	82%	85%	82%
Statistical Neighbours	78%	79%	82%	80%
Local Comparators	75%	78%	81%	78%

Peterborough				
Boys	72%	71%	76%	73%
Girls	78%	82%	84%	81%
EAL	63%	65%	N/A	64%
non-EAL	78%	81%	N/A	80%
FSM	55%	63%	N/A	59%
non-FSM	79%	80%	N/A	80%
White-British	77%	81%	N/A	79%
White-Other	51%	56%	N/A	54%
Pakistani	66%	69%	N/A	68%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	26%	23%	31%	27%
England	33%	29%	37%	33%
Statistical Neighbours	29%	26%	33%	29%
Local Comparators	25%	23%	30%	26%

Peterborough				
Boys	22%	16%	26%	21%
Girls	30%	30%	36%	32%
EAL	14%	12%	N/A	13%
non-EAL	29%	27%	N/A	28%
FSM	10%	11%	N/A	11%
non-FSM	29%	26%	N/A	28%
White-British	28%	27%	N/A	28%
White-Other	12%	11%	N/A	12%
Pakistani	13%	11%	N/A	12%

Average Points Score	2010	2011	2012	3yr av.
All pupils				
Peterborough	26.6	26.5	N/A	26.6
England	27.4	27.4	N/A	27.4
Statistical Neighbours	27.1	27.0	N/A	27.1
Local Comparators	26.6	26.7	N/A	26.7

Key Stage 2 Maths

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	76%	78%	78%	77%
England	79%	80%	84%	81%
Statistical Neighbours	78%	79%	81%	79%
Local Comparators	76%	78%	81%	78%

Peterborough				
Boys	79%	78%	78%	78%
Girls	73%	77%	77%	76%
EAL	71%	68%	N/A	70%
non-EAL	78%	81%	N/A	80%
FSM	60%	65%	N/A	63%
non-FSM	80%	81%	N/A	81%
White-British	78%	81%	N/A	80%
White-Other	57%	66%	N/A	62%
Pakistani	73%	69%	N/A	71%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	29%	29%	31%	30%
England	34%	35%	39%	36%
Statistical Neighbours	31%	33%	36%	33%
Local Comparators	28%	32%	33%	31%

Peterborough				
Boys	33%	30%	34%	32%
Girls	23%	28%	28%	26%
EAL	20%	22%	N/A	21%
non-EAL	31%	32%	N/A	32%
FSM	14%	15%	N/A	15%
non-FSM	31%	32%	N/A	32%
White-British	30%	32%	N/A	31%
White-Other	17%	18%	N/A	18%
Pakistani	22%	20%	N/A	21%

Average Points Score	2010	2011	2012	3yr av.
All pupils				
Peterborough	26.9	27.0	N/A	27.0
England	27.5	27.7	N/A	27.6
Statistical Neighbours	27.3	27.4	N/A	27.4
Local Comparators	26.9	27.2	N/A	27.1

Key Stage 2 English and Maths

% Level 4+	2010	2011	2012	3yr av.
All pupils				
Peterborough	67%	69%	73%	70%
England	73%	74%	79%	75%
Statistical Neighbours	71%	73%	76%	73%
Local Comparators	68%	70%	75%	71%

Peterborough				
Boys	67%	67%	72%	69%
Girls	68%	72%	75%	72%
EAL	58%	58%	N/A	58%
non-EAL	70%	74%	N/A	72%
FSM	46%	54%	N/A	50%
non-FSM	72%	73%	N/A	73%
White-British	70%	74%	N/A	72%
White-Other	44%	51%	N/A	48%
Pakistani	62%	60%	N/A	61%

% Level 5	2010	2011	2012	3yr av.
All pupils				
Peterborough	17%	16%	22%	18%
England	23%	21%	27%	24%
Statistical Neighbours	19%	19%	24%	21%
Local Comparators	16%	17%	21%	18%

Peterborough				
Boys	17%	13%	21%	17%
Girls	17%	19%	23%	20%
EAL	9%	9%	N/A	9%
non-EAL	19%	18%	N/A	19%
FSM	5%	7%	N/A	6%
non-FSM	19%	18%	N/A	19%
White-British	18%	18%	N/A	18%
White-Other	7%	8%	N/A	8%
Pakistani	10%	6%	N/A	8%

Progress between Key Stage 1 and Key Stage 2

% 2LP English	2010	2011	2012	3yr av.
All pupils				
Peterborough	84%	86%	91%	87%
England	83%	84%	89%	85%
Statistical Neighbours	83%	83%	88%	85%
Local Comparators	81%	81%	88%	83%

Peterborough				
Boys		84%	N/A	84%
Girls		88%	N/A	88%
EAL		87%	N/A	87%
non-EAL		86%	N/A	86%
FSM		80%	N/A	80%
non-FSM		87%	N/A	87%
White-British		85%	N/A	85%
White-Other		84%	N/A	84%
Pakistani		89%	N/A	89%

% 2LP Maths	2010	2011	2012	3yr av.
All pupils				
Peterborough	82%	83%	86%	84%
England	82%	83%	87%	84%
Statistical Neighbours	81%	82%	87%	83%
Local Comparators	80%	81%	85%	82%

Peterborough				
Boys		85%	N/A	85%
Girls		82%	N/A	82%
EAL		81%	N/A	81%
non-EAL		84%	N/A	84%
FSM		74%	N/A	74%
non-FSM		86%	N/A	86%
White-British		84%	N/A	84%
White-Other		83%	N/A	83%
Pakistani		79%	N/A	79%

Peterborough Year 6 Primary Profile

England Primary Average

Special Educational Need (School Action Plus (P) and Statemented (S))

2010	210 @ Stage P (9.5%), 80 @ Stage S (3.6%)
2011	186 @ Stage P (8.3%), 71 @ Stage S (3.2%)

1.4% at Stage S (Statemented)
1.4% at Stage S (Statemented)

English as an Additional Language

2010	577 EAL pupils (26.1%)
2011	653 EAL pupils (29.5%)

16.0% EAL
16.8% EAL

KS2 cohort profile

2011	181 pupils with no KS1 (8.4%), 142 pupils with a "non-Peterborough" KS2 setting (6.6%)
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Minority Ethnic New Arrivals (Ethnicity other than "White-British", Language other than "English", Entry Date within 2 years)

2011	151 pupils (6.8%)
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Appendix 2 - Key Stage 4 Results

Key Stage 4

% 5A*-C incl. E&M	2010	2011	2012	3yr av.
All pupils				
Peterborough	46%	50%	50%	49%
England	54%	59%	58%	57%
Statistical Neighbours	52%	55%	N/A	54%
Local Comparators	50%	53%	N/A	52%

Peterborough				
Boys	41%	43%	45%	43%
Girls	49%	52%	52%	51%
EAL	32%	32%	32%	32%
non-EAL	49%	52%	53%	51%
FSM	20%	27%	19%	22%
non-FSM	50%	52%	53%	52%
White-British	48%	52%	N/A	50%
White-Other	27%	28%	N/A	28%
Pakistani	35%	37%	N/A	36%

% 5A*-C	2010	2011	2012	3yr av.
All pupils				
Peterborough	73%	80%	83%	79%
England	75%	81%	81%	79%
Statistical Neighbours	75%	80%	N/A	78%
Local Comparators	75%	78%	N/A	76%

Peterborough				
Boys	69%	73%	79%	74%
Girls	76%	82%	86%	81%
EAL	68%	68%	76%	71%
non-EAL	73%	80%	85%	79%
FSM	54%	63%	64%	60%
non-FSM	76%	80%	85%	80%
White-British	73%	81%	N/A	77%
White-Other	53%	56%	N/A	54%
Pakistani	75%	79%	N/A	77%

English Baccalaureate	2010	2011	2012	3yr av.
All pupils				
Peterborough	12%	12%	13%	12%
England	16%	18%	16%	17%
Statistical Neighbours	13%	13%	N/A	13%
Local Comparators	10%	11%	N/A	11%

Peterborough				
Boys	9%	8%	10%	9%
Girls	14%	16%	16%	15%
EAL	6%	9%	9%	8%
non-EAL	13%	13%	14%	13%
FSM	2%	3%	3%	3%
non-FSM	13%	13%	15%	14%
White-British	13%	13%	N/A	13%
White-Other	3%	7%	N/A	5%
Pakistani	7%	8%	N/A	8%

KS4 cohort profile

2010	162 pupils with no KS2 (7.0%), 239 pupils with a "non-Peterborough" KS2 setting (10.3%)
2011	211 pupils with no KS2 (9.0%), 221 pupils with a "non-Peterborough" KS2 setting (9.4%)

Progress between Key Stage 2 and Key Stage 4

% English progress	2010	2011	2012	3yr av.
All pupils				
Peterborough	64%	65%	N/A	65%
England	71%	73%	N/A	72%
Statistical Neighbours	67%	69%	N/A	68%
Local Comparators	68%	71%	N/A	70%

Peterborough				
Boys	56%	55%	N/A	56%
Girls	68%	70%	N/A	69%
EAL	49%	59%	N/A	54%
non-EAL	65%	63%	N/A	64%
FSM	39%	45%	N/A	42%
non-FSM	66%	66%	N/A	66%
White-British	64%	62%	N/A	63%
White-Other	51%	50%	N/A	51%
Pakistani	56%	57%	N/A	57%

% Maths progress	2010	2011	2012	3yr av.
All pupils				
Peterborough	54%	58%	N/A	53%
England	63%	66%	N/A	65%
Statistical Neighbours	61%	63%	N/A	62%
Local Comparators	59%	61%	N/A	60%

Peterborough				
Boys	53%	54%	N/A	54%
Girls	55%	58%	N/A	57%
EAL	52%	49%	N/A	51%
non-EAL	55%	57%	N/A	56%
FSM	35%	33%	N/A	34%
non-FSM	57%	60%	N/A	59%
White-British	56%	57%	N/A	57%
White-Other	47%	56%	N/A	52%
Pakistani	52%	46%	N/A	49%

Peterborough Year 11 Secondary Profile

England Secondary Average

Special Educational Need (School Action Plus and Statemented)

2010	208 @ Stage P (9.3%), 82 @ Stage S (3.7%)	2.0% at Stage S (Statemented)
2011	181 @ Stage P (8.0%), 66 @ Stage S (2.9%)	2.0% at Stage S (Statemented)

English as an Additional Language

2010	491 EAL pupils (21.9%)	11.6% EAL
2011	514 EAL pupils (22.7%)	12.3% EAL

Minority Ethnic New Arrivals (Ethnicity other than "White-British", Language other than "English", Entry Date within 2 years)

2010	81 pupils (3.6%)
2011	97 pupils (4.3%)

Appendix 3 – Expected Progress KS1 – KS2

		KS2 level (combined test and TA)						
		Any non-numeric level	0	1	2	3	4	5
KS1 level	A, D or no KS1 level	Expected progress not made	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Expected progress made
	0	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made
	3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made
	4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made

Appendix 4 – Expected Progress KS2 – KS4

		GCSE Grade									
		No KS4 result	U	G	F	E	D	C	B	A	A*
KS2 outcome	Working towards level 1	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 1	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 2	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 3	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 4	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made	Expected progress made
	Level 5	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Level 6	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress not made	Expected progress made	Expected progress made	Expected progress made
	Disapplied /Absent (TA)	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Left the school	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	No TA or test	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made
	Not eligible for tests	Expected progress not made	Expected progress not made	Not included	Not included	Not included	Not included	Not included	Expected progress made	Expected progress made	Expected progress made

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 7
12 NOVEMBER 2012	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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THE CHANGING ROLE OF LOCAL AUTHORITIES IN EDUCATION

1. PURPOSE

- 1.1 The purpose of this report is highlight the changing role of Local Authorities in Education, both nationally and within Peterborough and suggest the purpose and strategy of the Education division in the future.

