

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE

**MONDAY 9 MARCH 2015
7.00 PM**

Bourges/Viersen Room - Town Hall

AGENDA

Page No

1. Apologies for absence

2. Declarations of Interest and Whipping Declarations

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.

3. Minutes of the meeting held on 5 January 2015

3 - 8

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

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.

5. Children's Social Care Complaints Supplementary Report

9 - 14

6. Report on the Work of the Corporate Parenting Panel

15 - 22

7. Special Educational Needs and Disabilities Reforms Update

23 - 26

8. Presentation of 2014 Unvalidated Examination Results

27 - 56

9. Impact of Universal Free School Meals on Pupil Premium

57 - 62



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.

10. Directors Report for Social Care Practice and Performance

63 - 72

11. Forward Plan of Executive Decisions

73 - 96

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Committee Members:

Councillors: S Day (Chair), B Rush, G Nawaz, M Jamil, J Shearman, B Saltmarsh and D Fower

Substitutes: Councillors: R Ferris, F Fox, I Walsh and A Shaheed

Education Co-optees: Paul Rossi, (Roman Catholic Church Representative),
Miranda Robinson, (Church of England Representative),
Tricia Pritchard, (Director of Education & Training), Diocese of Ely
Stuart Francis, Parent Governor Representative

Alistair Kingsley – Independent Co-opted Member

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 ROOM, TOWN HALL, PETERBOROUGH
ON MONDAY 5 JANUARY 2015**

Present:	Councillors S Day (Chairman), B Rush, Nawaz, B Saltmarsh, J Shearman, R Ferris,	
Also present	Stewart Francis Pat Carrington Tanya Meadows	Education Co-optee Principal / Head of Service, City College Peterborough Vice Principal – 14-18 & Employer Engagement, City College Peterborough
Officers in Attendance:	Sue Westcott Johnathan Lewis Lou Williams	Executive Director for Children’s Services Assistant Director for Education, Resources and Corporate Property Assistant Director, Commissioning

1. Apologies

Apologies for absence were received from Councillor Jamil and Councillor Fower. Councillor Ferris attended as substitute for Councillor Jamil. Apologies for absence were also received from Education Co-opted Member Miranda Robinson and Independent Co-opted Member Alistair Kingsley.

2. Declarations of Interest and Whipping Declarations

There were no declarations of interest or whipping declarations.

3. Minutes of meetings held on 13 October and 10 November 2014.

The minutes of the meetings held on 13 October and 10 November 2014 were both agreed 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.

Chairman’s Announcements

The Chairman advised the Committee that the officer who was due to attend to present item 6, Childrens Social Care Complaints Supplementary Report was unable to attend due to illness. It was therefore agreed that the report be deferred to the 9 March 2015 meeting.

5. City College Peterborough

The report was introduced by the Principal / Head of Service of the City College Peterborough and provided the Committee with an update on the Peterborough City Council's Adult and Community Learning Provision in terms of the role that City College Peterborough (CCP) has to play in delivering improved educational and other outcomes for the city and also to look at

the College's results, performance, course offers and changes since the last report to the Committee in January 2014. Key areas highlighted were:

- Types of Courses Offered
- Results and Performance
- Changes since the last report to the committee
- Role the College has to play in delivering improved educational and other outcomes for the city.
- Apprenticeships at City College Peterborough

The Chair congratulated the Principal on the progress that had been made in the past year.

Observations and questions were raised and discussed including:

- Members sought clarification regarding apprentices being able to earn while they learn and wanted to know if it was the college or the employer who paid the apprentices. *Members were advised that to study for an apprenticeship the person would have to be in employment. The training would take place at the employer's premises and were paid by the employer.*
- What sort of companies employed apprentices? *Members were informed that there were a variety of companies which included child care providers, IT companies, business administration companies, health and social care providers, hairdressers, motor mechanics, digital and social media companies. This would include companies such as Colorplast, Western Union, NetSupport and Little Miracles.*
- Members congratulated the Principal on being one of just five colleges in the country to be featured in the 2013/2014 Parliamentary Review of Higher and Further Education and had been held up as a shining example of best practice.
- Member's referred to page 23 of the report which stated "*The communities in which the College often works are those that have low skills and low aspirations, often in areas of high deprivation*". Members wanted to know how this linked into the Councils strategy for eliminating poverty. *Members were informed that work with the local communities was done in two ways. An annual prospectus was sent out to charities and they could then apply for funding from the college so they can deliver to those furthest away from education. The college also engages with community groups to work on local projects so that the college can assess what the funding could be used for. The management team also sits on a number of strategic groups across the city like the Children and Families Commissioning Board and Safer Peterborough Partnership which helps them to understand what work needs to be undertaken and where the funding should go.*
- Do you come together with other partners and the council on a regular basis to ensure there is a holistic approach to tackling the issue of poverty? *The Principal advised Members that in terms of the educational and skills development she had recently set up on behalf of the council a Skills Strategy Board. The Board looked at how as a city they could support the skills agenda to improve social and economic wellbeing. The Board was made up of senior people from organisations within the Local Authority, Health, Voluntary Sector, DWP, the third sector, other providers and the Chamber of Commerce.*
- Members were concerned that the Department of Education charging policy for ESOL courses would deter people from taking the course. *Members were advised that funding for Adult Education regardless of which course it was were partly government funded and partly fee based. There were also concessions for those who were eligible. There was a waiting list for ESOL courses due to the shortage of ESOL teachers. This was being addressed in that courses were now being offered at the college to train people to deliver ESOL courses. Fees had not been an issue and numbers attending ESOL courses had not dropped.*
- Members commented that people attending a course at the college which started at 9.30am often were unable to park on college premises and therefore incurred parking charges on top of the course fees. *The Principal responded that most city centre locations*

did not have available parking on site and the fact that the college did have a limited number of free parking spaces was a bonus. The car parking situation was being monitored. Some courses had been moved to the John Mansfield Centre as there were more free parking facilities on site.

- How do you measure outcomes against the list of agreed objectives on page 24 of the report? How do you know that you have achieved the aspirational objectives? *Members were informed that the college was measured in a variety of ways. Core exam results were a straight forward measure. Outcome measures had been introduced for the aspirational objectives. At the end of a course feedback was received from students in several ways to ascertain what had changed in the student's life as a result of the course. Recognising and recording progress and achievement was done by recording through learning plans throughout the course. Core objectives would be set by the student at the beginning of the course and progress against these would be monitored and scored as to whether they had been achieved at the end of the course. Ofsted would look at these outcomes. The Department of Innovation and Skills want to introduce formal outcome measures by looking at different outcomes e.g. did the student get a job because they attended a particular course or did someone's earnings increase as a result of attending a course. This will be measured through the tax and national insurance database going forward.*

The Chair thanked the Principal for attending and providing an informative and interesting report. The Chair also requested that a visit be arranged to the College for the Committee when the extension had been completed.

ACTIONS AGREED

The Committee noted the report and the role the City College has to play in delivering improved educational outcomes for the city and requested that a further report be brought back in one year.

The Committee also requested that future reports should include the following information:

1. A list of the formal outcome measures being introduced by the Department of Innovation and Skills and progress made against these.
2. Examples of feedback from students where they had progressed well on their course and had a positive outcome with students in attendance to talk to the Committee about their experience.

6. Review of Placement Strategy for Children Looked After and the Implementation of the Fostering Action Plan

The Assistant Director, Commissioning introduced the report which provided the Committee with an update in relation to Children in Care placements and progress relating to the Fostering Action Plan. It also provided information on the progress made in bringing the mix of placements for children in care in Peterborough closer and in line with national averages through the recruitment and retention of in-house foster carers. It also detailed actions that were being taken to help to ensure that the council only look after the right children, at the right time in their lives, and for the shortest possible period, in line with best practice.

Observations and questions were raised and discussed including:

- Members referred to page 37, paragraph 4.16, which stated that "*having two few children and young people in the care system may be an indication that children and young people were not being adequately safeguarded*". This related to the chart showing Rate of Children Looked After per 10,000. Members asked how this could be measured. *The Assistant Director responded that the rate of children in care in Peterborough during 2010/11 was significantly lower than statistical neighbours and was when the LA's*

performance was seen to be not good. There was no precise science to measure this as it was about making sure children came into care at the right time.

- *Members referred to page 48, paragraph 8.2 stating “A Cabinet report outlining proposals for a contributions policy for children looked after will be produced for consultation in the coming months”. Members sought clarification on the meaning of this statement. Members were informed that under the 1989 Childrens Act there is a power for councils to consider whether they should seek to levy contributions towards the cost of looked after children. It was a means tested contribution and would not apply in situations where people claimed benefits. People not claiming benefits could be asked to make a contribution towards people looking after their children. By putting this in place it would give a clear message that although the authority look after their children parents still had a responsibility towards their children and should therefore contribute towards the cost of looking after them.*
- *Members referred to page 46, paragraph 4.55 which stated “We are therefore committed to working with the community and voluntary sector to identify how we can better support children and families who are newly arrived in the UK”. Members sought clarification on how this would be achieved. Members were informed that as part of the Fostering Recruitment Strategy, first language information had now been developed for the Eastern European countries. Areas of the city which had a large population from those countries were being targeted for recruitment for foster carers. The Executive Director for Childrens Services advised Members that links had been made with various Embassy’s including the Latvian, Lithuanian and Romanian Embassy’s to establish links to ensure that children from those countries have every possible opportunity to remain with their birth families.*
- *Members sought clarification on the proposed new approach of rewarding foster carers through a payments by results model. Members were advised that a number of different ways were being looked at to increase in house foster carers. It had become evident that there were particular types of children who were more likely to be placed with independent foster agency carers. Work was being done to look at how in house foster carers could be incentivised to take on more challenging children and what support would be needed to encourage them to do this.*
- *Are foster carers within the city council better supported than agency foster carers? Members were advised that city council foster carers were guaranteed to have local children placed with them whereas agency carers might get children from anywhere. In house foster carers would also receive excellent local support.*
- *Was the local authority looking at providing 100% in house foster carers? Members were informed that the priority was to provide good quality foster care for children whether that be in house or through an agency. Private sector foster care agencies cost about £750 to £800 per week of which the foster carer would get less than half of that and an in house foster carer would receive about £300 to £350 a week. The aim therefore was to provide more in house foster care. Fostering agencies have an aggressive recruitment programme and Peterborough had been focussing over the last 18 months on a strong marketing campaign which was now paying off.*
- *How many foster carers does Peterborough City Council have? Members were advised that there were around 100 to 155 active carers.*
- *Members commented that many of the council services had been outsourced. Had the outsourcing model with the private sector been considered? The Assistant Director responded that all models were being considered and some private sector agencies had contacted the authority to discuss this but they had not been able to match the same unit cost as the council.*
- *Members were concerned at the ambitious challenge of recruiting 50 more foster carers and wanted to know if it could be achieved and if 50 would be a sufficient number. Members were informed that it was achievable. Work was being done to look at ways of preventing the number of children coming in to care increasing and therefore 50 more should be sufficient.*

The Chair thanked the Assistant Director for an informative and interesting report.

ACTION AGREED

The Committee noted the report and requested that a further report come back to the Committee in January 2016 to provide an update on continuing efforts to recruit in house foster carers and the continuing implementation of the Placement Strategy. The report to also include work being done with young people aged 10 to 15 years old.

7. Directors Report for Social Care Practice and Performance

The Executive Director of Children's Services introduced the report which provided the Committee with an update on the progress of performance and practice in Children's Social Care. The following highlights as of October 2014 were covered:

- Continued increase in early intervention assessments (CAFs) (38.1%) - higher than target
- Slightly below target for number of referrals (4.2% below target). Still higher than the English result but not our statistical neighbour rate (576.4 per 10,000 as opposed to 634.9 stat neighbour)
- Conversion rate from contact to referral 20% lower than same time two years ago (no comparable data kept)
- Majority of referrals had a single assessment completed (248 from 254)
- Re-referral rate lower than statistical neighbours and English authorities indicating referrals being worked thoroughly
- Majority of single assessments in timescale (88.8%)
- Continuing high number of Child Protection enquiries: 76, of which only 52.6% had the outcome of an Initial Child Protection Conference
- High number of children subject to a Child Protection Plan (30.4% above target)
- Drop in Child Protection Reviews in timescale (Serco)
- Continued increase in Looked After Children (383)

Observations and questions were raised and discussed including:

- Members noted and were concerned at the high number of child protection conference's which was 51.1% above target compared to the English national average of 46.2%. Was there an action plan in place to address this? *Members were advised that there was an action plan in place and this could be provided.*
- Members referred to the update on the Multi-Agency Safeguarding Hub (MASH) and that it seemed to have had some teething problems with other agencies. Had these issues now been resolved? *Members were informed that MASH was the second phase of the first response team. There had been delays in the development of MASH. The Health post was now out for advertisement and the part time post from women's aide would be in place very soon and this would mean a multi-disciplinary team at the front door.*
- Members referred to staffing levels. Had the three permanent Team Managers been recruited? *Members were informed that the Team Managers had been recruited and two would be in post over the next few weeks and the third was undergoing reference checking. Permanent Heads of Service were also now in place for Quality Assurance, Looked after Children and for Adoption and Fostering.*
- Members noted in the report that an exercise was underway to improve the way in which Child in Need cases were brought to closure and that it was estimated that in excess of 80 cases would close due to the review by the end of December 2014. Had this happened? *Members were informed that some had been closed but not 80. It was an ongoing challenge and was being closely monitored.*
- Had the new Assistant Director been recruited? *Members were advised that the post had been filled and she would be starting at the beginning of March 2015.*

ACTION AGREED

The Committee noted the report.

8. Forward Plan of Executive Decisions

The Committee received the latest version of the Council's Forward Plan of Executive Decisions, 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 Forward Plan and where appropriate, identify any relevant areas for inclusion in the Committee's work programme.

ACTION AGREED

The Committee noted the Forward Plan of Executive Decisions.

9. Work Programme 2014/2015

Members considered the Committee's Work Programme for 2014/15 and discussed possible items for inclusion.

The Senior Governance Officer informed the Committee that some Councillors had requested that the Scrutiny in a Day – One Year On event which had been scheduled for 27 February in the afternoon should be moved to an evening event to allow more people to attend. As the event would only run for three hours this would be possible. The Senior Governance Officer sought the committee's views on this.

The Executive Director for Childrens Services informed the Committee that she had recently visited Lincolnshire County Council and they had recently had a very positive Ofsted inspection. One of the areas which Ofsted were impressed with was that they had a Scrutiny Task and Finish Group that looked at how the scrutiny committee measured and assured the quality of social work practice. The Committee requested that the Executive Director bring a report to the March meeting to consider her request to set up a Task and Finish Group.

ACTIONS AGREED

1. To confirm the work programme for 2014/15 and the Senior Governance Officer to include any additional items as requested during the meeting.
2. The Committee agreed that the Scrutiny in a Day – One Year on Event could be held in the evening.
3. The Executive Director to bring a report to the March meeting providing a detailed proposal to set up a Task and Finish Group to look in to how the scrutiny committee could measure and provide assurance of the quality of social work practice.
4. The Childrens Social Care Complaints Supplementary Report to be added to the March agenda.

The meeting began at 7.00pm and ended at 8.23pm

CHAIRMAN

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
9 MARCH 2015	Public Report

Report of the Executive Director of Childrens Services

Contact Officer(s) – Belinda Evans, Complaint Manager
Contact Details – 01733 296324

CHILDREN’S SOCIAL CARE COMPLAINTS SUPPLEMENTARY REPORT

1. PURPOSE

1.1 This report was requested by committee on 8th September 2014 as a Supplementary report to the annual complaints report for Childrens Social Care Statutory Complaints.

2. RECOMMENDATIONS

2.1 The Scrutiny Committee are requested to consider the report and make recommendations for further scrutiny if deemed appropriate.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 The annual complaints report is a fundamental part of the corporate plan, the Sustainable Community Strategy and the Local Area Agreement.

4. BACKGROUND

4.1 This report was requested by committee on 8th September 2014 as a Supplementary report to the annual complaints report for Childrens Social Care Statutory Complaints 2013-2014

5. KEY ISSUES

5.1 The Childrens Social Care Annual Complaints Report for 2013/14 was reviewed at the Scrutiny meeting on 8th September 2014. This lead to a request for an additional report to further explore two specific areas which were:-

- Analysis on the causes of complaints in Childrens Social Care (CSC) and what the service area plans to do to address the issues and improve
- Further information about the outcomes from the workshop held in May 2014 with CSC managers to discuss the reasons why complaint responses are often delayed.

Root Cause Analysis

Complaints are categorised into 10 nationally recognised categories by complaint services to help identify why complaints occur and to allow focus on the main areas of contention. Our complaints software allows analysis of these categories further by team and in terms of the outcome of the complaint. By focusing on the main complaint reasons and then the main teams where complaints occur we hope to reduce the need for clients to complain and improve the service they receive.

In the annual complaint report a breakdown was provided of the complaints received last year by complaint category (table 1)

Table 1

Nature of Complaint	2013/14
About Legislation	0
About Policy	6
Breach of Confidentiality	1
Broken Promise/Appointment	0
Delay/Failed Service	47
Denial/Withdrawal/Change Service	5
Lack of /Incorrect Information	3
Not to Standard	14
Staff Attitude/Conduct	39
Other	1
Total	116

From this it is clear that there are 3 main categories of complaint being received by CSC.

Delayed/Failed Service Complaints

The most common cause of complaint was Delay/Failed Service.

47 complaints were received where the customer believed that there had been a delay or a failure in the service they were expecting.

Children Social Care teams are challenged by high work volumes and conflicting priorities and have a series of controls and checks in place to constantly monitor performance against these deadlines many of which are statutory timescales that govern the work that they do with families. They aim for a high level of compliance with these statutory timescales and there are daily and monthly scorecards which are reviewed by the senior management team which allow them to identify where the stress points are and how these can be managed.

Illustrated in Table 2 are the 3 teams within Childrens Social Care that receive the majority of these complaints.

Table 2.

Delayed/Failed Service Complaints					
Team	Complaints Received	Complaint Upheld	Complaint Partially Upheld	Complaint Not Upheld	No Finding
Looked After Children	14	6	4	3	1
Family Support	11	3	4	4	0
Referral & Assessment	7	3	3	1	0

The Looked After Children Service have many ongoing statutory timescales which govern their work for example the timing of LAC reviews and the frequency of visits to Looked After Children.

However when analysing the data it is clear that the complaints upheld under this category for Looked After children were not for the failure to adhere to statutory timescales.

Examples of the complaints upheld are

- Delay in making transport arrangements for a contact session
- Delay in applying for a passport for a child in Foster Care
- Delay in informing a parent about travel plans for their child who was in Foster Care

These are the type of complaints that are being upheld where the team recognise the delay or failure to provide the service was their responsibility.

Family Support teams are also held to a range of statutory timescales and are often working with families where a number of challenges need to be made to families about the standard of care that is provided to children.

Examples of the complaints upheld for Family Support under this category are

- Complaint about the delay in agreed actions to support family
- Unhappy with the social worker allocated to the case -does not feel issues have been actioned when expected.

The Family Support teams support families over a longer period and therefore the volume of cases is higher. Some families do not want the intervention of Social Care and are keen to bring matters to a conclusion quickly making their expectations of the service unrealistic. However where delays have been unreasonable the team are accepting of this, they offer an apology to the family and sometimes a change of social worker if the workload needs to be re-balanced.

The Referral and Assessment team (now the First Response Team) also have to complete their work within statutory timescales.

Complaints upheld about this service include:-

- Unhappy with lack of support offered by the department
- Lack of communication.
- Unhappy about the way in which case has been handled - constant change of SW, lack of communication etc.

Where referral volumes fluctuate there will inevitably be times when social workers must choose between conflicting priorities and this means that they may not be able to provide information or respond to communications by families as promptly as the service or family would expect.

Staff Conduct/Attitude Complaints

The second highest complaint category was Staff Conduct/Attitude with 39 complaints about this issue.

The 3 teams where these complaints predominate are shown in Table 3 below

Table 3

Staff Conduct/Attitude					
Team	Complaints Received	Complaint Upheld	Complaint Partially Upheld	Complaint Not Upheld	No Finding
Looked After Children	2	2	0	1	0
Family Support	25	5	9	11	0
Referral & Assessment	4	1	1	1	1

This clearly shows that the majority of complaints about staff conduct and attitude are about the Family Support team. As explained previously this team often work with families for extended periods where there are child protection concerns and deliver messages to parents in particular that may not wish to engage with the service. Against these pressures it is important that the workers communicate clearly and professionally. It is unrealistic to expect that families in this situation will not sometimes be angry and difficult to engage with and may seek to make complaints about the staff that they feel are being intrusive in their lives. So a certain level of complaints of this nature is anticipated. However there are a number of complaints for this team that have been upheld or partially upheld.

An example of the complaints upheld or partially upheld for Family Support under Staff Conduct/Attitude are as follows:-

- Unhappy as believes the SW is not capturing accurate information about the family.
- Complaint about the attitude of the SW allocated to case.
- Unhappy with lack of actions taken by Social Worker
- Unhappy with social workers conduct towards his children and his wife
- Lack of communication from her child's Social Worker

The department need to continually assess the competency and attitude of their staff both by supervision and the performance management process. Staff within social care are aware of the Code of Practice which includes expected standards of behaviour.

Complaints help senior management evaluate where there are particular problems for individual staff or the service as a whole. As confirmed in the annual report the names of all staff who have been named in this type of complaint were provided to the Director of Children Services who ensured the issues raised were managed through the supervision process. In general where a complaint involves a problem with an individual member of staff about attitude or conduct which is upheld this should be followed up by a meeting with their manager to discuss what they need to do to improve and in severe cases could lead to disciplinary action.

Where the problem is not isolated to certain individuals the service need to consider how they can engage more effectively with their client group to minimise distrust and uncertainty.

'Not to Standard' Complaints

The third most common category of complaint is received in relatively low numbers and tends to fluctuate. This year the category is Not to Standard – where the customer is generally dissatisfied with the service provided and does not think it is acceptable. There were 14 complaints in this category last year which were evenly spread across the teams. None of these complaints were upheld and only 4 were partially upheld so there are no particular lessons to be learnt from this category.

Outcomes from May 2014 Workshop

The workshop in May was attended by the majority of team managers in Children's Social Care to discuss best practice in responding to complaints and the need to respond promptly – complying with statutory timescales.

The first part of the workshop involved a presentation on

- the reasons why complaints are made,
- the opportunities this gives to engage with families
- respecting peoples' rights to raise their concerns.

The second part was a briefing on

- the three stages of the complaints process and the relevant timescales
- the individual team managers' responsibilities
- the importance of making contact with the complainant before responding
- How to maintain focus on resolution

There was also an exercise on how to write a comprehensive complaint response.