2. RECOMMENDATIONS

- 2.1 The committee is asked to consider the implications of the new legislation and the proposed direction of travel. Once a formal draft of the education strategy is completed, it will be brought to committee for sign off.

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 November 2010, the Department for Education published the schools White Paper 'The Importance of Teaching', which set out a radical reform programme for the schools system with the inference that schools would be freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement.
- 4.2 Drawing heavily on evidence from education systems around the world, it outlined –
- How the government raise the prestige of the teaching profession including initial teacher training and continuing professional development.
 - The cutting away unnecessary duties, processes, guidance and requirements.
 - Powers for teachers to improve discipline, and trialling a new approach to exclusions.
 - A vision for a transformed school curriculum supported by rigorous assessment and qualifications
 - More academies and free schools and a strong strategic role for local authorities
 - Changes to school performance tables, Ofsted inspections and governance
 - A fairer funding system including a pupil premium to channel more money to the most deprived children
 - School-led school improvement replacing top-down initiatives.
- 4.3 Many of the policies that underpinned this vision were enshrined in the Education Act 2011. This changed the landscape of Education for local authorities and their role with schools.
- 4.4 This paper outlines Peterborough's response to these changes including the drivers for change, the role for the Local Authority in education going forward and proposes an early view on the vision, aims and deliverables for the Education departments for the next 5 years. The intention

is to fundamentally reform the way it works with schools to improve outcomes for children and young people.

5. KEY ISSUES

Drivers for Change

5.1 Peterborough has provided a full education support service for its schools since the inception of the unitary authority under the local government review. Little has changed in this time and the authority continues to provide a legacy education service to its schools. There are a number of compelling drivers for change to review the current education provision provided by the City Council -

- To respond to and be proactive to changes in national guidance and policy around education delivery in settings.
- Changes to funding arrangements for education. Schools and certain education functions are funded by the Dedicated Schools Grant (DSG). The DSG is being revised to allow greater delegation for schools with a view to schools having greater control. There are also significant savings expected on other education services funded by the council tax and revenue support grant. There is a need to fundamentally reconfigure services to meet these changes.
- The socio-economic profile of children in the city has changed in recent years. We have seen a rise in the number of children with English as an additional Language (EAL) and also a change in the needs for those children with SEN. Our education support services must change to support these needs.
- The changing nature and diversity of schools with the development and expansion of academies and free schools. Currently the city has 8 academy schools. Peterborough has used these emerging opportunities to bring high quality academy trusts to the city to support educational improvement. This has also brought funding from central government to deliver transformed learning environments especially in the secondary sector where the schools are some of the best in England.
- The repeal of many key statutory duties and responsibilities for local authorities, the loss of grant funding, with the subsequent reduction in the number of employees required within the service. This needs to be dealt with in a whole system approach not just reducing services piecemeal.
- Peterborough schools continue to underperform in the national picture and the current systems of intervention and support are not creating sustainable improvement at the rates seen in other authorities.
- The vulnerability of a significant percentage of schools previously judged satisfactory by Ofsted, which may now require intervention and support programmes as the new, more rigorous Ofsted framework is inspected in schools.

5.2 A review of the school improvement function was undertaken during the summer and it identified many of the key themes identified above. Specifically in relation to school improvement it suggested that a school improvement partnership is developed in co-operation with schools to drive continual improvement. This will support the re-organisation of the school improvement function.

The Changing Local Authority Role in Education

5.3 In a more autonomous school system where schools lead on Education, local authorities have an indispensable role to play as champion of children and parents, ensuring that the school system works for every family and using their democratic mandate to challenge every school to do the best for their population.

5.4 The key roles for Peterborough as a Local Authority for education in the future will be to:

1. Support parents and families through promoting a good supply of strong schools – encouraging the development of Academies and Free Schools which reflect the local

- community and ensuring outstanding maintained schools.
2. Ensure fair access to all schools for every child through providing sufficient school places and a range of different schools to support the community.
 3. Use their democratic mandate to stand up for the interests of parents and children.
 4. Support vulnerable pupils including Looked After Children, those with Special Educational Needs and those outside mainstream education.
 5. Support maintained schools performing below the floor standards to improve quickly or convert to Academy status with a strong sponsor, and support all other schools which wish to collaborate with them to improve educational performance. Likewise work with academy governors to ensure all schools exceed the government floor targets on standards and progress.
 6. Support schools to develop their own school improvement strategies and work between schools within the city and traded with those schools outside of the area.

Considering a new approach to education services in Peterborough

5.5 Within this context, the priorities of the Council have been used to explain a long-term strategy for developing the education service as a strategic commissioner and enabling service working strategically to influence change in the landscape of provision.

Key deliverables of this change –

- Review all existing services to ensure fit for purpose, decommission where no longer required and develop new services where it has been identified that gaps in provision currently exist.
- Review partnership models for driving up attainment between the LA, schools and other interested parties. This could be used as a basis to commission future school improvement activities for the city.
- Facilitate school-to-school support, support cluster working, and broker relationships with potential sponsors through the Peterborough Learning Partnership (PLP);
- Commission a strong admissions service, acting at a strategic level across the system
- Commission and deliver rapid intervention to schools causing concern as required; this will include a formal intervention approach so schools understand the processes involved.
- Update the SEN strategy to highlight and ensure the progress and attainment of vulnerable pupils in the city;
- Develop a strategy for EAL including an assessment centre approach and adequate support for parents who do not speak English.
- Adopt integrated technology solutions to maximise operational efficiencies and provide access for schools to a high quality e-learning community through working together with schools.
- Development of SCITT (School Centred Initial Teacher Training) with schools to promote high quality teacher training and become advocates for other methods of school led teacher training e.g. teaching school.
- Work with local employers and the FE sector to determine the range of required qualifications and skills and encourage schools to offer flexible vocational opportunities;
- Deliver a school organisation plan to ensure sufficient school places and work with schools and further education providers to achieve RPA requirements.
- Develop effective traded services offer for all the local authority schools and academies.
- Developing a brokering function to encourage academy sponsors and free school providers to Peterborough to support the need to provide choice and meet the challenge of school places.

Programme for Delivering Change

5.6 The information presented above outlines the emerging thoughts around the development of a new education service. The process of developing this Education strategy is underway and it is

intended to undertake a full consultation of the proposals in the new year. This will lead to significant changes in services and it is intended to put in place all the changes in terms of staffing, structure and delivery models by September 2013.

6. IMPLICATIONS

- 6.1 The need for change outlined above will impact significantly across the city. There will be a full design of the education service and this will impact upon every school in the city. There will also be an impact on staffing within the Education and Resources division within Children's Services.

7. CONSULTATION

- 7.1 A full consultation will take place in the new year once the strategy has been fully developed. Key stakeholders will be involved in the development of the strategy during the autumn.

8. NEXT STEPS

- 8.1 It is proposed to bring the formal strategy for consultation in the new year. Any information will be sent to member of the committee when available.

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 None

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Wendi Ogle-Welbourn

Contact Details – tel: 863749

CHILDREN'S JOINT COMMISSIONING BOARD

1. PURPOSE

- 1.1 This report makes recommendations for changing the current Children's Trust arrangements in order to meet statutory responsibilities and to put in place arrangements that focus on joint commissioning and delivery to improve outcomes for vulnerable children and young people.

2. RECOMMENDATIONS

- 2.1 For the Committee to consider the proposals to replace the Peterborough Children's Trust Board and replace it with a Children and Families Joint Commissioning Board.

3. BACKGROUND

- 3.1 Children's Trust arrangements were introduced through The Children Act 2004 which placed a statutory duty to cooperate on key agencies and a leadership role for Local Authorities to lead effective partnership arrangements. Through the Apprenticeships, Skills, Children and Learning (ASCL) Act 2009, the previous government introduced additional requirements to make the Children's Trust Board a statutory body responsible for agreeing a Children and Young People's Plan (CYPP). The previous government also introduced highly prescriptive guidance on the development of the CYPP. These additional requirements have since been removed by the current government; however the original statutory duty to cooperate remains, as does the requirement for a Director of Children's Services and a Lead Member with accountability for partnership arrangements.
- 3.2 The government has been very clear that it still expects Local Authorities to develop highly effective partnership arrangements to improve outcomes for children, young people and their families. This principle is underlined in Professor Munro's Review of Child Protection 2011 which highlights the importance of effective and co-ordinated multi-agency working through the Children's Trust to secure better outcomes for children and young people. This is further emphasised in the Ofsted Inspection Framework for Children's Services.
- 3.3 Changes to our partnership architecture in Peterborough, the need to take a more robust commissioning approach to services for children, young people and families and issues arising from the Ofsted inspection of Safeguarding services required a review of the Peterborough Children's Trust.
- 3.4 In conducting this review, the views of current Children's Trust members were sought, information on strategic partnership arrangements for oversight of the children, young people and families agenda in other Local Authorities was gathered and an analysis of other Peterborough strategic groups with an interest in priority areas for children, young people and families was undertaken.

4. KEY ISSUES

- 4.1 As a result of national changes all of our regional neighbours are reviewing or refreshing their Children's Trust partnerships. Across these Authorities, there is a general move to streamline and ensure a tighter focus on prevention and early intervention for vulnerable children. Where revised partnerships have taken action to reduce their membership, they have at the same time set out their intention to meet with a wider stakeholder group to involve them in joint planning and review. It should be noted, however, that no authority is planning to remove its strategic partnership arrangements for children, young people and families completely.
- 4.2 Partners on the Peterborough Children's Trust Board were invited to share their views. There was recognition from the majority that the current Board was too large to carry out its business effectively and that its role and remit had been too wide – making it difficult to ensure that it focused on the right things at the right time. Board members lacked clarity as to what should be the business of the Board and what should be the business of one agency or two agencies working together. This led to very full agendas and insufficient time to focus and take the necessary decisions. The overall messages were that any revised arrangements need to have:
- Streamlined membership with a clear sense of purpose;
 - Stronger leadership and links to other key partnerships – clear vision and agreed joint outcomes and targets;
 - Clearer accountability, rigorous performance management and scrutiny processes;
 - More openness and transparency;
 - Clearer processes to enable aligning of resources to deliver outcomes;
 - Improved communications and connections between all stakeholders strategically and locally.
- 4.3 The unique contribution of a revised strategic partnership would be to agree and ensure appropriate commissioning and delivery around the priority areas for our vulnerable children and families in Peterborough, where the joint action and focus of three or more agencies is required to tackle the issues and improve outcomes in a sustained way. This approach will be captured in the development of an Early Intervention and Prevention Strategy and action plan.