Since the workshop in May the number of days taken to respond to complaints has fallen from 20 days on average to 17 days. Whilst this is an improvement there is further work to do and a series of support sessions are currently being arranged within Childrens Social Care for team managers which will include a section on complaint handling.

In the meantime the briefing from the workshop in May has been sent round to managers so those who are new or did not attend the workshop in May 2014 are aware of their complaint handling responsibilities and can raise any questions direct with their managers or the complaints service.

6. IMPLICATIONS

Implications arise for the continuous improvement of children's social care services and the annual performance assessment whereby it will be demonstrated that complaints are received and responded to in accordance with the statutory process and lessons learnt from complaints are fed into service improvements

7. EXPECTED OUTCOMES

It is expected that the panel will consider this report and the potential for further areas of scrutiny

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	AGENDA ITEM NO. 6
9 MARCH 2015	PUBLIC REPORT

Report of the Executive Director of Children's Services

Contact Officer(s) – Jenny Goodes

Contact Details – 01733 864102 jenny.goodes@peterborough.gov.uk

REPORT ON THE WORK OF CORPORATE PARENTING PANEL

1. PURPOSE

- 1.1 This is a report to update the Committee on the work of the Corporate Parenting Panel covering January 2014 until December 2014.

2. RECOMMENDATIONS

- 2.1 Report to be noted

3. LINKS TO THE SUSTAINABLE COMMUNITY

- 3.1 Corporate Parents have a duty to actively safeguard and promote the welfare of the children they look after. Elected Members play a crucial role in making sure that the interests of our looked after children and care leavers come first. The Corporate Parenting Panel champions our looked after children and young people, and assures through its scrutiny that we are providing the best possible care and protection to them.

The Panel reviews and monitors the services provided to looked after children and care leavers, monitors the performance of the Council services in relation to how we meet the needs of looked after children and care leavers and reviews and scrutinises the outcome of decisions made or actions taken by or on behalf of the Council in relation to looked after children and care leavers.

4. BACKGROUND

- 4.1 In Ofsted inspections of services for looked after children, the effectiveness of Corporate Parenting is a key area of focus. Ofsted observations of these groups or panels is generally that when the panels work well they provide the leadership necessary to drive ambitious and coherent multi-agency approaches to improving outcomes for children in care and care leavers. Conversely where they do not work well, services for children in care tend to be less effective. Where services have been judged as 'good' Ofsted have found Corporate Parenting Panels have shared the following features.

- 4.2 They have:

- Demonstrated a strong cross-party commitment to looked after children, by championing their rights, having high aspirations for their achievement, monitoring children's progress and challenging outcomes
- Clearly understood it's role and the responsibilities of the local authority towards looked after children and planned for and prioritised their needs, resulting in a greater focus on improving outcomes
- Actively engaged with their young people, for example through children in care councils

that are well-established and have effective regular links with senior management and elected members.

- 4.3 Peterborough City Council's Corporate Parenting Panel is determined to meet these expectations and its work of the past 12 months is evidence of the commitment of members and officers in this regard.

5. KEY ISSUES

- 5.1 In 2014 the Corporate Parenting Panel took a particular interest in the complaints that were made by Looked After children and challenged the detail behind the data questioning how the staff would learn from complaints and improve practice and service delivery as a result. There was a clear process established and feedback on outcomes is a regular agenda item at each meeting. There has been improvements in practice in respect of ensuring that children and young people have passports and there is an increased vigilance on applying for British Citizenship when this is required.

- 5.2 Participation of children and young people was promoted effectively through meetings with the CICC in advance of Corporate Parenting Panel meetings, attendance at the LAC Celebration Day and more recently a commitment to championing apprenticeships for care leavers. As corporate parents there was a clear reinforcement of the need for children and young people in care to have their CICC pack in a timely manner and for Care Leavers to have a guide to the services available post sixteen. The CICC packs have been republished and distributed and there are clear check points built into the care planning cycle to ensure that they are moved onto the teenager pack and care leaver guide as required.

- 5.3 Over the year there has been improved information provided to enable councillors to have a good grasp of the Looked After population within Peterborough and the challenges presented by an ever increasingly diverse demographic, the particular challenges of working with interpreters and the issues raised within care proceedings about legal jurisdiction.

- 5.4 The Corporate Parenting Panel has actively requested case studies to illustrate the work undertaken throughout the department and how cases are worked with to prevent the need for the children or young people to become looked after. This has enhanced understanding of the dilemmas, challenges and risks inherent within the social worker role.

- 5.5 The panel have been supportive of the fostering recruitment campaign and were proactive in suggesting how the council tax bills could include a leaflet about fostering to assist with ongoing recruitment. They were also clear that the marketing budget should be maintained to ensure the ongoing work in developing links with those communities that are hard to reach to recruit foster carers and adopters who reflect the ethnicity and cultural heritage of the looked after population.

5.6 Conclusion

The most important benefit of effective corporate parenting will be to improve outcomes for individual children, but there are other benefits. If effective services have been developed that meet the needs of Peterborough's children in care and care leavers there will be less need to look outside the authority to purchase emergency or specialist provision. Children and young people in care and care leavers will achieve well within local education and training provision and will be well prepared for independent living within their local community. Children and young people will have stability of care leading to better outcomes. If children are not provided with good care at an early stage they are at risk of disrupted placements leading to higher costs and increasingly complex difficulties that often last into early adulthood and beyond.

The Corporate Parenting Panel has an important contribution to make in maintaining an overview of the quality and effectiveness of services and ensuring that officers are both challenged and supported in order to achieve the objectives set in the Children in Care and

Care Leavers Strategy.

6. IMPLICATIONS

6.1 N/A

7. CONSULTATION

7.1 N/A

8. NEXT STEPS

8.1 N/A

9. BACKGROUND DOCUMENTS

9.1 N/A

10. APPENDICES

10.1 Appendix 1 – Peterborough Corporate Parenting Panel Terms of Reference

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APPENDIX 1

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 may attend the Corporate Parenting Panel up until and no later than 8pm .

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 preference 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; and
 - 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. Councillors outside the standing membership will be invited to discuss issues and raise questions within a standing agenda item.

The Councillor standing membership will consist of up to 14 members, which will be reviewed on an annual basis.

A chair will be appointed by the elected members of the panel.

A vice chair will be appointed by the elected members of 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.

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 7
9 MARCH 2015	Public Report

Report of the Corporate Director for People and Communities

Report Authors – Adrian Chapman / Jonathan Lewis / Lou Williams

Contact Details – 863887 / 863912 / 864139

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES REFORMS UPDATE

1. PURPOSE

- 1.1 This report provides an update on progress made towards implementing the Special Educational Needs and Disabilities (SEND) reforms in Peterborough.

2. RECOMMENDATIONS

- 2.1 That the Committee notes the content of this report and scrutinises the progress being made towards implementation of the SEND reforms in Peterborough.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 2.2 The SEND reforms support children, young people and families who are affected by special educational needs or disabilities, and are designed to ensure everyone can access information and services that are the most relevant, meaningful and helpful. Supporting all of our citizens to play a full and active part in society is a fundamental principle of the Sustainable Community Strategy, and these reforms therefore contribute towards this principle.

4. BACKGROUND

- 2.3 The Children and Families Act 2014 introduced far reaching changes in the way that children and young people with special educational needs and/or disabilities and their families are to be supported. The implementation date for most of the changes under this piece of legislation and the associated codes of practice was the 1st of September 2014.
- 2.4 Officers provided a comprehensive report to this Committee in September 2014 which gave context and background to the new legislation, and set out the ways in which its implementation was being carried out in Peterborough.
- 2.5 By way of reminder, the Act was introduced to help to deal with some of the deficiencies of the previous system, which was experienced by many parents and families as confusing and often adversarial. Parents reported that they often felt that they had to fight in order to obtain support for their child, and that they were rarely offered choice about the support that they could access. The transition between children's and adult services was also reportedly experienced as highly traumatic for many families.
- 2.6 In response to these challenges, the Act established a number of underpinning principles, including:
- family centred assessments and planning, placing children, young parents and their families at the centre
 - the expectation that children, young people and their families know what is available locally to support them and that they are able to exercise choice and control over how they use these services

- the principle of transparency so that parents and their children understand what support is offered by schools, health and council services and any associated eligibility criteria
- the principle that assessment and care planning for children and young people is carried out in an integrated way in genuine partnership, and meets the needs of children and young people from 0-25
- the principle that as far as is possible, parents and their children can opt to receive a personal budget which they can use to plan their own care and support packages
- the highest possible expectations and aspirations for what all children and young people can achieve and a focus on how joint commissioning of services supports these aspirations through focusing on long term outcomes for children and young people

2.7 This report provides an update on implementing the reforms in Peterborough.

5. KEY ISSUES

2.8 Local Offer

2.8.1 The Local Offer provides information about services, facilities, activities and support available for children, young people and their families across Peterborough and in our adjoining areas.

2.8.2 The legislation sets out what *must* be contained within the Local Offer, as well as what *should* be contained within it. These requirements include information relating to:

- special educational provision
- health services
- social care services
- other educational provision
- training
- travel arrangements for children and young people to schools, colleges and early years education settings
- preparing for adulthood, including housing, employment and leisure opportunities

5.1.3 Peterborough's Local Offer went live on 1st September 2014 and can be found by searching the City Council web site. Officers reported previously that the launch of the Local Offer was the first phase of ongoing work to create a more dynamic and interactive version. This work has been the focus of this workstream since September, and we are now close to launching the second and final version of the Local Offer. Its launch is aligned to the release of the Council's new website which is now expected to be during March 2015.

5.1.4 Alongside this, the content on the Local Offer has continued to be developed and grown, with more and more information being added to it. This process will continue as 'business as usual' activity so that the widest possible range of information is available which is both current and relevant.

5.1.5 Critically, the Local Offer, as with all other aspects of the reforms, continues to be co-produced with Family Voice Peterborough. This relationship will continue in order to ensure the needs of parents and families is utmost in our planning, design and delivery.

2.9 Engagement and Participation

2.9.1 A further requirement of the SEND reforms is to ensure that there is a clear and robust mechanism in place to engage with children, young people and their families and to provide opportunities for them to participate in design and decision making across all aspects of the reform agenda and beyond.

2.9.2 The Council is developing an overarching Customer Strategy which will set out the core principles and methodologies for ensuring we are a customer-focussed organisation. With our partners, including Family Voice, we have agreed to develop a SEND-specific engagement

strategy as a subset of the overarching Strategy document. In the interim and as reported last year we have adopted a short Charter which sets out the principles of collaboration with families, and this is modelled on an approach taken by Brighton and Hove Council during the pathfinder phase of the reforms.

2.10 Personal Budgets

- 2.10.1 One of the main elements of the SEND reforms is the expansion in the role of personal budgets in the way that support services are provided to children and young people with special educational needs and disabilities and their families.
- 2.10.2 Since September 2014, any child and their family who is in receipt of services through an EHC [or who has a Statement of Special Educational Needs] can request a personal budget. Personal health care budgets are already available for children and young people who meet continuing healthcare criteria, and this will be extended from April 2015 to include all children and young people with a long term condition who would benefit from a personal health care budget.
- 2.10.3 A personal budget can be funded from budgets associated with providing social care/family support, health care support and funding from the education high needs block. The latter is the budget that funds services to meet the needs of children and young people in education that cannot be met by the schools' delegated funding alone. If the school or college agrees, the base and notional SEN funding for a particular pupil can also be used towards a personal budget. Local authorities are under a duty to prepare a personal budget if requested to do so.
- 2.10.4 Families could, for example, decide that they want to employ their own support workers to provide care and support to their child. With the agreement of the school, this could mean that the child or young person has the same people supporting them in the child and home environments, providing a better continuity of care than is often the case where the school appoints separate support workers who work with children only in the school setting.
- 2.10.5 A workgroup is currently exploring some of the finer details relating to the development of Personal Budgets in Peterborough. This group includes extensive input from Family Voice. It is currently exploring which elements of health services can be included within a personal budget and which of these, if any, could potentially be provided as a direct payment.
- 2.10.6 The group is also working to explore differences between processes within Children's and Adults' services. These discussions include exploring equalising the hourly rates of direct payments for personal care between Children's Services and Adult Services – the rates paid by Adult's Services are currently slightly higher than those paid by Children's Services.

2.11 Education, Health and Care Plans

- 2.11.1 The council has been supporting parents and children through the Education, Health and Care Plan process since the beginning of September.
- 2.11.2 To give a context, during the academic year 2013.2014 there were 151 requests for SEN statement assessments. Of this number, 104 requests proceeded to become statements. Since September 2014 there have been 97 requests for EHC assessments. 64 are proceeding to be assessed under EHC's. Parental feedback has been positive to date and will continue to be monitored. Schools are working well with the changes and we are proposing to arrange further briefings for school staff and other professionals in early May to ensure all fully understand the changes. In addition, we have reviewed the implementation timetable (i.e. where statements move over to EHC's) and have made some changes. The transition needs to take place over the next 3 years. Following consultation with stakeholders, we will publish our new timetable to parents, schools and other settings before the end of March.
- 2.11.3 We are pleased to announce that Sheelagh Sullivan has joined the council as Head of SEN and Inclusion. Her previous employment was at Hertfordshire County Council which has been one of

the SEND pathfinder authorities so brings with her a wealth of knowledge and experience on implementing the SEND reforms.

2.11.4 The authority has received two grants to support the implementation of the SEND reforms – one for implementation process and the other for the new burdens resulting from the change in legislation. We have received a total of £508k for this in 2014-15. To date, the ongoing funding for Peterborough has been announced as £140k. The funding has been spent on a number of different areas including project management, support for our parent forum (Family Voice), independent supporter training, a new system for recording EHC's, additional staff to support the Education, Health and Care Plan process and additional education psychologists. Further expenditure will be made on training and support the ICT costs of operating the Local Offer.

2.11.5 The additional workload as a result of the reforms continues to be monitored as new processes embed.

6. IMPLICATIONS

6.1 The programme to implement all aspects of the SEND reforms continues on target, and there remains a robust governance structure in place to ensure any issues are identified and resolved quickly. Any suggestions or recommendations made by the Committee to further improve or enhance our response to the reforms will be taken through the established programme governance framework.

7. CONSULTATION

7.1 The Council has continued to work closely with a wide range of partner agencies and representatives of parents in the planning and implementation of the SEND reform programme. This approach will continue in order that key aspects of the reforms, for example the Local Offer, continue to evolve and develop to meet the needs of everyone who is affected by them.

8. EXPECTED OUTCOMES

8.1 Work to continue to develop and implement all aspects of the reforms will continue.

9. NEXT STEPS

9.1 The SEND reform programme board and associated working groups will continue to meet to ensure the reforms become appropriately embedded and that children, young people and families are able to access the right services more easily.

10. BACKGROUND DOCUMENTS

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

10.1 None

11. APPENDICES

11.1 None

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
9 MARCH 2014	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Jonathan Lewis – Assistant Director (Education and Resources)
Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

PRESENTATION OF 2014 UNVALIDATED EXAMINATION RESULTS

1. PURPOSE

1.1 This paper summarises the 2014 unvalidated assessment and examination results for the Early Years Foundation Stage (EYFS – Reception Year – YR), Year 1 Phonics Check, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The results are provisional and are liable to change by the time of final reporting.

2. RECOMMENDATIONS

2.1 The Committee is asked to:

- Analyse the performance in the 2014 assessments, tests and examinations;
- Scrutinise Children’s Services actions to improve 2014/15 performance;
- Support Children’s Services leaders in challenging and intervening in schools/settings and core subject departments where performance is inadequate / school 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 February 2014, the Department for Education (DfE) published the unvalidated EYFS, Year 1 phonics, Key Stage 1, Key Stage 2 and Key Stage 4.

As a benchmark:

- Pupils in YR (age 5) are expected to achieve at least the “Expected” level of assessment against the Early Years Foundation Stage curriculum and have made a “Good Level of Development” (GLD). These measures were introduced for the first time in 2012/13 following a change to the curriculum. Therefore, there can be no comparison made with outcomes in previous years;
- Pupils in Y1 (age 6) are expected to achieve at the expected level of the Phonics Check;
- Pupils in Key Stage 1 (Y2 – age 7) are expected to achieve at least Level 2 (L2) or above (L2+) of the National Curriculum;
- Pupils in Key Stage 2 (Y6 – age 11) are expected to achieve at least Level 4 (L4) or above (L4+) of the National Curriculum;
- Pupils in Key Stage 4 (Y11 – age 16) are expected to achieve GCSE Grade C or above in at least 5 subjects, including English and mathematics;
- Pupils in Key Stage 5 (age 18) are a self-selecting cohort and therefore there is no “expected”

level of achievement at a national level. Measures included are for Average Points Score per student and per entry.

These outcomes are shown in Appendices 1, 2, 3, 4, 5 and 6. Where there is N/A this is where information has yet to be published. We are awaiting the publication date of validated information.

- 4.2 For Key Stage 2 outcomes (as in 2013) results for reading and mathematics were determined by test, and those for writing by teacher assessment. However, when reporting the combined subjects there has been a change from this being “English and mathematics combined” to a measure of “reading, writing and mathematics combined” – in order to be judged to have reached the expected level, a pupil must achieve at least L4+ in all of the 3 subjects.

For the purpose of the tables in Appendices 1 – 6 and the commentary below, the following LAs constitute each of the “neighbour” groups:

Statistical Neighbours:

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

Local Comparators:

Bedford Borough
Derby
Leicester
Luton
Nottingham

5. KEY ISSUES

Early Years Foundation Stage specific

- 5.1 These results are for those pupils who were in YR (Reception Year) during 2013-14, and are from teacher assessments of the Areas of Learning of the Early Years Foundation Stage curriculum. They are presented as Appendix 1.
- 5.2 Our performance in 2014 for the proportion of pupils reaching at least the expected standard in all Early Learning Goals was 56%. This is an improvement of 13% from 2013. As a result of this improvement the gap to national has narrowed from -6% in 2013 to -2% in 2014. Our 2014 performance is the same as the average of our statistical neighbours, but 12% above the average of our local comparators.
- 5.3 In 2014 for the proportion of pupils achieving a Good level of Development (good achievement across all of the Key Areas of Learning) was 59%. This is an improvement of 12% from 2013. The gap to the national average is now -1% and has been successfully narrowed from -5% in 2013. Our 2014 performance is the same as our statistical neighbours and 12% above the average for our local comparators.
- 5.4 The Peterborough 2014 Average Points Score in EYFS was 34.2pts. This is 0.4 pts above the 2014 national average. This represents a good improvement from 2013 when APS was 31.5 and -1.3 points compared to national. Our 2014 performance is 1.1pts above the average of our statistical neighbours, and 2.8pts above the average of our local comparators.
- 5.5 The 2014 improvements are attributed to advice, guidance, support and challenge on action planning and evaluation reports at network meetings for EYFS leaders, sharing of good practice locally and targeted work in specific schools. CPD (continued professional development) courses and Network

meetings with schools included a significant focus on embedding the principles of assessment for the EYFS Profile. Teaching and Learning Advisers for the EYFS carried out quality assurance exercises on the data submitted by schools in addition to the formal LA moderation of EYFS assessments in 19 schools. Moderated schools closed the gap to national by 6% compared to 3% for non-moderated schools.

- 5.6 From September 2014, Ofsted were required to report specifically on the quality of provision in the EYFS as part of the reports on Infant and Primary Schools. From September 2014 to date three schools have been inspected by Ofsted with the judgements on the quality of provision in the EYFS being:

Welbourne – Good (September 2014)
Newborough - Outstanding (November 2014)
Werrington - Good (November 2014).

- 5.7 From September 2014 to date, 26 PVI settings have been inspected and the grades are as follows:

3 Outstanding
18 Good (including 2 not yet published)
3 Requires Improvement
2 Inadequate

The number of settings judged to be Outstanding or Good continues to increase and is 1% above national and 2% above the average for the statistical neighbours.

Year 1 Phonics

- 5.8 Our performance in 2014 is 66%, an improvement of 6% from 2013, and the gap to national has changed from -9% to -8%. The proportion of Y1 pupils with EAL within this is almost double that of national and has increased by 4ppts (to 37%) compared with a national increase of 1ppt (to 19%); despite this, the proportion of EAL pupils achieving at the level of the phonics screening test has improved by 25ppts from 2012 to 2014 whereas national has improved by 16ppts; the gap to national for EAL pupils has closed from - 21ppts (2012) to -17ppts (2013) to -12ppts for 2014. They are presented as Appendix 2.
- 5.9 This performance is 11% below the statistical neighbour average and 9% below the local comparator average, both of whom improved at a faster rate than we did. The performance of all groups has improved from 2012, although the gap to national average remains too wide.
- 5.10 The gap to national for similar groups was -5% for English First Language and -2% for White British Pupils but for EAL it was -16ppts, for the Other White Background was -14ppts and for Pakistani Heritage was -7%. Gaps to national however have narrowed for Other White background from -24% (2012) to -20% (2013) to -14% (2014) and for PH has narrowed from -15ppts(2012) to -14ppts (2013) to -7ppts (2014). This will become a focus of our work with the EAL academy.
- 5.11 56% of our schools improved from their 2013 results; 51% improved by more than 5ppts; 42% improved by more than 10ppts – with 10 of our schools (18%) improving by more than 25ppts;
- 5.12 72% of our schools improved from their 2012 results; 66% have improved by more than 5ppts; 55% have improved by more than 10ppts – with 13 of our schools (23%) improving by more than 30ppts.
- 5.13 Of the 23 schools that are more than 10ppts below national for 2014, 65% are judged by Ofsted to be good or better schools. 10 of the schools were also more than 10% below for 2013 and 8 of these had improved more than 10% for 2014. Of the 17 schools that were more than 10% below national

for 2013, 15 improved by more than 10% and 10 improved by more than 20%

Key Stage 1

5.14 These results are for those pupils who were in Year 2 (age 7) during 2013-14. They are from teacher assessments in reading, writing and mathematics. The measures presented are for outcomes at Level 2+ (Level 2c and above), Level 2b+ (L2b+ – a secure Level 2 and above) and Level 3 (L3 – higher attainers). They are also presented as Appendix 3, where data for groups is also included.

Reading

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2013	Pb 2012 - 2014	Commentary
L2+	86%	+2%	90%	+1%	-4%	+1%	+4%	Good improvement over time, and the gap to national is now closing.
L2b+	73%	+2%	81%	+2%	-7%	+1%	+4%	Good improvement over time, and the gap to national is now closing.
L3	26%	+3%	31%	+2%	-5%	+1%	+5%	Good improvement over time, and the gap to national is now closing.