5. CONCLUSIONS

- 5.1 The Children's Trust to cease and be replaced by a Children and Families Joint Commissioning Board. It is recommended that the new Board would:
- Set the direction for joint action to improve outcomes for vulnerable children, young people and families in Peterborough, ensure implementation and scrutinise progress and outcomes;
 - Focus on joint commissioning and delivery ;
 - Oversee integrated workforce development to support the delivery of the agreed priority areas;
 - Ensure participation of vulnerable children, young people and their families in agreeing and shaping of priorities for joint action and in reviewing the effectiveness of jointly commissioned programmes;
 - Set the planning, delivery and outcomes framework around joint commissioning and delivery;
 - Ensure active involvement of stakeholders, in particular those set out within the "duty to co-operate", in the shaping of priorities, the approach to delivery and evaluation of outcomes.
- 5.2 Working on the premise that the new partnership would be a joint strategic commissioning board, bringing together increasingly limited resources across the system to tackle shared priorities and supporting the DCS and Lead Member in carrying out their statutory roles of securing better outcomes for children and young people in Peterborough, the recommendation is that the revised board should be streamlined and have the ability and authority to carry out the business as set out above, with a membership as follows:

- Local Authority Children’s Services
- Local Authority Adult Services
- Local Authority Neighbourhood Services
- Police
- PSCB
- Public Health
- Primary Care Trust /Clinical Commissioning Group
- Strategic Health Authority
- Schools Forum
- Job Centre Plus
- Voluntary Sector
- Housing Strategy

The Children and Families Commissioning Board will meet a minimum of four times a year in March, June, October and January. There will also be the option to call additional meetings to address specific issues that require agreement, decision or action.

Members of the revised Board will be senior officers. As such, they will have existing mechanisms for reporting back and securing formal approvals when necessary.

Accountability for the Board will be through the Director of Children’s Services (DCS) and Lead Member, reporting through the Health and Well-being Board. The Board will ensure productive relations with other key partnerships e.g. Safer Peterborough Partnership and Greater Peterborough Partnership, to secure improving outcomes for children, young people and families. A key relationship will be with the Peterborough Safeguarding Children Board.

It will be crucial to ensure that all key stakeholders are actively engaged and are able to influence decisions around strategic priorities, align their own work, where appropriate, to support key strategic agendas, provide intelligence and feedback from front line work with families, provide support and challenge and contribute to evaluation of outcomes.

5.3

6. IMPLICATIONS

6.1 Financial

The recommendations will not have any direct impact on the capital or revenue budgets of the Authority. The indirect impact should be through improved joint commissioning and value for money services delivering better outcomes for Peterborough’s children, young people and families.

6.2 Legal

All legal requirements, including ensuring the “duty to co-operate” have been referred to within the main body of this report. In order to ensure that all partners set out within the “duty to co-operate” are involved in working with the Authority to deliver improved outcomes for children, young people and families including those not represented on the Children and Families Joint Commissioning Board, it is vital that the recommended stakeholder advisory group is set up to support the work of the Board.

7. NEXT STEPS

7.1 Equality Impact Assessments

An initial assessment has been undertaken. The intention of the recommended new arrangements is to ensure an improved focus on vulnerable groups and an improvement in the joint commissioning of appropriate services for those groups that are better targeted and delivering improved outcomes.

7.2 Risk and Business Continuity Management

Changing the size of the Board alone will not deliver a more effective partnership. The effectiveness of any new arrangements will rely on the commitment of all members, their ability to prioritise, the robustness of communication and engagement with key stakeholders, the ability to commit resources to joint commissioning.

7.3 Recommendations

Members are requested to agree/endorse the recommendation(s) as printed on page 1 of this report.

8. BACKGROUND DOCUMENTS

8.1 None

9. APPENDICES

9.1 None

CREATING OPPORTUNITIES & TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 9
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Malcolm Newsam
Contact Details - 863606

CHILDREN'S SERVICES IMPROVEMENT PROGRAMME

1. PURPOSE

1.1 The purpose of this report is to update the Committee on the Improvement programme.

2. RECOMMENDATIONS

2.1 To note the progress made on the core strategy.

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 Following an Ofsted Inspection in August 2011, the Council has engaged in a programme to secure rapid improvement. This improvement will be driven by three key elements:

- The Children's Services Improvement Programme
- The Core Strategy which focuses effort on what we must prioritise
- The leadership of Members and officers in delivering the required changes

4.2 The Council's progress is closely monitored both internally and externally by this Committee, the Scrutiny Task and Finish Group and the External Improvement Board.

5. KEY ISSUES

5.1 Highlights

- Strong performance continues on timeliness in the referral and assessment service. Our year to date figures in September show we have completed 97.6% of initial assessments within 10 days and 88.8% of core assessments within 35 days. There are few outstanding assessments and those completed out of timescale only miss the due date by a few days.
- After a peak of referrals at the start of the new term, work volumes appear to have stabilised again. Referrals and initial assessments have continued to be generated at or around our statistical neighbour average; the volumes of core assessments continue to be higher than similar authorities.
- We have now got 73 permanent social workers in the front-line teams – a remarkable shift from 49 only six months ago. We continue to run slightly over-establishment with agency staff to provide an overlap for new staff to be appropriately inducted. We have been very impressed by the calibre of the new arrivals and I was also delighted to receive reports that the latest cohort has been well inducted on arrival.

- Members interviewed for the post of Executive Director of Children’s Services last month and unanimously appointed Sue Westcott. Sue will commence her new role in the New Year and we will be putting in place a robust hand-over plan to secure the transition.

5.2 Eastern Region Peer Safeguarding Health Check

At the end of October we invited colleagues from the region into Peterborough for three days to do a review of our arrangements to safeguard children. The team comprised two Assistant Directors and a Director of Children’s Services. The team acted as a “critical friend”, gave an independent view of our progress to date and offered suggestions for the future. They interviewed staff and managers, held focus groups with partners and audited 40 case files. Individual meetings were held with the Leader, the Lead Member and also with the Chairs of this Committee and the Corporate Parenting Panel. The review team also directly observed practice. This review will also help us in our preparations for our next Ofsted Inspection. I was hugely impressed by the rigour of the review team and the professionalism with which our staff responded to this challenge.

The Review team highlighted the following strengths within Peterborough:

- Vision and drive to improve
- Effective leadership and prioritisation
- Member engagement
- Evident improvement in key areas
- Early help offer developing quickly
- Significant improvement in contact, referral and assessment
- Evidence of general improvement in social work practice
- Engagement with CAF MASG and PASP
- Re-vitalised partnerships
- More open culture

The team audited 40 cases and found no cases where children were not adequately safeguarded. They also had a very rigorous look at the Referral and Assessment teams and were hugely impressed by the organisation and timeliness of the service and their management of thresholds.

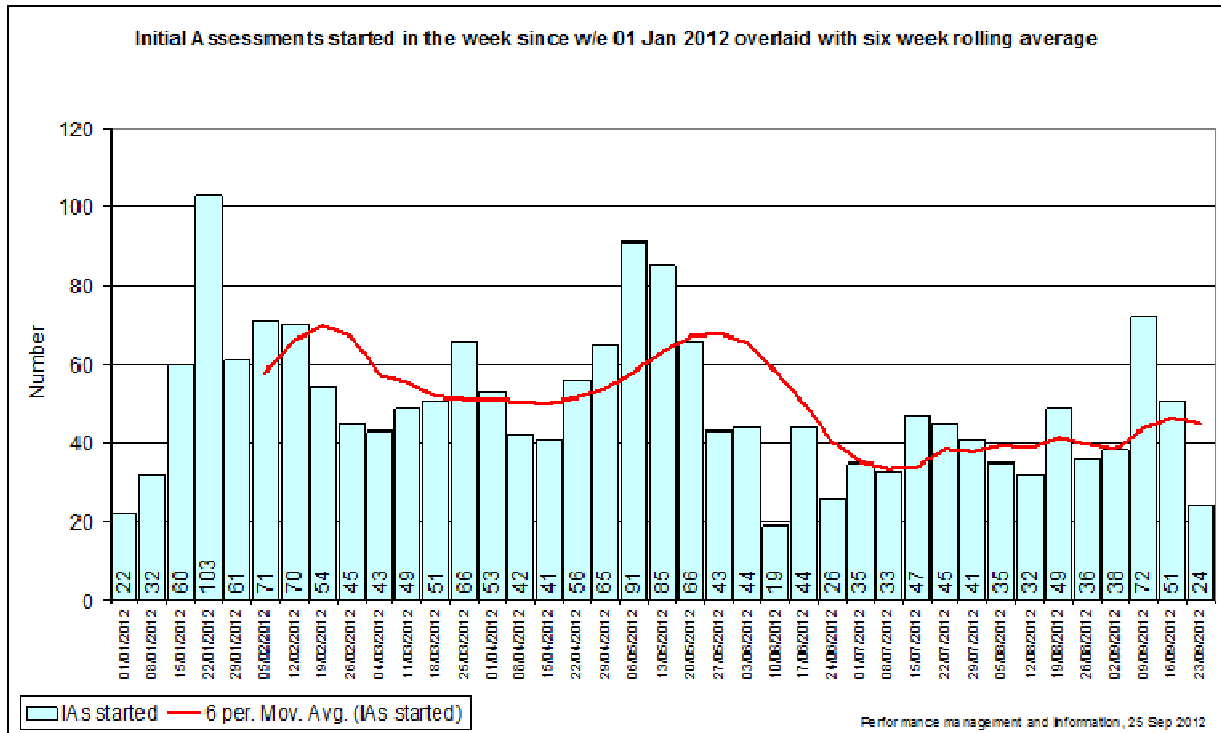
The team identified the following areas for further development:

- Embedding quality as well as compliance
- Recruiting a secure middle management tier
- Strengthening child protection plans around the expectations on the parent
- Evidencing the impact of interventions
- Consistency and frequency of supervision
- Purposeful children in need plans
- Developing the role of the LSCB

I am very pleased that the review team have confirmed our own view of progress. We know that we have achieved an immense amount but we also know there is still much to do. We remain determined to ensure that we continue to strive for the best possible service for children and these recommendations will help us focus on the next phase of the improvement programme.