Writing

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2013	Gap Diff from 2012	Pb 2012 - 2014	Commentary
L2+	81%	+2%	86%	+1%	-5%	+0%	+4%	Good improvement over time however the gap to national is not yet closing.
L2b+	62%	+3%	70%	+3%	-8%	+1%	+6%	Very strong improvement over time, following targeting of this area.
L3	15%	+3%	16%	+1%	-1%	+2%	+3%	Some improvement over time with gap to national narrowing.

Mathematics

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2012	Gap to Nat 2014	Gap Diff from 2012	Pb 2012 - 2014	Commentary
L2+	90%	+2%	92%	+1%	-2%	+1%	+3%	Slight improvement from a high base, and gap to national gradually closing.
L2b+	75%	+3%	80%	+2%	-5%	+1%	+6%	The good improvement seen in 2013 was sustained and built on further. Gap to national is closing.
L3	21%	+2%	24%	+1%	-3%	+1%	+3%	Some improvement evident and the gap to national is now closing.

5.15 Improvements at Level 2B+ over time in all three subjects means that more pupils are entering Key Stage 2 with a secure understanding of the expected knowledge and skills for their age.

- 5.16 The following information indicates standards as indicated by Average Points Score. This presents a boarder view of standards based on the attainment of each pupil in reading, writing and mathematics, typically within the range from Levels 1 to 3 at Key Stage 1.

All Subjects

	2012	2013	2014	Commentary
APS Pb	14.9	15.1	15.5	Standards for All Subjects are rising more rapidly than those nationally and therefore 2014 data shows that the gap to national is narrowing.
National	15.5	15.8	15.9	
Gap to National	0.6	0.7	0.4	

Reading

	2012	2013	2014	Commentary
APS Pb	15.2	15.5	15.9	Standards in reading improved at double the rate of those nationally in 2014 and therefore the gap was successfully narrowed.
National	16.0	16.3	16.5	
Gap to National	0.8	0.8	0.6	

Writing

	2012	2013	2014	Commentary
APS Pb	14.0	14.3	14.6	Standards in writing are rising more rapidly than those nationally over time and therefore the gap to standards is narrowing.
National	14.7	14.9	15.1	
Gap to National	0.7	0.6	0.5	

Mathematics

	2012	2013	2014	Commentary
APS Pb	15.3	15.6	15.9	Standards in mathematics are rising more rapidly than those nationally over time and therefore the gap to standards is narrowing.
National	15.9	16.1	16.2	
Gap to National	0.6	0.5	0.3	

Key Stage 2

- 5.17 These results are for those pupils who were in Year 6 (age 11) during 2013-14 and are from Key Stage 2 externally marked tests in reading and mathematics taken in May and teacher assessment of writing in June 2014. The expected level of attainment for these pupils is at least Level 4 (L4) of the National Curriculum. In addition, it is expected that pupils will have made progress by at least 2 National Curriculum Levels from the end of Key Stage 1 (age 7) to the end of Key Stage 2 (age 11). They are presented as Appendix 4, where data for groups is also published.
- 5.18 The DfE publish results for the following measures:
- Attainment at L4 and above (L4+) in reading;

- Attainment at L4 and above (L4+) in writing;
- Attainment in L4 and above (L4+) in mathematics;
- Attainment at L4 and above in reading, writing and mathematics combined (L4+ in all subjects);
- The proportion of pupils making expected progress in each of reading, writing and mathematics (see 5.12 above).

Combined Subjects – * Unvalidated data

	Pb * 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2013	Pb 2012 - 2014	Commentary
L4+	71%	0%	79%	+4%	-8%	-4%	+2%	Some evidence of improvement over time. However, based on unvalidated data gap to national widened in 2014.
L5+	18%	0%	24%	+3%	-6%	-3%	+2%	Some evidence of improvement over time. However, based on unvalidated data gap to national widened in 2014.

Expected Progress

	Pb 2014	Diff from 2013	Nat 2014	Diff from 2013	Gap to Nat 2014	Gap Diff from 2014	Pb 2012 - 2014	Commentary
Rdg	89%	+2%	91%	+3%	-2%	-1%	=	Decline in 2013 has been corrected but overall improvement not as strong as national.
Wtg	93%	+1%	93%	+2%	=	=	+4%	Very strong improvement and gap to national has been closed.
Maths	88%	+1%	89%	+1%	-1%	=	+2%	Strong improvement and gap to national has been closed and sustained.

All Subjects – based on Average Points Score.

	Pb 2014	Diff from 2012	Nat 2014	Diff from 2012	Gap to Nat 2013	Gap Diff from 2012	Pb 2012 - 2014	Commentary
APS	27.9	=	28.7	+0.4	-0.8	-0.4	+0.5	Improvement over time matches that nationally. Gap to national narrowed in 2013 but widened again in 2014, based on unvalidated data.

5.19 A number of factors contributed to a decline in standards in reading, writing and mathematics combined. Seven schools saw a decline of 10% or more from 2013 with three of those declining in

excess of 20%. One school, judged as good in its last Ofsted report, had a large and unexpected drop in standards and progress in 2014. This resulted in a fall of 43% in combined Level 4. This school has engaged very positively with the Local Authority school improvement team to identify ways in which to secure rapid improvement and well as improvements to leadership to ensure that longer term sustainability of the high rates of progress the school achieved in the previous years. A range of measures have been put in place by the school to ensure rapid improvement in the 2015 results.

- 5.20 In addition, another large school with a Year 6 cohort of 60 pupils saw combined Level 4+ fall from 100% in 2013 to 75% in 2014. This was in line with the prediction set by the school and indicates a cohort specific issue. This school achieved expected progress of 93% in reading, 97% in writing and 88% in mathematics.
- 5.21 Conversely, 17 schools improved their combined attainment by 10% or more compared to 2013. Three of those improved by 20% or more two of whom have received intensive support from the Local Authority School Improvement Team in the preceding years.

Key Stage 4

- 5.22 These results are for those pupils who were in Year 11 (age 16) during 2014-15, and are from GCSE Examinations taken in 2014. The expected level of attainment for these pupils is at least Grade C in in at least 5 subjects including English and mathematics, and for these pupils to have made progress by at least 3 levels from the end of Key Stage 2 (age 11) to the end of Key Stage 4 (age 16). They are presented as Appendix 5, where data for groups is also published.
- 5.23 The DfE publish results for the following measures:
- At least 5 A*-C grade GCSEs, including English and mathematics;
 - At least 5 A*-C grade GCSEs (any subjects);
 - The proportion of students making expected progress in each of English and mathematics (see 5.17 above).
- 5.24 Until this year, performance tables have reflected the achievement of students at the end of Year 11. From this year, only a student's first attempt at a GCSE examination counts towards their school's standing in the performance tables. In many cases, students went on to finish Year 11 with even better grades than is recorded, where they were given the opportunity to re-sit an examination (a relative measure is that final GCSE results were 2% better than last year). Progress is increasingly being taken as a significant measure of school effectiveness. This means also taking students' starting points into account when considering their GCSE results. Many schools in Peterborough show very strong rates of progress, reflecting students' whole learning journey during their time at school.

GCSEs – 5+ A*-C including English and mathematics

	Pb 2014	Nat 2014	Gap to Nat 2014	Gap Diff from 2013	Commentary
5 A* to C inc Eng/Math	50%	53.4%	-3%	-4%	Against all schools, the gap has closed although this remains too large.

Expected Progress

	Pb 2013	Nat 2013	Gap to Nat 2013	Gap Diff from 2013	Commentary
English	74%	67%	+7%	-3%	Good improvement over time. Gap to national is closing.
Maths	55%	66%	-11%	-5%	Very good improvement sustained over time and gap to national is closing. Gap remains too wide, though.

- 5.25 The progress outcomes for English are the best in the history of the city and show the investment that has been made in improving outcomes in this area. Maths results were lower than expected – concerns have been expressed by heads around those schools which sat the EdExcel Maths paper which nationally had a much higher pass rate (for a C grade) than expected or in previous years. Focus work is underway to address Maths outcomes in the city.

Key Stage 5

- 5.26 These results are for those students who sat “A Level” examinations in 2014 (generally aged 18). The measures are a record of the Average Points (each grade is awarded a number of points) achieved by each pupil, and the Average Points achieved for each entry. They are presented in Appendix 6.
- 5.27 Our outcomes for Average Points per Entry are 207.7, an improvement of 3.4pts from 2013. The gap to the national average (215.5) has again narrowed and by 1.4pts to 7.8pts. Our performance is now 0.7pts above the average of our statistical neighbours and 2.9pts above the average of our local comparators.
- 5.28 In 2014, our outcomes for Average Points per Student are 792.0, an improvement of 27.4pts. Nationally, the performance across all schools is 787.1 which puts Peterborough’s performance at 4.9 pts above national. Our performance is 44pts above the average for our statistical neighbours and 55.9pts above the average for our local comparators.

Statistical Neighbours

LA	Average point score per A Level entry	A Level entry expressed as a grade	Average point score per A Level student
Bolton	202.5	C-	782.0
Coventry	205.5	C	708.8
Derby	207.8	C	697.2
Peterborough	207.7	C	792.0
Portsmouth	194.6	D+	643.5
Plymouth	210.2	C	745.9
Sheffield	214.8	C	744.0
Southampton	195.8	C-	674.5
Southend-on-Sea	222.8	C+	891.1
Telford and Wrekin	211.5	C	776.0
Walsall	204.6	C-	773.5
Average	207.0	C	748.0

Local Comparators

LA	Average point score per A Level entry	A Level entry expressed as a grade	Average point score per A Level student
Bedford Borough	203.6	C-	758.3
Derby	207.8	C	697.2
Leicester	202.4	C-	696.6
Luton	204.3	C-	723.4
Nottingham	203.0	C-	749.4
Peterborough	207.7	C	792.0
Average	204.8	C-	736.15

Floor Standards 2013

5.29 The Department for Education (DfE) and their predecessor department have established minimum standards which they expect all schools to achieve for pupils 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.

5.30 There are 4 floor standards to be achieved in KS2 (Y6) and 3 in KS4 (Y11). These are:

Key Stage 2 (Y6):

- At least 65% (the DfE increased this by 5ppts for 2014) of pupils achieve L4+ in all of reading, writing and mathematics;
- The proportion of pupils making Expected Progress in reading from the end of Y2 to the end of Y6 should be above the national median performance (94% in 2014 – increased by 3ppts from 2013);
- The proportion of pupils making Expected Progress in writing from the end of Y2 to the end of Y6 should be above the national median performance (96% in 2014 – increased by 1ppt from 2013);
- 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 (93% in 2014 – increased by 1ppt from 2013);

Key Stage 4 (Y11):

- At least 40% of pupils achieve 5 or more GCSEs at A*-C grades, including both English and mathematics;
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in English should be above the national median performance (70% in 2013 – not confirmed for 2014 yet);
- The proportion of pupils making Expected Progress from the end of Y6 to the end of Y11 in mathematics should be above the national median performance (70% in 2013 – not confirmed for 2014 yet);

5.31 For schools to be judged by the DfE and Ofsted to be “Below Floor” they must be below all of the standards. If they are below in 3 (KS2) or 2 (KS4) they are judged by DfE and Ofsted as being “vulnerable”. Being Below Floor is a key measure for the DfE over whether intervention is needed through an academy sponsor being given control of the school, especially where the school has been Below Floor for two successive years or more.