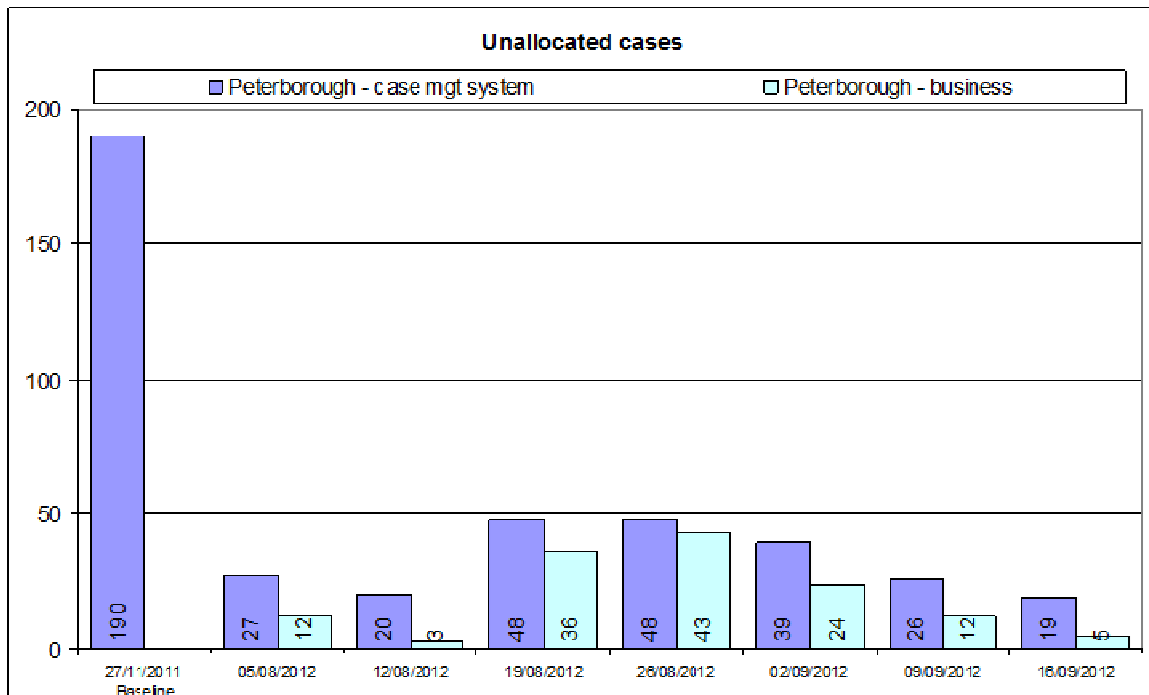
5.3 Assessment Activity

As highlighted above, volumes of initial assessments appear to be stabilising since the return of the schools from their holidays.



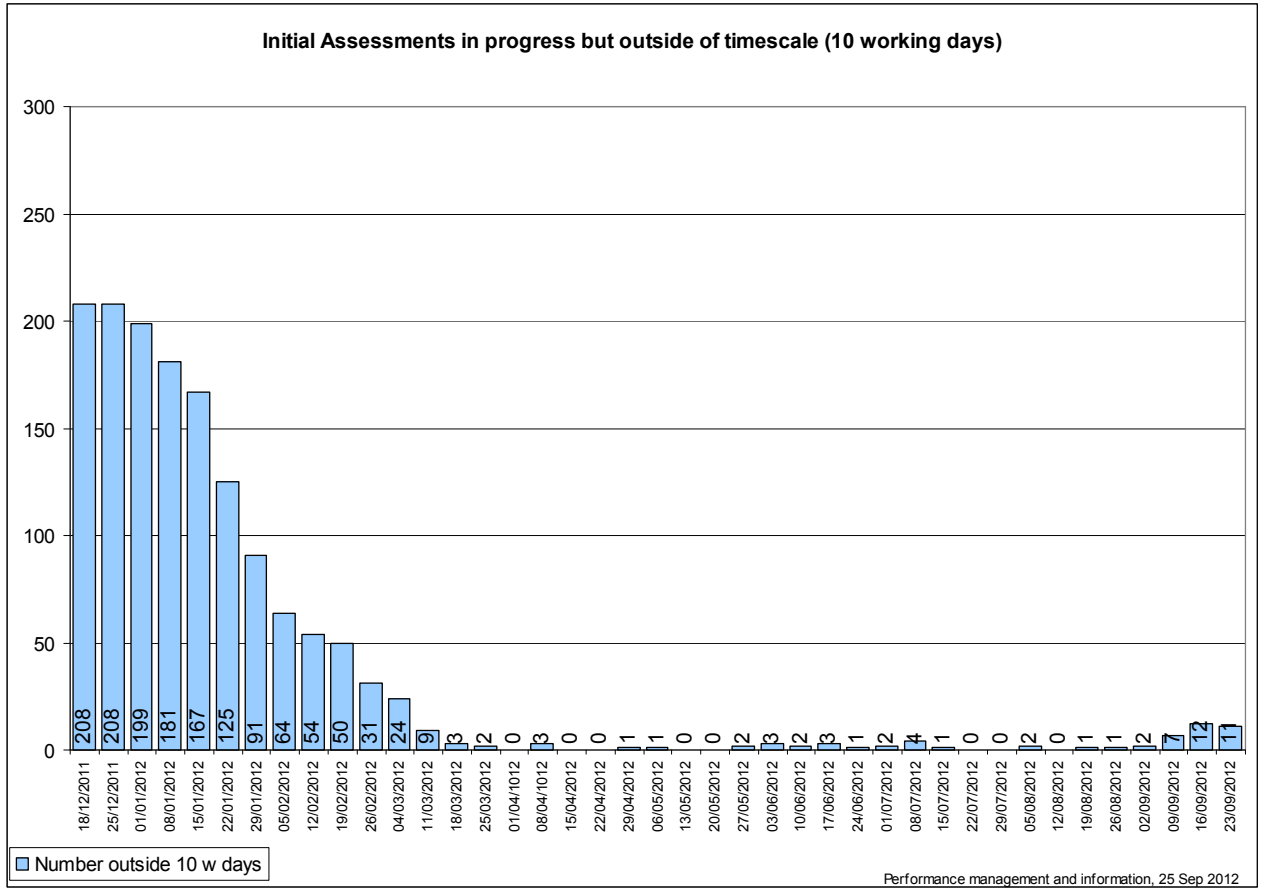
5.4 Unallocated Cases

Unallocated cases remain at a minimal level.

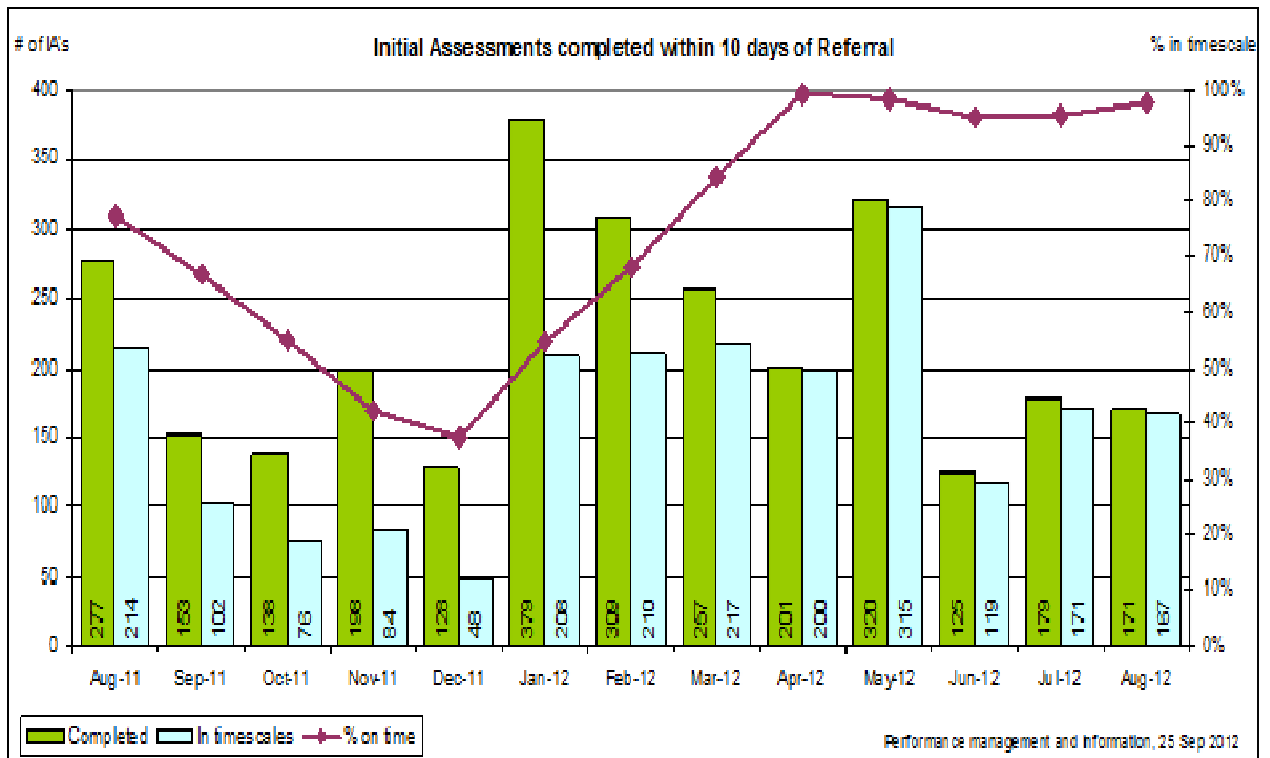


5.5 Initial Assessments

Performance on Initial Assessments out of timescale remains outstanding.