- 5.32 In 2014, there are 8 (15%) primary schools who are judged to be “Below Floor” (5 of which were also below for 2013; 3 of which are academies) and a further 6 (11%) schools who are “Vulnerable” because they are Below Floor in 3 of the 4 measures. By comparison, in 2012 there were 6 (11%) schools Below Floor and 16 (29%) schools “Vulnerable”. In 2013, there were 7 (12%) schools Below Floor and a further 10 (17%) schools “Vulnerable”. The Below Floor measure for 2014 was raised from 60% to 65% for 2014 and the progress measures for national median also increased again, particularly in reading (now 3% higher).
- 5.33 In 2014, there is one secondary schools Below Floor and 2 (18%) schools who are “Vulnerable” because they are below Floor in 2 of the 3 measures. By comparison, in 2012 there were 3 (27%) schools Below Floor and a further 4 (36%) schools who were “Vulnerable”.
- 5.34 In 2013, we issued 7 schools with either a Letter of Concern or a Formal Warning Notice. All schools have responded very positively with robust action plans, and all are predicting much-improved outcomes for 2014. We are in the process of issuing 5 Letters of Concern / Formal Warning Notices

Predictions 2015

- 5.35 All schools have been asked to submit their 2015 predictions for:
- attainment at Levels 2+, 2B+ and 3+ in reading, writing and mathematics at the end of Key Stage 1;
 - attainment at Level 4+ and Level 5+;
 - expected progress in reading, writing and mathematics by the end of Key Stage 2.
- 5.36 The table below gives the Peterborough predictions for 2015 drawing upon the predictions which schools have agreed individually with their Governing Body based on what they believe to be both aspirational and realistic for pupils. The figures given are what schools expect their final, validated outcomes will be from the 2015 national tests once the necessary adjustments are made to take account of newly arrived pupils.
- 5.37 Local Authority officers within the School Improvement Team are undertaking desk-top analysis of the predictions and raising any apparent anomalies with individual schools. Visits have taken place to a number of high priority schools to discuss the predictions at both whole school and individual pupil level.
- 5.38 Headteachers have increased responsibility within the Peterborough Self-Improving Schools Network for quality assuring the rigour and accuracy of target-setting processes and in monitoring progress towards the predictions which schools themselves have made. Plans are in place to offer training to Primary and Secondary schools in the summer-term on FFT Aspire to support school leaders and Governing Bodies further developing the effectiveness of their systems for setting suitably aspirational predictions and targets.

Key Stage 2 – Core Measures

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
L4+ Combined Subjects	69	71	71	+2%	81%
Expected Progress Reading	N/A	87	89		96%
Expected Progress Writing	N/A	92	93		96%
Expected Progress Maths	84	87	88	+8%	95%

5.39 The 2015 Key Stage 2 predictions set by schools are very aspirational and indicate that 2015 should see good improvements in combined attainment at Level 4+ and for progress. The increase in the proportion of good or better schools as judged by the independent evaluation by Ofsted should result in overall improvements to standards and progress.

Key Stage 1 – Level 2C+

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	82	84	86	+4%	87%
Writing	78	79	81	+3%	84%
Mathematics	89	88	90	+1%	90%

Key Stage 1 – Level 2B+

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	67	71	73	+6%	74%
Writing	53	59	62	+9%	68%
Mathematics	70	72	75	+5%	77%

Key Stage 1 – Level 3

All Pupils	All 2009	All 2013	All 2014	Change 09-14	Prediction 2015
Reading	21	23	26	+5%	26%
Writing	10	12	15	+5%	18%
Mathematics	19	19	21	+2%	24%

5.40 Good improvements have been made to Key Stage 1 standards over time in reading, writing and mathematics individually, particularly at Levels 2B+ and Level 3. This reflects the upward trend in Average Points Score at the end of Key Stage 1 and standards rising a fast rate than those nationally. Raised expectations in schools and closely targeted intervention programmes have helped to secure this good impact.

Key Stage 4 – Core Measures

	2014 %	2015 Prediction	Change
5+ A*-C including English + Maths	50	56	+6%
Expected Progress English	74	78	+4%
Expected Progress Maths	55	67	+12%

5.41 10% of the cohort sitting GCSE's in 2015 have no KS2 data and therefore are new arrivals in the last 5 years.

Key Actions to improve performance

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

5.42 Leadership and Management

- Successful introduction of the Peterborough Self Improving Schools Network (PSISN) with a very high proportion of schools successfully engaged. Ofsted are supporting the network and will be quality assuring the process in the summer term.
- Schools are commissioning their intervention at a collective level for the first time with specific programmes around reading being a priority in primary schools.
- Very high rate of take up on LA School Improvement Advisers working with Governors on the annual review of Headteacher Performance Management.
- Identified high priority schools which receive a structured programme of challenge and support from the LA School Improvement Team, closely tailored to need, in addition to that which is available via the PSISN.
- Monitoring and Support Partnership Group in 3 priority schools.
- Wide range of bespoke in-school support and CPD from the School Improvement Team offered to all schools (traded).
- Highlighting weaknesses and evaluating improvement plans in targeted primary schools with head teachers and governors.
- Working with school leaders and governors by undertaking LA reviews of whole schools or departments or focused reviews of the effectiveness of leadership and management.
- 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, including the provision of spreadsheets which highlight particular groups of pupils, which schools can individualise.
- CPD for Head teachers from the DfE National Pupil Premium Champion.
- 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 a member of the Peterborough Learning Partnership which brings together schools to offer staff high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning.
- Senior School Improvement Adviser maintaining strategic oversight of new Headteacher's group and mentoring for new Headteachers.
- CPD programme in place to support new Deputy Headteachers and those moving towards Headship.
- Strengthened the level of support and challenge across secondary schools through recruiting a former Headteacher to support the school to school support arrangement and creating a role focused on outcomes for KS5 pupils.

5.43 Learning and Teaching

- CPD for Headteacher and up to two other leaders in March 2015 from HMI National Leads for English and mathematics.
- Retained the skills and expertise of a Senior Primary Learning and Teaching Adviser and Primary Learning and teaching Advisers in EYFS, English and mathematics. This is used to provide focused, tailored, support to priority schools and is available on a traded services base to all schools.
- The further delivery of the EAL strategy which has provided a high number of outstanding CPD and support opportunities for schools. An Ofsted report has already commented on the quality of the provision and how it has supported improvements in outcomes improve. A conference has recently taken place to support schools in sharing effective pedagogy to support EAL learners.
- The authority is a member of the Peterborough Learning Partnership which brings

together schools to offer staff high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning.

5.44 Literacy Specific

- Action plan to address specific areas identified through analysis of 2014 data.
- Ofsted led conference for Heads and Literacy leads in Peterborough in March.
- Embedding of the National Literacy Trust work in establishing Peterborough as a Literacy Hub with a focus on improving reading attainment and progress across the city (also separate action plan linked to this); developing access to a range of NLT programmes focused on improving attainment in specific schools.
- Continuing to sustain the use of Reading Recovery Teachers in at least 12 schools through the continuing contact CPD programme.
- Continuing the development of the Phonics Counts Programme by embedding in 3 schools and training a further 5 teachers (in 4 further schools).
- Continuing the development of the Project X CODE Programme by embedding in 10 schools and training a further 11 teaching assistants (in 8 further schools).
- Continuing the development of the Better Reading Partnership Programme implementing BRSP in 14 schools and training at least 30 further teaching assistants.
- Delivering CPD on phonics to Early Years settings.
- Implementing and delivering CPD on phonics to Reception, KS1 and Y3 teachers and TAs.
- Introducing Reading for Inference CPD.
- Updating literacy subject leaders on phonics screening and KS1 reading outcomes and providing support for closing the gap analysis for identified groups; providing support for monitoring of the administration of the phonics screening check.
- Providing CPD on grammar for TAs and teachers.
- Providing CPD on assessment and moderation of reading and writing at end of KS1 and KS2 (including Level 6).
- Moderation of KS2 writing in 15 schools and support for assessment and moderation of reading and writing in KS1.

5.45 Mathematics Specific

- The Local Authority continues to promote the opportunities available through the Mathematics Specialist Teacher Programme (MAST).
- Ofsted led conference for Heads and Maths leads in Peterborough in March.
- More effective use is being made of teachers who have completed the MAST programme to support others or provide input to training events.
- 19 teachers have now successfully complete the MAST training led by Northampton University and another 8 are currently progressing through the two year training.
- Retain the employment of an Every Child Counts (ECC) Teacher leader enabling the Local Authority to be a registered provider of the Interventions Numbers Count; 1stClass@Number, 1stClass@Number2, Success@Arithmetic and a new programme for April 2015 Talk for Maths. These high quality interventions are fully traded to schools in Peterborough and in neighbouring Local Authorities. Schools are able to select from programmes to support Years 1 and 2, Years 3 and 4 or Years 5 and 6 depending on need.
- 7 schools currently have an accredited Numbers Count Teacher who is a school based specialist in supporting children who experience particular difficulties in learning mathematics.
- 41 schools have now accessed CPD for one of more of the ECC TA led Intervention Programmes.

- Providing CPD on assessment and moderation of mathematics end of KS1.

5.46 Early Years Foundation Stage specific

- EYFS Learning & Teaching Advisors are working with targeted schools on assessment and data processes and addressing identified areas of provision within areas of learning.
- Moderation of EYFS Profile judgments across the 7 areas of learning in 25 schools.
- Moderation workshops for the remaining 33 schools (primary and special with EYFS provision).
- Continuing focus on Literacy at the annual Early Years conference.
- Continuing the half termly clusters for specific groups of EYFS teachers and practitioners. This includes;
 - Phase leaders - focussing throughout the year on data, target setting, moderation, evaluating and action planning;
 - Reception teachers – Sharing of good practice across the areas of learning, SEND provision and Moderation of evidence for Communication & Language and Writing
 - New to Reception teachers – a focus on observational assessment, visits to schools to see high quality provision and practice, moderation of evidence;
 - Maintained Nurseries – sharing of good practice and data analysis;
- CPD for new to Reception teachers and teaching Assistants on the EYFS, role of the adults in supporting learning, observational assessment and groups of learners
- CPD on effective EAL strategies for Reception teachers;
- CPD for new to Reception teachers on the EYFS Profile;
- CPD for new to Year 1 teachers on continuing the learning journey, focussing on effective provision and use of the EYFS profile data;
- Joint delivery of CPD with the Early Years team for the PVI settings. This includes:
 - Effective Implementation of the EYFS, focussing on the Statutory Framework, role of the adults in supporting learning, observational assessment and groups of learners
 - Supporting Reception aged children in PVI settings.

Ofsted Outcomes

5.47 The position on Ofsted ratings for all schools is shown in the table over.

Date	% of pupils attending schools judged good or better:
August 2009	58.4
August 2010	65.5
August 2011	67.1
August 2012	66.1
August 2013	60.1
August 2014	80.7

5.48 The increase in the % judged good or better is the highest increase nationally last year and now places Peterborough above the English average of 80.7% and the East of England average of 76.9%.

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 form a key part of consultations with partners on actual outcomes, collective action to improve outcomes further and impact of actions on future outcomes.

8. NEXT STEPS

- 8.1 Following feedback from the committee, all responses will be considered by the senior officers and taken to headteacher and governor group meetings.

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 data from DfE and OfSTED.

10. APPENDICES

- 10.1 Appendix 1 - 2014 Outcomes for Early Years Foundation Stage (YR – age 5)
- Appendix 2 - 2014 Outcomes for Y1 Phonics Check (Y1 – age 6)
- Appendix 3 - 2014 Outcomes for Key Stage 1 (Y2 – age 7)
- Appendix 4 - 2014 Outcomes for Key Stage 2 (Y6 – age 11)
- Appendix 5 - 2014 Outcomes for Key Stage 4 (Y11 – age 16)
- Appendix 6 - 2014 Outcomes for Key Stage 5 (Y13 – age 18)

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6+ pts in each of 7 scales of PSE and CLL		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11	rank	55%	45%	64%	46%	38%	N/A	N/A	N/A
		116							
2011/12	rank	57%	50%	64%	48%	41%	N/A	N/A	N/A
		131							
2012/13	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							
2013/14	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
59%	50%	68%	44%	52%	N/A	N/A	N/A	
64%	55%	73%	48%	56%	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-4%	-5%	-4%	2%	-14%	N/A	N/A	N/A
-7%	-5%	-9%	0%	-15%	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
57%	55%
92	112
61%	59%
91	110
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

78 or more points across all scales		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11	rank	73%	68%	78%	66%	56%	N/A	N/A	N/A
		128							
2011/12	rank	73%	69%	78%	67%	57%	N/A	N/A	N/A
		139							
2012/13	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							
2013/14	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
79%	73%	84%	65%	70%	N/A	N/A	N/A	
81%	76%	86%	68%	73%	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-6%	-5%	-6%	1%	-14%	N/A	N/A	N/A
-8%	-7%	-8%	-1%	-16%	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
76%	76%
91	100
78%	77%
103	104
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

At least expected standard in all ELGs		Peterborough						
		All	Boys	Girls	FSM	EAL	WBRI	WOTH
2010/11	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2011/12	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2012/13	rank	43%	35%	52%	31%	26%	N/A	N/A
		109						
2013/14	rank	56%	47%	65%	47%	41%	61%	48%
		90						

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
49%	41%	58%	33%	40%	N/A	N/A	N/A	
58%	50%	67%	42%	49%	N/A	N/A	N/A	

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-6%	-6%	-6%	-2%	-14%	N/A	N/A	N/A
-2%	-3%	-2%	5%	-8%	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
47%	37%
79	125
56%	50%
N/A	N/A

Good level of develop't (2013)		Peterborough						
		All	Boys	Girls	FSM	EAL	WBRI	WOTH
2010/11	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2011/12	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2012/13	rank	47%	39%	55%	34%	32%	N/A	N/A
		104						
2013/14	rank	59%	51%	68%	52%	46%	N/A	N/A
		84						

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
52%	44%	60%	36%	44%	N/A	N/A	N/A	
60%	52%	69%	45%	53%	N/A	N/A	N/A	

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-5%	-5%	-5%	-2%	-12%	N/A	N/A	N/A
-1%	-1%	-1%	7%	-7%	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
49%	41%
81	126
59%	53%
N/A	N/A

Average point score		Peterborough						
		All	Boys	Girls	FSM	EAL	WBRI	WOTH
2010/11	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2011/12	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A						
2012/13	rank	31.5	30.1	33.1	29.2	28.3	N/A	N/A
		117						
2013/14	rank	34.2	32.7	35.8	32.1	31.2	N/A	N/A
		56						

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
32.8	31.6	34.1	29.9	30.8	N/A	N/A	N/A	
33.8	32.6	35.1	30.8	31.8	N/A	N/A	N/A	

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-1.3	-1.5	-1.0	-0.7	-2.5	N/A	N/A	N/A
0.4	0.1	0.7	1.3	-0.6	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
32.4	30.6
84	127
33.2	32.3
N/A	N/A

NOTE: Provisional timetable for the release of 2014 Early Years Foundation Stage Profile (EYFSP) validated outcomes - 27/02/2015. RAISE ONLINE

Foundation Stage Profile

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Yr 1 phonics	
Working at	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
49%	44%	54%	38%	37%	56%	29%	42%	143
60%	57%	63%	49%	52%	N/A	N/A	N/A	146
66%	62%	71%	53%	62%	N/A	N/A	N/A	146

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
58%	54%	62%	45%	58%	58%	53%	57%	
69%	65%	73%	56%	69%	N/A	N/A	N/A	
74%	70%	78%	61%	74%	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-9%	-10%	-8%	-7%	-21%	-2%	-24%	-15%	
-9%	-8%	-10%	-7%	-17%	N/A	N/A	N/A	
-8%	-8%	-7%	-8%	-12%	N/A	N/A	N/A	

SN
All
56%
89
67%
91
71%

Lo SN
All
53%
114
65%
113
68%

Year 1 phonics

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Key Stage 1
Reading 2+
2010/11 rank
2011/12 rank
2012/13 rank
2013/14 rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
81%	77%	85%	74%	72%	87%	56%	80%	
137								
82%	79%	86%	73%	75%	86%	62%	85%	
145								
84%	81%	86%	73%	76%	N/A	N/A	N/A	
142								
86%	83%	89%	79%	80%	N/A	N/A	N/A	
143								

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
85%	82%	89%	73%	82%	86%	77%	83%	
87%	84%	90%	78%	84%	88%	79%	85%	
89%	86%	92%	79%	86%	N/A	N/A	N/A	
90%	87%	93%	80%	87%	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-4%	-5%	-4%	1%	-10%	1%	-21%	-3%	
-5%	-5%	-4%	-5%	-9%	-2%	-17%	0%	
-5%	-5%	-6%	-6%	-10%	N/A	N/A	N/A	
-4%	-4%	-4%	-1%	-7%	N/A	N/A	N/A	

SN	Lo SN
All	All
84%	84%
84	90
86%	85%
82	100
87%	87%
89	95
88%	85%
N/A	N/A

Key Stage 1
Reading 2b+
2010/11
2011/12
2012/13
2013/14

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
68%	62%	74%	55%	56%	74%	40%	63%	
69%	64%	73%	59%	57%	75%	44%	68%	
71%	66%	75%	N/A	N/A	N/A	N/A	N/A	
73%	69%	78%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
74%	68%	79%	57%	68%	75%	64%	68%	
76%	72%	81%	63%	71%	77%	66%	71%	
79%	74%	83%	N/A	N/A	N/A	N/A	N/A	
81%	77%	85%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-6%	-6%	-5%	-2%	-12%	-1%	-24%	-5%	
-7%	-8%	-8%	-4%	-14%	-2%	-22%	-3%	
-8%	-8%	-8%	N/A	N/A	N/A	N/A	N/A	
-8%	-8%	-7%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
72%	71%
75%	73%
77%	77%
78%	77%

Key Stage 1
Reading 3+
2010/11
2011/12
2012/13
2013/14

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
22%	17%	26%	12%	13%	26%	8%	13%	
21%	18%	25%	12%	12%	26%	9%	15%	
23%	18%	28%	N/A	N/A	N/A	N/A	N/A	
26%	22%	30%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
26%	22%	30%	12%	19%	27%	20%	16%	
27%	23%	31%	14%	20%	29%	21%	17%	
29%	25%	33%	N/A	N/A	N/A	N/A	N/A	
31%	26%	35%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-4%	-5%	-4%	0%	-6%	-1%	-12%	-3%	
-6%	-5%	-6%	-2%	-8%	-3%	-12%	-2%	
-6%	-7%	-5%	N/A	N/A	N/A	N/A	N/A	
-5%	-4%	-5%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
25%	23%
26%	24%
28%	26%
28%	26%

Key Stage 1
Writing 2+
2010/11 rank
2011/12 rank
2012/13 rank
2013/14 rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
76%	69%	83%	65%	67%	81%	52%	75%	
139								
77%	72%	83%	67%	69%	81%	55%	80%	
146								
79%	75%	84%	66%	71%	N/A	N/A	N/A	
147								
81%	76%	86%	71%	76%	N/A	N/A	N/A	
144								

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
81%	76%	87%	67%	78%	82%	73%	78%	
83%	78%	88%	72%	80%	84%	75%	80%	
85%	80%	90%	73%	82%	N/A	N/A	N/A	
86%	82%	91%	75%	83%	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-5%	-7%	-4%	-2%	-11%	-1%	-21%	-3%	
-6%	-6%	-5%	-5%	-11%	-3%	-20%	0%	
-6%	-5%	-6%	-7%	-11%	N/A	N/A	N/A	
-5%	-6%	-5%	-4%	-7%	N/A	N/A	N/A	

SN	Lo SN
All	All
80%	79%
84	90
82%	81%
88	100
83%	83%
94	96
84%	83%
N/A	N/A

Key Stage 1
Writing 2b+
2010/11
2011/12
2012/13
2013/14

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
54%	45%	62%	39%	41%	61%	27%	43%	
56%	48%	64%	43%	45%	61%	36%	52%	
59%	50%	68%	N/A	N/A	N/A	N/A	N/A	
62%	56%	69%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
61%	53%	70%	42%	57%	62%	52%	55%	
64%	57%	72%	49%	60%	65%	55%	59%	
67%	60%	75%	N/A	N/A	N/A	N/A	N/A	
70%	62%	77%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-7%	-8%	-8%	-3%	-16%	-1%	-25%	-12%	
-8%	-9%	-8%	-6%	-15%	-4%	-19%	-7%	
-8%	-10%	-7%	N/A	N/A	N/A	N/A	N/A	
-8%	-6%	-8%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
59%	59%
62%	62%
65%	66%
66%	66%

Key Stage 1
Writing 3+
2010/11
2011/12
2012/13
2013/14

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
11%	7%	15%	5%	7%	14%	4%	7%	
12%	9%	16%	6%	6%	14%	5%	9%	
12%	7%	16%	N/A	N/A	N/A	N/A	N/A	
15%	10%	20%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
13%	9%	17%	5%	10%	13%	10%	8%	
14%	10%	18%	6%	11%	14%	11%	9%	
15%	10%	20%	N/A	N/A	N/A	N/A	N/A	
16%	11%	21%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-2%	-2%	-2%	0%	-3%	1%	-6%	-1%	
-2%	-1%	-2%	0%	-5%	0%	-6%	0%	
-3%	-3%	-4%	N/A	N/A	N/A	N/A	N/A	
-1%	-1%	-1%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
11%	12%
12%	13%
13%	14%
14%	14%

Key Stage 1

Key Stage 1 Maths 2+	Peterborough								National								Gap to National								SN	Lo SN
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	All
2010/11 rank	87%	85%	88%	81%	81%	91%	75%	84%	90%	88%	91%	81%	86%	91%	86%	85%	-3%	-3%	-3%	0%	-5%	0%	-11%	-1%	89%	88%
	117																								86	95
2011/12 rank	87%	86%	89%	82%	81%	91%	75%	88%	91%	89%	92%	84%	88%	91%	87%	87%	-4%	-3%	-3%	-2%	-7%	0%	-12%	1%	90%	89%
	139																								85	102
2012/13 rank	88%	87%	89%	79%	83%	N/A	N/A	N/A	91%	90%	93%	84%	89%	N/A	N/A	N/A	-3%	-3%	-4%	-5%	-6%	N/A	N/A	N/A	90%	90%
	135																								90	90
2013/14 rank	90%	88%	93%	84%	87%	N/A	N/A	N/A	92%	91%	93%	85%	90%	N/A	N/A	N/A	-2%	-3%	0%	-1%	-3%	N/A	N/A	N/A	91%	90%
	74																								N/A	N/A