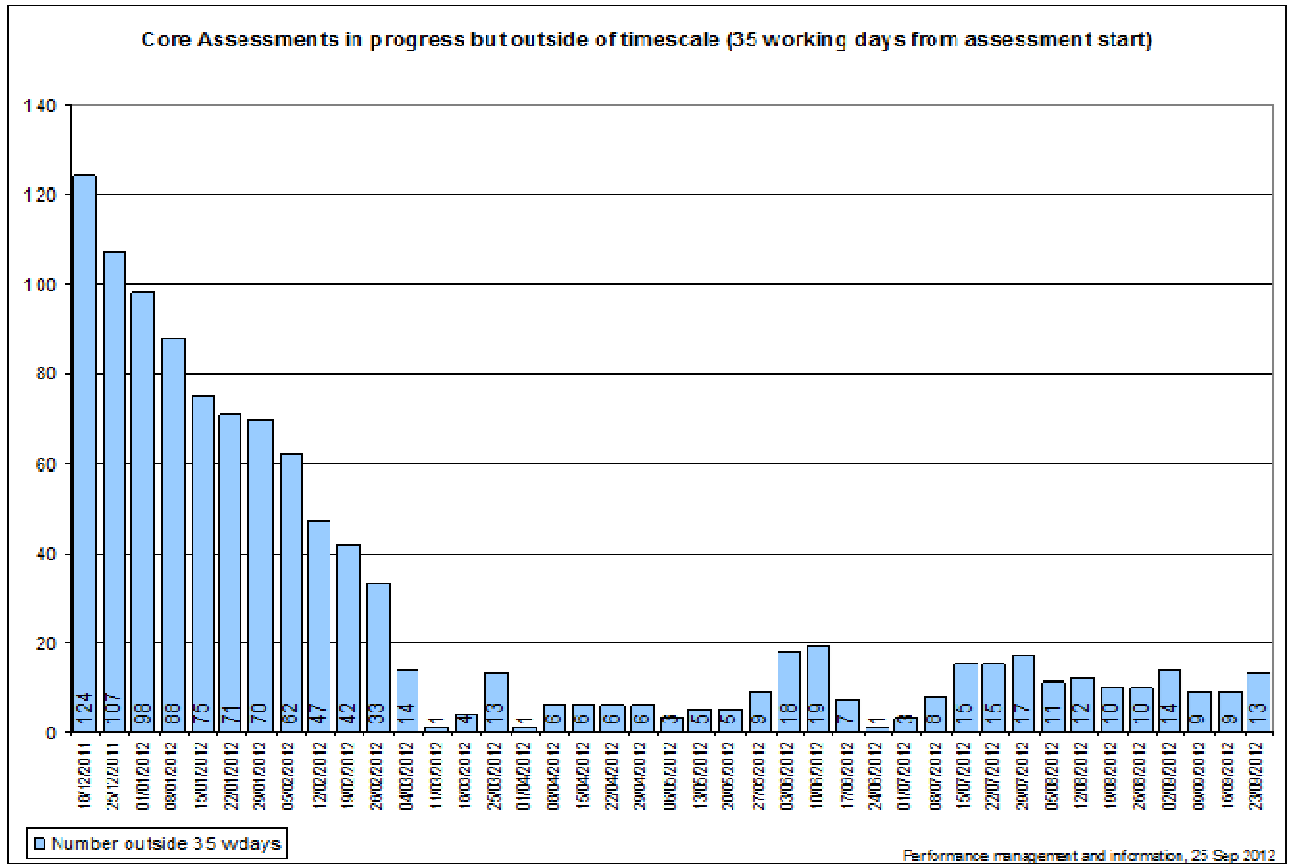


Timeliness of assessments remains extremely strong averaging 98% all year.

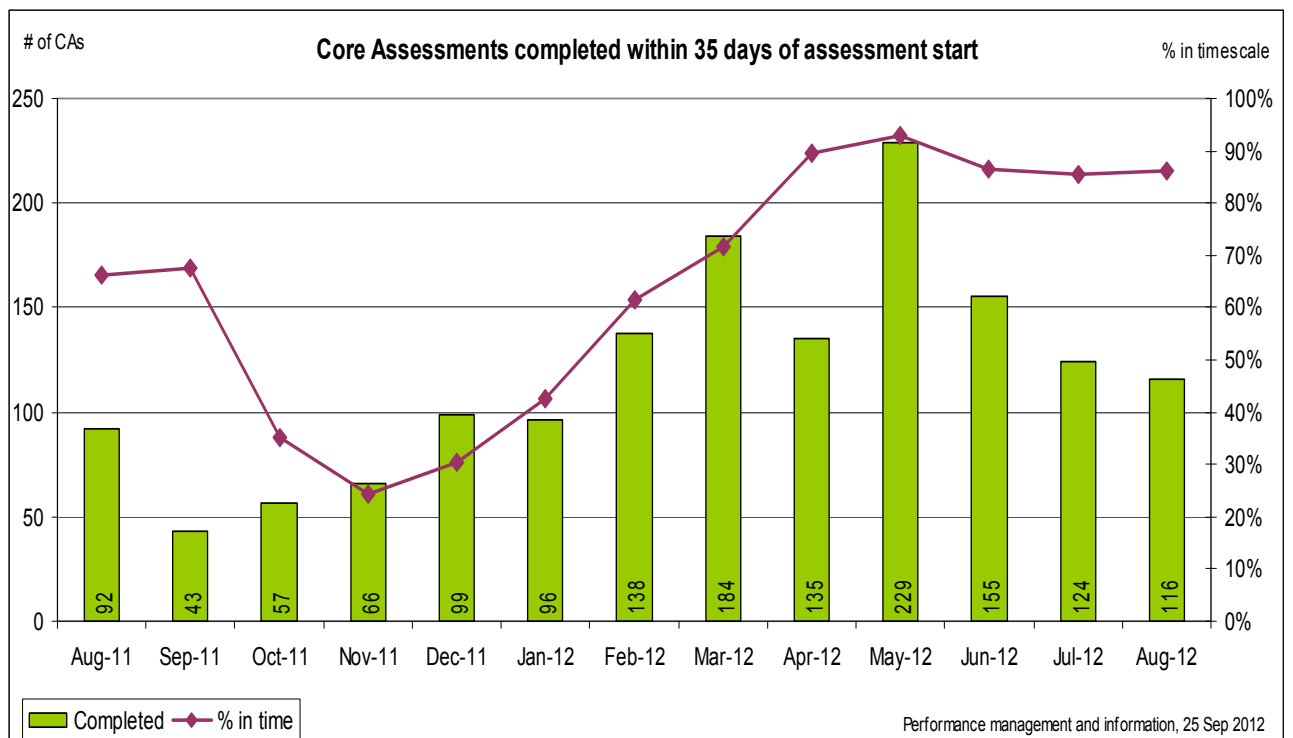


5.6 Core Assessments

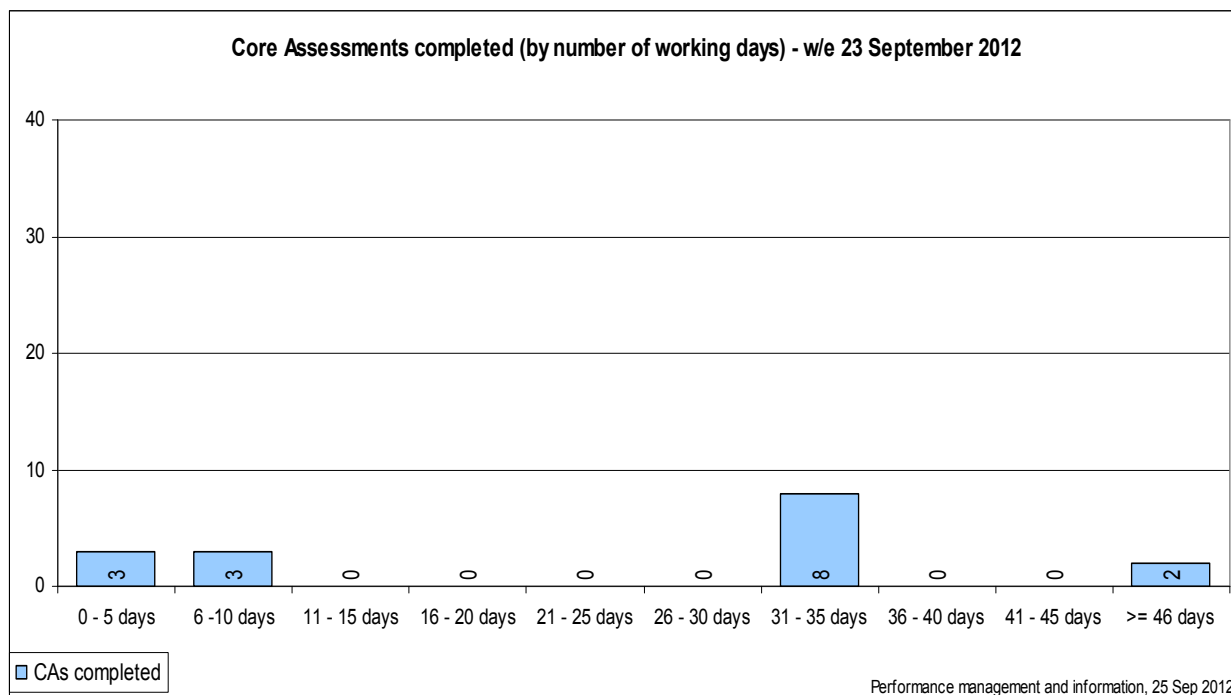
There remain very few core assessments out of timescale. These are almost all in the long-term teams and are usually reassessments.



Timeliness remains very strong as can be seen by the following chart.



The spread of completion dates reflects that the predominant activity is around the 30 to 35 day mark.



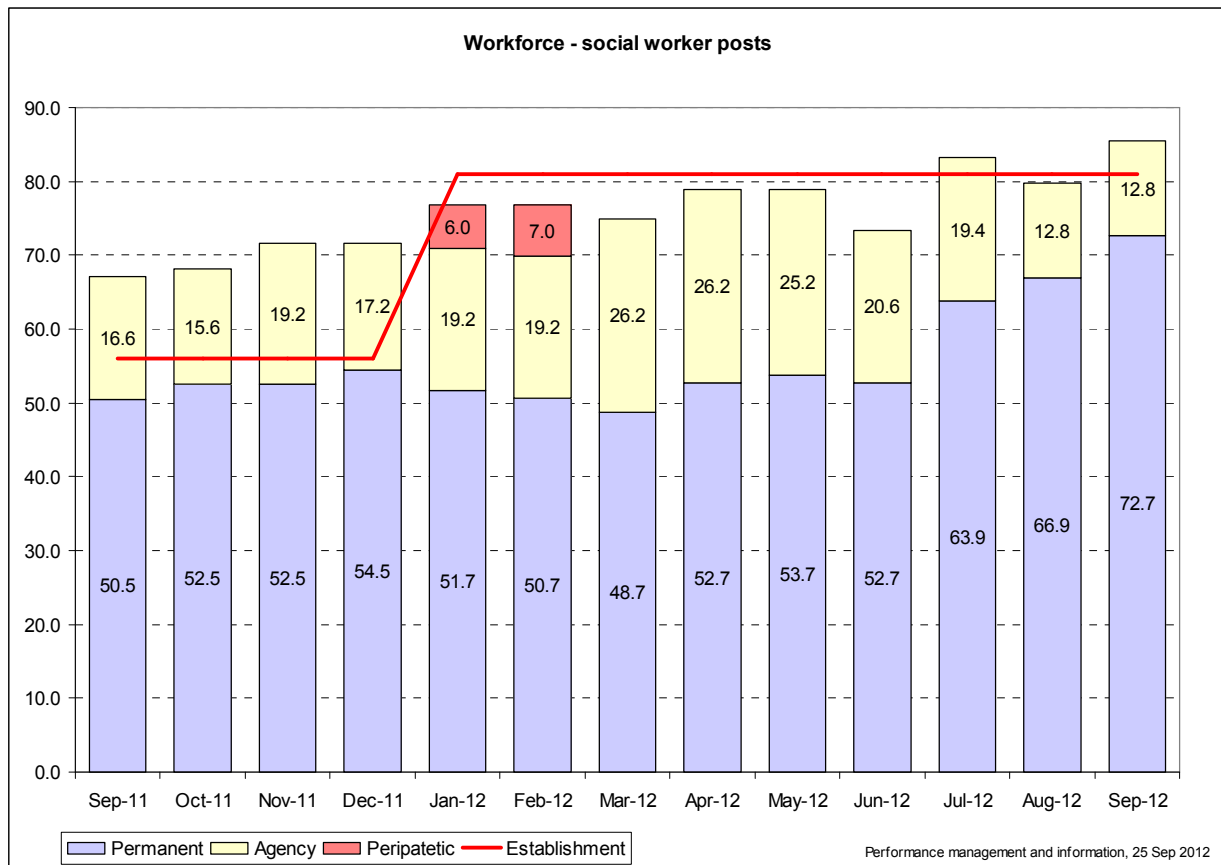
5.7 Workforce

The Head and Heart recruitment campaign continues for Social Workers with the dedicated website and advertising nationally via Google and socialcare.co.uk. The holiday season has impacted on the number of applications, which was not entirely unexpected.

The current social worker vacancy rate as at 27 September 2012 is 6.7fte (8.3%) against the establishment of 81fte. There are 1.6fte in the recruitment pipeline who have been offered a permanent post and one permanent individual due to leave. The use of agency staff has significantly reduced and is currently running at 12.8fte. This has significantly reduced from January 2012 which sat at 25.2 FTE.

We will be attending two careers fairs during the month of November and work has commenced on developing promotional items with the “head and heart” branding, alongside development of an information pack and questionnaire. The questionnaire will be used to gather intelligence regarding what potential candidates find most attractive when applying for another job and also what publications, social media they would consider reviewing in order to assist with this search. This information can then be factored into the recruitment plan going forward. Sanctuary (one of our agency suppliers) has agreed to sponsor the questionnaire by providing a Kindle as a prize to encourage maximum participation.

In addition to the Social Worker campaign, a dedicated recruitment campaign for Team Managers was launched mid-September. This will be based on a passive advertising approach to capture those individuals who are not necessarily actively pursuing a change of job/employer, but may be drawn to apply. A similar monitoring process to that used for the Social Workers has been adopted for this campaign.



5.8 Summary

We have made great strides this year to put in place the foundations of an effective service. All the evidence points to the fact that significant progress has been made and all the areas for improvement specified by Ofsted are being addressed. It has also been very encouraging to receive some external validation from the Peer safeguarding Health check of this progress. However it would be wrong to be complacent and it is well understood that authorities who have found themselves in this position must accept that securing sustained improvement takes longer than the twelve months that has elapsed since the last inspection. Everyone within the service is, therefore, determined that we continue the same pace of progress and remains absolutely focussed on delivering lasting improvements in Children's social care.

6. IMPLICATIONS

- 6.1 The cost of the improvement programme can be met from within existing budgets. Resources are available to secure improvement in the immediate and longer term.
- 6.2 The Secretary of State has the power to issue a statutory notice if he is not satisfied that sufficient progress is being made.

7. CONSULTATION

- 7.1 Partner agencies, parents and children will be involved in the improvement activity.

8. NEXT STEPS

- 8.1 This Committee will continue to receive a regular update on progress and the Task and Finish Group will meet monthly to support the improvement.

9. BACKGROUND DOCUMENTS

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

- 9.1
- Ofsted Inspection of Safeguarding: Peterborough 6th September 2011
 - Ofsted Unannounced Inspection of contact referral and assessment arrangements 3rd March 2011
 - Ofsted Safeguarding and Looked after Children Inspection: Peterborough 21st May 2010

10. APPENDICES

10.1 None

CREATING OPPORTUNITIES & TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 10
12 NOVEMBER 2012	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Sue Westcott

Contact Details – 01733 863613 / Sue.Westcott@Peterborough.gov.uk

REVISION TO CORPORATE PARENTING GROUP

1. PURPOSE

- 1.1 To highlight the role of councillors as corporate parents and consider the review of the current Corporate Parenting Group and advise on proposed changes to the Group.

2. RECOMMENDATIONS

- 2.1 The Committee are asked to:
- (1) note the contents of this report recognising the important role that councillors have as corporate parents
 - (2) to make any recommendations on the review of the Corporate Parenting Group to the Cabinet Member for Children's Services that the Committee think necessary

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 The work of the Corporate Parenting Group is pivotal to ensuring that social, educational and welfare outcomes for looked after children are met.

4. BACKGROUND

- 4.1 When they are elected, all Members take on the role of 'corporate parent' to children looked after by their local authority. They have a duty to take an interest in the wellbeing and development of those children, as if they were their own. Although the lead member for children's services has particular responsibilities, the role of corporate parent is carried by all Members, regardless of their role on the council.
- 4.2 The present Corporate Parenting Group (CPG) meets on a bi-monthly basis and is an all party group with a Chair from the current administration. The CPG reports to the Cabinet Member for Children Services and annually to this Committee. The group focuses its work predominantly on the views of looked after children from the Children in Care Council. This group is made up of 15 children and young people from a cohort of 360 looked after children. Approximately 3 children from this group attend the panel as being representative of the Children in Care Council. Two foster carers also attend.
- 4.3 The agenda is set at a pre-meeting with the Head of Service for looked after children and has a work programme. In order to strengthen the Group, the Assistant Director of Safeguarding now attends as well as officers from our Conference and Review Service, Adoption and Fostering and Commissioning service. The Service Manager for looked after children has been the responsible officer for the Panel with assistance from the Head of the Virtual School.
- 4.4 All Members are invited to attend the CPG but attendance has been variable. There is concern that having no fixed membership can contribute to poor attendance which, in turn, can lead to an inconsistency of approach.

4.5 A new Chair has added increased impetus and rigour to the focus of the group and it is therefore considered timely to build upon this to strengthen the Group.

5. KEY ISSUES

5.1 The first proposal would be to develop the current CPG into a fixed membership panel renamed the "Corporate Parenting Panel". Members who regularly attend the current CPG have been approached about joining a fixed membership Panel. It is necessary for a Cabinet Member Decision Notice (CMDN) to be agreed by the Executive Member for Children's Services to create this new Panel.

5.2 It is proposed that the current Chair and Vice Chair remain in their positions in the new Panel although it is, of course, for the members of the Panel to decide their own arrangements. The Chair and Vice Chair however are commended for their approach to the work of the Panel.

5.3 The Panel will continue to meet bi-monthly and these dates will remain in the civic calendar but the terms of reference will be revised as shown at appendix A. Members of this Committee are invited to comment upon the proposed terms of reference.

5.4 All Members can attend the meeting and there will be a standing agenda, items for any questions and issues from Members.

A work programme will be proposed for the Panel which would include:

(1) our accommodation strategy – our early prevention/ intervention to support children at home to prevent accommodation

(2) the number of children in care and discharges

(3) our leaving care service

(4) the quality of placements (including out of city placements)

(5) our reviewing service

(6) our independent Regulation 33 reports

(7) activity of our secure unit

(8) complaints from looked after children

(9) stability of placements

This Committee is invited to recommend other work projects for the Panel.

5.5 It is proposed that once the Panel has established itself this Committee may want to scrutinise the Council's role as Corporate Parent and/or work of our adoption and fostering service to provide timely and quality placements for our looked after children.

5.6 The Corporate Councillor Champion role will be further defined. Champions will be invited to participate and may request that agenda items be added or be requested to add to the agenda items at the discretion of the Chair.

5.7 Regular reports and the minutes of the Corporate Parenting Panel will be provided to the Scrutiny Committee six monthly but Members might want to consider whether to receive more regular reports on the work of the Panel. This will give the Panel greater focus on improving overall outcomes for children in care including raising educational attainment and narrowing the gap, health outcomes and ensuring leisure and work and employment opportunities.

5.8 Representatives from the Children in Care Council will attend the Panel at the discretion of the chair and/or arrangement made for the Panel members to meet with the Chair prior to the Panel meeting.

5.9 Members of the reconfigured panel would also be encouraged to visit foster children in their placement and in residential care to learn first hand about the care experiences of some of our looked after children.

6. IMPLICATIONS

- 6.1 The Council has several statutory obligations towards children in its care. Together these comprise the role of corporate parent and are addressed in the proposals set out at paragraph 5.4 of this report. A Government white paper “Care matters: time for change” in 2007 set out the various ways in which this Council is expected to fulfil its Corporate Parenting role.
- 6.2 Further useful guidance on the role of the corporate parent can be found on the Local Government Association website which undertook a review of the corporate parenting role in 2011.
- 6.3 A Cabinet Member Decision Notice will be required to constitute the Panel as the Executive Member for Children’s Services is responsible for ensuring the Council fulfils its corporate parenting functions. The Panel will be a non decision making informal meeting (i.e. not a committee) and as such all decisions affecting the delivery of any functions or budget spend will have to be approved by the Executive Member or any officer exercising functions delegated by the Executive Member.
- 6.4 There are no financial implications arising from this report which cannot be met from existing budget. The Panel will replace the existing Group and members of the Panel will not be given an allowance as this does not constitute a formal committee.
- 6.5 There are no other statutory obligations arising which affect this report.

7. CONSULTATION

- 7.1 Members are currently being consulted on the proposals for fixed membership of the Committee.
- 7.2 The Cabinet Member for Children’s Services has been consulted and endorses this proposal subject to any views expressed by this Committee.

8. NEXT STEPS

- 8.1 Following consideration by the Committee, and subject to any comments made by this Committee, the Cabinet Member for Children’s Services will be asked to agree a decision to constitute the new Panel.

9. BACKGROUND DOCUMENTS

- 9.1 None

10. APPENDICES

- 10.1 Appendix A: revised terms of reference

PETERBOROUGH CORPORATE PARENTING PANEL TERMS OF REFERENCE

Corporate Parenting Panel

1. Our Commitment to Children and Young People in care:

Peterborough City Council is committed to raising the quality of life of everyone living within the city. For children in particular, the city council aims to provide high quality opportunities for learning and ensure children are healthy and safe. It is important that the Corporate Parenting Panel members ensure that the Council provides such care, education and opportunities that the Panel would be afforded to their own children.

2. Purpose:

- i) To lead on behalf of the Council and partners of the Local Authority to ensure that all services directly provided for children and young people in care and care leavers are scrutinised to deliver to a high standard and to all statutory requirements.
- ii) To raise the aspiration, ambitions and life chances of children and young people in care, narrowing the gap of achievement between children in care and their peers.
- iii) To ensure that children in care are protected and supported to develop as healthy citizens, able to participate in their community.
- iv) To ensure that all elected members are aware of their corporate parenting responsibilities and that all Council services are mindful of the needs of children in care and respond accordingly within their particular remit.

3. Functions of the Panel:

- i) To receive statutory reports in relation to the adoption, fostering, commissioning, looked after children (LAC) services and children's homes with a view to recommending any changes.
- ii) Ensure that the profile of the corporate parenting agenda is incorporated into key plans, policies and strategies through out the Council overseeing interagency working arrangements. Review complaints from looked after children to ensure officers have dealt with these appropriately and made any recommendations for change.
- iii) Raise awareness in Peterborough City Council and the wider community by promoting the role of members as corporate parents and the Council as a large corporate family with key responsibilities.
- iv) Raise the profile of the needs of looked after children and care leavers through a range of actions including through the organising of celebratory events for the recognition of achievement.
- v) Ensure that leisure, cultural, further education and employment opportunities are offered and taken up by our looked after children and care leavers.
- vi) Promote the development of participation and ensure that the view of children and young people are regularly heard through the Corporate Parenting Panel to improve educational, health and social outcomes to raise aspiration and attainments.

- vii) Undertake meetings with children and young people in care, frontline staff and foster carers to inform the committee of the standards of care and improvement outcomes for looked after children.
- viii) Monitor the ongoing commitment to providing support, training and clarity of expectations to foster carers to achieve excellent and high quality care.
- ix) To appoint elected members as Champions for Children in Care in respect of the following strands:
 - Housing
 - Employment and training opportunities within council departments and with partner agencies
 - Health
 - Educational Attainment and access to Higher Education
 - Recreation and Leisure activities
 - Finance and benefits

4. Children in Care Council

Representatives from the Children in Care Council will attend the Corporate Parenting Panel at the discretion of the Chair of the Corporate Parenting Panel.

5. Work Programme

The Corporate Parenting Panel will meet every two months, formally agreeing a skeleton work programme annually and reviewing at each meeting. In reviewing the work programme, the panel may agree to request reports on particular matters of their own volition or as advised by the lead officer.

6. Performance Monitoring

The Corporate Parenting Panel will scrutinise and monitor outcomes for children in care and care leavers. To this end, the panel will develop and agree a core data set which it wishes to receive at each panel meeting. Additional detailed monitoring reports will be presented in accordance with the agreed work programme on the following key aspects of care:

- Placement stability
- Independent child care reviews
- The performance of all care standards regulated services:
 - Adoption and adoption support
 - Fostering
 - Children's homes
- Service to care leavers, including accommodation, education, employment and training
- The health needs of children in care
- Educational attainment of children in care

7. Membership of the Panel

There will be standing membership of the Corporate Parenting Panel to provide continuity and consistency. Elected Councillors outside the standing membership will be invited to discuss issues and raise questions within a standing agenda item at the end of the meeting.

A chair will be appointed by the panel.

A vice chair will be appointed by the panel.

Membership will also include two foster carers and representatives from the Children in Care Council.

8. Officer support

- The Director of Children's Services is responsible for ensuring that the panel has sufficient officer support to lead the council's corporate parenting strategy.
- The Assistant Director, Safeguarding, will be the lead officer for the panel together with the Service Managers for Looked after Children, Leaving Care, Adoption and Fostering, the Head of the Virtual School and the Children's Services Participation Officer.
- Democratic Services will provide the administrative arrangements and constitutional guidance to the panel.

9. Frequency of meetings:

Meetings will be bi-monthly preceded by an agenda setting meeting.

10. Reporting Mechanisms:

The Corporate Parenting Panel will report to the Cabinet Member for Children's Services and to the Scrutiny Panel on a six monthly basis or more frequently if required.

CREATING OPPORUTNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 11
12 NOVEMBER 2012	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

NOTICE OF INTENTION TO TAKE KEY DECISIONS

1. PURPOSE

- 1.1 This is a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee outlining the content of the Notice of Intention to Take Key Decisions.

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 Notice of Intention to Take Key Decisions is attached at Appendix 1. The Notice contains those key decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can make after 30 November 2012.
- 3.2 The information in the Notice of Intention to Take Key Decisions 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.
- 3.4 As the Notice is published fortnightly any version of the Notice published after dispatch of this agenda will be tabled at the meeting.

4. CONSULTATION

- 4.1 Details of any consultation on individual decisions are contained within the Notice of Intention to Take Key Decisions.

5. BACKGROUND DOCUMENTS

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

None

6. APPENDICES

Appendix 1 – Notice of Intention to Take Key Decisions

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PETERBOROUGH CITY COUNCIL'S NOTICE OF INTENTION TO TAKE KEY DECISIONS

NOTICE OF INTENTION TO TAKE KEY DECISIONS

In the period commencing 28 days after the date of publication of this notice, 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.

If the decision is to be taken by an individual cabinet member, the name of the cabinet member is shown against the decision, in addition to details of the councillor's portfolio. If the decision is to be taken by the Cabinet, it's members are as listed below:
Cllr Cereste (Leader); Cllr Lee (Deputy leader); Cllr Scott; Cllr Holdich; Cllr Hiller; Cllr Seaton; Cllr Fitzgerald; Cllr Dalton; Cllr Walsh.

This Notice should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis. Each new notice supersedes the previous notice and items may be carried over into forthcoming notices. Any questions on specific issues included on the Notice should be included on the form which appears at the back of the Notice 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.

Whilst the majority of the Executive's business at the meetings listed in this Notice will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies this is indicated in the list below. A formal notice of the intention to hold the meeting, or part of it, in private, will be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

You are entitled to view any documents listed on the notice, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Alex Daynes, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 01733 452483), e-mail to alexander.daynes@peterborough.gov.uk or by telephone on 01733 452447. For each decision a public report will be available from the Governance Team one week before the decision is taken.

All decisions will be posted on the Council's website: www.peterborough.gov.uk/executive/decisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Notice, 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 notice.

NEW ITEMS THIS MONTH:

Change in Partnership Arrangements for the Children's Trust - KEY/30NOV12/01
Healthwatch Commissioning - KEY/30NOV12/02

KEY DECISIONS FROM 28 NOVEMBER 2012

KEY DECISION REQUIRED	DECISION MAKER	MEETING OPEN TO PUBLIC	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER (IF ANY OTHER THAN PUBLIC REPORT)
<p>Moy's End Stand Demolition and Reconstruction - KEY/03APR/12 Award of Contract for the Demolition of the Moy's End Stand and Reconstruction</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Internal and External Stakeholders as appropriate.</p>	<p>Richard Hodgson Head of Strategic Projects Tel: 01733 384535 richard.hodgson@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Delivery of the Council's Capital Receipt Programme through the Sale of Dickens Street Car Park - KEY/03JUL/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 Resources, to negotiate and conclude the sale of Dickens Street Car Park.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Consultation will take place with the Cabinet Member, Ward councillors, relevant internal departments & external stakeholders as appropriate.</p>	<p>Richard Hodgson Head of Strategic Projects Tel: 01733 384535 richard.hodgson@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Rolling Select List - Independent Fostering Agencies - KEY/01JUL/12 To approve the list for independent fostering agencies.</p>	<p>Councillor Sheila Scott OBE Cabinet Member for Children's Services</p>	<p>N/A</p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Internal and external stakeholders as appropriate.</p>	<p>Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 863910 oliver.hayward@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

Write off approval for debts over £10,000 in relation to Non Domestic Rates - KEY/31OCT12/01 Authorise the write off of debt shown as outstanding in respect of non domestic rate accounts.	Councillor David Seaton Cabinet Member for Resources	N/A	Sustainable Growth and Environment Capital	Internal and External Stakeholders as appropriate.	Richard Godfrey ICT and Transactional Services Partnership Manager Tel: 01733 317989 richard.godfrey@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Expansion and Refurbishment of Queens Drive Infants School - KEY/31OCT12/02 To award the contract for the expansion and refurbishment of Queens Drive Infants School.	Councillor John Holdich OBE Cabinet Member for Education, Skills and University	N/A	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders including ward councillors as appropriate.	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Expansion and Refurbishment of Old Fletton Primary School - KEY/31OCT12/03 Award of contract for the expansion and refurbishment of Old Fletton Primary School.	Councillor John Holdich OBE Cabinet Member for Education, Skills and University	N/A	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders including ward councillors as appropriate.	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Expansion and Refurbishment of Hampton Vale Primary School - KEY/31OCT12/04 Award of Contract for the expansion and refurbishment of Hampton Vale Primary School.	Councillor John Holdich OBE Cabinet Member for Education, Skills and University	N/A	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders including ward councillors as appropriate.	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	It is not anticipated that there will be any further documents.

<p>New Build of the Thomas Deacon Junior Academy - KEY/31OCT12/05 Award of Contract for the new build of the Thomas Deacon Junior Academy</p>	<p>Councillor John Holdich OBE Cabinet Member for Education, Skills and University</p>	<p>N/A</p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Internal and external stakeholders including ward councillors as appropriate.</p>	<p>Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Flood and Water Management Supplementary Planning Document - KEY/13NOV12/01 To adopt the supplementary planning document guiding developers on water related legislation and planning.</p>	<p>Cabinet</p>	<p>Yes</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Internal and external stakeholders as appropriate.</p>	<p>Julia Chatterton Sustainable Infrastructure Officer Tel: 01733 452620 julia.chatterton@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Council Tax Base 2013/14 - KEY/13NOV12/02 To agree the calculation of the council tax base for 2013/14.</p>	<p>Cabinet</p>	<p>Yes</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Internal and external stakeholders as appropriate.</p>	<p>Steven Pilsworth Head of Strategic Finance Tel: 01733 384564 Steven.Pilsworth@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Budget and Medium Term Financial Strategy - KEY/13NOV12/03 Draft budget for 2013/14 and Medium Term Financial Strategy to 2023/24 to be agreed as a basis for consultation. This will include the Council's Capital Strategy, Asset Management Plan and Draft Annual Accountability Agreement between Peterborough City Council and Peterborough Primary Care Trust.</p>	<p>Cabinet</p>	<p>Yes</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Internal and external stakeholders as appropriate.</p>	<p>Steven Pilsworth Head of Strategic Finance Tel: 01733 384564 Steven.Pilsworth@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

Peterborough City Centre Development Plan Document - Consultation Draft - KEY/13NOV12/04 To approve the Consultation Draft version of the Peterborough City Centre DPD for public consultation.	Cabinet	Yes	Sustainable Growth and Environment Capital	Internal and external stakeholders as appropriate.	Richard Kay Policy and Strategy Manager richard.kay@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Mental Health Services at Clare Lodge - KEY/13NOV12/05 Undertake a tender to secure Mental Health Services for Clare Lodge Secure Unit.	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities	Internal and External Stakeholders as appropriate.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 8639 10 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Clare Lodge Service Review Outcome - KEY/13NOV12/06 To approve the outcome of the service review of Clare Lodge Secure Unit.	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities	Internal and External Stakeholders as appropriate.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 8639 10 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Family Support Framework - KEY/13NOV12/07 Create a framework for Family Support services.	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders as appropriate.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 8639 10 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.

Residential Approved Provider List - KEY/13NOV12/08 Create a compliant Approved Provider List for Residential units for children and young people.	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities	Internal and external stakeholders as appropriate.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 863910 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Children's Play Services Review - KEY/13NOV12/09 To undertake a review of the Play Services in the city	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities.	To be undertaken with key stakeholders.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 863910 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Superfast Broadband - KEY/13NOV12/10 To authorise the award of the contract for the provision of Superfast Broadband in Peterborough and Cambridgeshire	Councillor David Seaton Cabinet Member for Resources	N/A	Sustainable Growth and Environment Capital	Relevant internal departments.	Richard Godfrey ICT and Transactional Services Partnership Manager Tel: 01733 317989 richard.godfrey@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Change in Partnership Arrangements for the Children's Trust - KEY/30NOV12/01 To change the partnership arrangements of the Children's Trust.	Councillor Sheila Scott OBE Cabinet Member for Children's Services	N/A	Creating Opportunities and Tackling Inequalities	Key internal and external stakeholders.	Oliver Hayward Commissioning Officer - Aiming High Tel: 01733 863910 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Healthwatch Commissioning - KEY/30NOV12/02 Approval of the proposed approach to commission Healthwatch Peterborough.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	N/A	Health Issues	Internal and external stakeholders as appropriate.	Nick Blake Improvement & Development Manager Tel: 01733 452406 nick.blake@peterborough.gov.uk	It is not anticipated that there will be any further documents.

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

Communications
Strategic Growth and Development Services
Legal and Governance 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
Strategic Commissioning & Prevention

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

Planning Transport & Engineering (Development Management, Construction & Compliance, Infrastructure Planning & Delivery, Network Management, Passenger Transport)
Commercial Operations (Strategic Parking and Commercial CCTV, City Centre, Markets & Commercial Trading, Tourism)
Neighbourhoods (Strategic Regulatory Services, Safer Peterborough, Strategic Housing, Cohesion, Social Inclusion, Neighbourhood Management)
Operations Business Support (Finance)

ADULT SOCIAL CARE Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Care Services Delivery (Assessment & Care Management; Integrated Learning Disability Services and HIV/AIDS; Regulated Services)
Strategic Commissioning (Mental Health & Integrated Learning Disability; Older People, Physical Disability & Sensory Impairment; Contracts, Procurement & Compliance)
Quality, Information and Performance (Performance & Information; Strategic Safeguarding; Business Support & Governance; Business Systems Improvement; Quality and Workforce Development)

PETERBOROUGH CITY COUNCIL'S CABINET MEMBERS WOULD LIKE TO HEAR FROM YOU

The Leader of Peterborough City Council is offering everyone a chance to comment, or raise queries on the decisions highlighted on the Council's Notice of Intention to take Key Decisions.

Your comments and queries can be submitted to the Council's Governance Team using the form overleaf, or alternatively by telephone or email. The Governance team will then liaise with the appropriate Cabinet Member and ensure that you receive a response. Members of the Cabinet, together with their areas of responsibility, are listed below:

Councillor Cereste	Leader of the Council and Cabinet Member for Growth, Strategic Planning, Economic Development, Business Engagement and Environment Capital
Councillor Lee	Deputy Leader and Cabinet Member for Culture, Recreation and Strategic Commissioning
Councillor M Dalton	Cabinet Member for Communications
Councillor Hiller	Cabinet Member for Housing, Neighbourhoods and Planning
Councillor Holdich	Cabinet Member for Education, Skills and University
Councillor Fitzgerald	Cabinet Member for Adult Social Care
Councillor Scott	Cabinet Member for Children's Services
Councillor Seaton	Cabinet Member for Resources
Councillor Walsh	Cabinet Member for Community Cohesion and Safety

SUBMIT YOUR COMMENTS OR QUERIES TO PETERBOROUGH CITY COUNCIL'S CABINET

Your comment or query:

How can we contact you with a response?
(please include a telephone number, postal and/or e-mail address)

Name

Address

.....

Tel:

Email:

Who would you like to respond? (if left blank your comments will be referred to the relevant Cabinet Member)

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
WORK PROGRAMME 2012/13

Meeting Date	Item	Progress
11 June 2012 <i>Draft report 23 May</i> <i>Final report 29 May</i>	<p>Overview of Children's Services</p> <p>Contact Officer: Malcolm Newsam</p> <p>Poverty Action Plan</p> <p>To Scrutinise the Poverty Action Plan and make any recommendations.</p> <p>Contact Officer: Wendi Ogle-Welbourne</p> <p>Children's Services Improvement Plan – Progress Report</p> <p>To Scrutinise the progress of the Children's Services Improvement Plan and make any recommendations</p> <p>Contact Officer: Malcolm Newsam</p> <p>Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011</p> <p>To scrutinise the Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2011 and make any necessary recommendations.</p> <p>Contact Officer: Lynn Chesterton</p> <p>Review of 2011/12 and Future Work Programme</p> <p>To review the work undertaken during 2011/12 and to consider the future work programme of the Committee.</p> <p>Contact Officer: Paulina Ford</p>	<p>Items identified to be programmed into the work programme.</p> <p>Final draft to be brought back to the July meeting.</p> <p>Regular update noted.</p> <p>Report noted and comments made.</p> <p>Items from discussion to be programmed into the work programme.</p>

Meeting Date	Item	Progress
<p>23 July 2011 <i>Draft report 5 July</i> <i>Final report 12 July</i></p>	<p>Portfolio Progress report from Cabinet Members relevant to the committee:</p> <ul style="list-style-type: none"> • Cabinet Member for Children's Services <p>To Scrutinise and comment on the progress of the portfolio of the Cabinet Member for Children's Services</p>	
	<p>Children's Services Improvement Plan – Progress Report</p> <p>To Scrutinise the progress of the Children's Services Improvement Plan and make any recommendations</p> <p>Contact Officer: Malcolm Newsam</p>	
	<p>Children's Centres Update</p> <p>To receive a progress report on the commissioning of Children's Centres and implementation of the new children's centres contracts.</p> <p>Contact Officer: Pam Setterfield</p>	
	<p>Poverty Reduction Strategy</p> <p>To scrutinise and make comments on the final draft of the Poverty Reduction Strategy.</p> <p>Contact Officer: Wendi Ogle-Welbourne</p>	
<p>10 September 2012 <i>Draft report 23 Aug</i> <i>Final report 30 Aug</i></p>	<p>Peterborough Safeguarding Children Board Annual Report 2011-2012</p> <p>To Scrutinise the Peterborough Safeguarding Children Board Annual Report 2011-2012 and make any recommendations</p> <p>Contact Officer: Felicity Scholfield</p>	

Meeting Date	Item	Progress
	<p>Children’s Services Improvement Plan – Progress Report To Scrutinise the progress of the Children’s Services Improvement Plan and make any recommendations</p> <p>Contact Officer: Malcolm Newsam</p> <p>Fostering - Action Plan To scrutinise the progress made on the Fostering Action Plan and make any recommendations</p> <p>Contact Officer: Sue Westcott</p> <p>Respite and Home Support Unit – Children with Disabilities (Cherry Lodge) To receive a report and comment on the recent Ofsted inspection at Cherry Lodge and to comment on the Short Break Strategy.</p> <p>Contact Officer: Wendi Ogle-Welbourne</p>	
<p>12 November 2012 <i>Draft report 25 Oct</i> <i>Final report 1 Nov</i></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>Presentation of 2012 Unvalidated Examination Results To scrutinise the 2012 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>	

Meeting Date	Item	Progress
	<p>The Changing Role of Local Authorities in Education</p> <p>To scrutinise the changing role of Local Authorities in Education, both nationally and within Peterborough and make any recommendations with regard to the purpose and strategy of the Education division in the future.</p> <p>Contact Officer: Jonathan Lewis</p> <p>Children's Joint Commissioning Board</p> <p>To scrutinise and consider the proposals to replace the Peterborough Children's Trust Board and replace it with a Children and Families Joint Commissioning Board.</p> <p>Contact Officer: Malcolm Newsam</p> <p>Children's Services Improvement Plan – Progress Report</p> <p>To Scrutinise the progress of the Children's Services Improvement Plan and make any recommendations</p> <p>Contact Officer: Malcolm Newsam</p> <p>Revision To Corporate Parenting Group</p> <p>To scrutinise and make any recommendations on the review of the Corporate Parenting Group.</p> <p>Contact Officer: Sue Westcott</p>	
<p>7 January 2013 <i>Draft report 14 Dec</i> <i>Final report 21 Dec</i></p>	<p>Portfolio Progress report from Cabinet Members relevant to the committee:</p> <ul style="list-style-type: none"> • Cabinet Member for Children's Services <p>To Scrutinise and comment on the progress of the portfolio of the Cabinet Member for Children's Services</p> <p>Children's Services Improvement Plan – Progress Report</p> <p>To Scrutinise the progress of the Children's Services Improvement Plan and make any recommendations</p>	

Meeting Date	Item	Progress
	<p>Contact Officer: Malcolm Newsam</p>	
	<p>Prevention and Intervention Strategy</p>	
	<p>Contact Officer: :Wendi Ogle-Welbourne</p>	
	<p>Improving Outcomes for Children with SEN</p>	
	<p>Contact Officer: Jonathan Lewis</p>	
	<p>Corporate Parenting Group</p>	
	<p>Contact Officer:</p>	
<p>9 or 21 January 2013 (Joint Meeting of the Scrutiny Committees and Commissions)</p>	<p>Budget 2013/14 and Medium Term Financial Plan To scrutinise the Executive's proposals for the Budget 2013/14 and Medium Term Financial Plan. Contact Officer: John Harrison/Steven Pilsworth</p>	
<p>11 March 2013 <i>Draft report 21 Feb</i> <i>Final report 28 Feb</i></p>	<p>Children's Services Improvement Plan – Progress Report To Scrutinise the progress of the Children's Services Improvement Plan and make any recommendations Contact Officer: Malcolm Newsam</p>	

Meeting Date	Item	Progress
	<p>Presentation of 2012 Validated Examination Results, EYFS – Key Stage 4 – A Level Follow Up</p> <p>To scrutinise the 2012 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>Poverty Action Plan – Progress report</p> <p>Contact Officer: Wendi Ogle-Welbourne</p>	

Items to be programmed in:

Item	Referred from