Key Stage 1 Maths 2b+	Peterborough								National								Gap to National								SN	Lo SN
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	All
2010/11	68%	68%	69%	56%	56%	76%	48%	56%	74%	73%	76%	58%	68%	76%	69%	65%	-6%	-5%	-7%	-2%	-12%	0%	-21%	-9%	73%	71%
2011/12	69%	68%	70%	58%	60%	75%	54%	67%	76%	75%	78%	63%	71%	78%	71%	69%	-7%	-7%	-8%	-5%	-11%	-3%	-17%	-2%	75%	74%
2012/13	72%	71%	73%	N/A	N/A	N/A	N/A	N/A	78%	76%	80%	N/A	N/A	N/A	N/A	N/A	-6%	-5%	-7%	N/A	N/A	N/A	N/A	N/A	76%	76%
2013/14	75%	74%	75%	N/A	N/A	N/A	N/A	N/A	80%	78%	82%	N/A	N/A	N/A	N/A	N/A	-5%	-4%	-7%	N/A	N/A	N/A	N/A	N/A	77%	76%

Key Stage 1 Maths 3+	Peterborough								National								Gap to National								SN	Lo SN
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	All
2010/11	17%	21%	14%	8%	12%	21%	11%	9%	20%	23%	18%	9%	16%	22%	18%	12%	-3%	-2%	-4%	-1%	-4%	-1%	-7%	-3%	19%	18%
2011/12	18%	22%	15%	11%	11%	22%	10%	12%	22%	24%	19%	11%	18%	23%	19%	14%	-4%	-2%	-4%	0%	-7%	-1%	-9%	-2%	20%	20%
2012/13	19%	21%	17%	N/A	N/A	N/A	N/A	N/A	23%	25%	21%	N/A	N/A	N/A	N/A	N/A	-4%	-4%	-4%	N/A	N/A	N/A	N/A	N/A	21%	22%
2013/14	21%	24%	19%	N/A	N/A	N/A	N/A	N/A	24%	26%	22%	N/A	N/A	N/A	N/A	N/A	-3%	-2%	-3%	N/A	N/A	N/A	N/A	N/A	22%	22%

Key Stage 1 APS	Peterborough								National								Gap to National								SN	Lo SN
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	All	All
2010/11	14.7	14.2	15.2	13.5	13.5	15.4	12.1	14.0	15.3	14.9	15.8	13.5	14.7	15.5	14.5	14.5	-0.6	-0.7	-0.6	0.0	-1.2	-0.1	-2.4	-0.5	N/A	N/A
2011/12	14.9	14.5	15.3	13.7	13.7	15.5	12.6	14.6	15.5	15.1	16.0	14.1	15.0	15.7	14.7	14.7	-0.6	-0.6	-0.7	-0.4	-1.3	-0.2	-2.1	-0.1	N/A	N/A
2012/13	15.1	14.6	15.6	N/A	N/A	N/A	N/A	N/A	15.8	15.3	16.2	N/A	N/A	N/A	N/A	N/A	-0.7	-0.7	-0.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013/14	15.5	15.1	15.9	N/A	N/A	N/A	N/A	N/A	15.9	15.5	16.4	N/A	N/A	N/A	N/A	N/A	-0.4	-0.4	-0.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Key Stage 1

Key Stage 2 English 4+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11	rank	76%	71%	82%	63%	65%	81%	57%	69%
		144							
2011/12	rank	81%	77%	85%	71%	74%	84%	65%	78%
		143							
2012/13	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							
2013/14	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
81%	77%	86%	67%	77%	82%	74%	76%
85%	82%	89%	76%	81%	86%	78%	82%
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-5%	-6%	-4%	-4%	-12%	-1%	-17%	-7%
-4%	-5%	-4%	-5%	-7%	-2%	-13%	-4%
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							

SN	Lo SN
All	All
79%	78%
105	129
83%	83%
115	113
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2 English 5+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11		23%	16%	30%	11%	12%	27%	12%	11%
2011/12		31%	27%	36%	17%	22%	35%	18%	22%
2012/13		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013/14		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
29%	23%	35%	14%	23%	30%	25%	20%
37%	31%	44%	22%	31%	39%	33%	26%
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-6%	-7%	-5%	-3%	-11%	-3%	-13%	-9%
-6%	-4%	-8%	-5%	-9%	-4%	-15%	-4%
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2 Reading 4+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							
2011/12	rank	82%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		148							
2012/13	rank	81%	81%	81%	68%	71%	N/A	N/A	N/A
		145							
2013/14	rank	85%	83%	87%	74%	80%	N/A	N/A	N/A
		144							

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
87%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
86%	83%	88%	75%	83%	N/A	N/A	N/A
89%	87%	91%	79%	86%	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
-5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-5%	-2%	-7%	-7%	-12%	N/A	N/A	N/A
-4%	-4%	-4%	-5%	-6%	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
84%	84%
116	117
83%	83%
118	125
87%	86%
N/A	N/A

Key Stage 2 Reading 5+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011/12		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012/13		38%	36%	40%	N/A	N/A	N/A	N/A	N/A
2013/14		42%	40%	45%	N/A	N/A	N/A	N/A	N/A

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
45%	41%	48%	N/A	N/A	N/A	N/A	N/A
50%	46%	53%	N/A	N/A	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-7%	-5%	-8%	N/A	N/A	N/A	N/A	N/A
-8%	-6%	-8%	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2 Writing 4+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11	rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		N/A							
2011/12	rank	77%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		139							
2012/13	rank	80%	77%	85%	68%	72%	N/A	N/A	N/A
		139							
2013/14	rank	82%	76%	89%	70%	82%	N/A	N/A	N/A
		140							

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
81%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
83%	78%	88%	71%	82%	N/A	N/A	N/A
86%	81%	90%	73%	84%	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A							
-4%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-3%	-1%	-3%	-3%	-10%	N/A	N/A	N/A
-4%	-5%	-1%	-3%	-2%	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
78%	78%
115	123
82%	81%
100	119
84%	83%
N/A	N/A

Key Stage 2 Writing 5+		Peterborough							
		All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2011/12		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2012/13		26%	21%	32%	N/A	N/A	N/A	N/A	N/A
2013/14		28%	21%	35%	N/A	N/A	N/A	N/A	N/A

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
30%	23%	38%	N/A	N/A	N/A	N/A	N/A
33%	26%	41%	N/A	N/A	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
-4%	-2%	-6%	N/A	N/A	N/A	N/A	N/A
-5%	-5%	-6%	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2

Key Stage 2 Maths 4+	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
78%	78%	77%	65%	69%	81%	69%	69%	123
79%	80%	79%	69%	74%	82%	70%	76%	149
84%	86%	81%	73%	79%	N/A	N/A	N/A	94
83%	83%	84%	70%	83%	N/A	N/A	N/A	132

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
80%	80%	80%	67%	77%	81%	77%	75%	
84%	84%	84%	75%	82%	85%	82%	80%	
85%	85%	85%	74%	85%	N/A	N/A	N/A	
86%	86%	86%	75%	86%	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-2%	-2%	-3%	-2%	-8%	0%	-8%	-6%	
-5%	-4%	-5%	-6%	-8%	-3%	-12%	-4%	
-1%	1%	-4%	-1%	-6%	N/A	N/A	N/A	
-3%	-3%	-2%	-5%	-3%	N/A	N/A	N/A	

SN
All
79%
95
82%
112
83%
108
85%
N/A

Lo SN
All
78%
122
82%
124
83%
111
84%
N/A

Key Stage 2 Maths 5+	
2010/11	
2011/12	
2012/13	
2013/14	
Key Stage 2 EN & MA 4+	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
29%	30%	28%	15%	22%	32%	19%	20%	
32%	35%	28%	20%	26%	35%	26%	25%	
37%	42%	32%	N/A	N/A	N/A	N/A	N/A	
37%	39%	35%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
35%	37%	33%	19%	33%	35%	35%	27%	
39%	42%	36%	25%	37%	40%	39%	31%	
41%	43%	39%	N/A	N/A	N/A	N/A	N/A	
42%	44%	40%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-6%	-7%	-5%	-4%	-11%	-3%	-16%	-7%	
-7%	-7%	-8%	-5%	-11%	-5%	-13%	-6%	
-4%	-1%	-7%	N/A	N/A	N/A	N/A	N/A	
-5%	-5%	-5%	N/A	N/A	N/A	N/A	N/A	

SN
All
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A

Lo SN
All
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A
N/A

Key Stage 2 EN & MA 5+	
2010/11	
2011/12	
2012/13	
2013/14	

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
16%	12%	19%	7%	9%	18%	9%	6%	
22%	21%	23%	11%	16%	25%	13%	16%	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
21%	18%	23%	8%	18%	21%	19%	14%	
27%	25%	29%	14%	23%	28%	25%	18%	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-5%	-6%	-4%	-1%	-9%	-3%	-10%	-8%	
-5%	-4%	-6%	-3%	-7%	-3%	-12%	-2%	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN
All
N/A
N/A
N/A
N/A

Lo SN
All
N/A
N/A
N/A
N/A

Key Stage 2 RE, WR & MA 4+	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
69%	67%	72%	N/A	N/A	N/A	N/A	N/A	145
71%	71%	72%	56%	61%	N/A	N/A	N/A	134
73%	69%	78%	56%	68%	N/A	N/A	N/A	146

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
75%	71%	79%	N/A	N/A	N/A	N/A	N/A	
75%	72%	79%	60%	73%	N/A	N/A	N/A	
79%	76%	82%	64%	77%	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-6%	-4%	-7%	N/A	N/A	N/A	N/A	N/A	
-4%	-1%	-7%	-4%	-12%	N/A	N/A	N/A	
-6%	-7%	-4%	-8%	-9%	N/A	N/A	N/A	

SN
All
N/A
N/A
71%
117
73%
106
76%
N/A

Lo SN
All
N/A
N/A
71%
129
72%
120
75%
N/A

Key Stage 2 RE, WR & MA 5+	
2010/11	
2011/12	
2012/13	
2013/14	

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
16%	14%	18%	N/A	N/A	N/A	N/A	N/A	
18%	16%	20%	N/A	N/A	N/A	N/A	N/A	
19%	16%	22%	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
20%	17%	23%	N/A	N/A	N/A	N/A	N/A	
21%	18%	25%	N/A	N/A	N/A	N/A	N/A	
24%	20%	27%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-4%	-3%	-5%	N/A	N/A	N/A	N/A	N/A	
-3%	-2%	-5%	N/A	N/A	N/A	N/A	N/A	
-5%	-4%	-5%	N/A	N/A	N/A	N/A	N/A	

SN
All
N/A
N/A
N/A
N/A

Lo SN
All
N/A
N/A
N/A
N/A

Key Stage 2

Key Stage 1 - 2 ENG progress	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
86%	84%	88%	80%	87%	85%	88%	89%	44
90%	89%	91%	86%	92%	89%	90%	91%	67
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
83%	81%	86%	79%	87%	83%	85%	86%	
89%	88%	91%	87%	92%	89%	91%	91%	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
3%	3%	2%	1%	0%	2%	3%	3%	
1%	1%	0%	-1%	0%	0%	-1%	0%	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
N/A								

SN	Lo SN
All	All
83%	81%
101	108
88%	87%
100	112
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 1 - 2 REA progress	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
89%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91
87%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	108
89%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	123

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
90%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
88%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
91%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
88%	88%
101	116
87%	86%
99	112
90%	90%
N/A	N/A

Key Stage 1 - 2 WRI progress	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
92%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	29
92%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	65
93%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	82

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
90%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
92%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
93%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
89%	88%
99	111
91%	90%
92	106
92%	92%
N/A	N/A

Key Stage 1 - 2 MAT progress	
2010/11	rank
2011/12	rank
2012/13	rank
2013/14	rank

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
83%	85%	82%	74%	81%	84%	84%	79%	77
86%	88%	84%	79%	87%	86%	89%	85%	97
87%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	102
88%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	119

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
83%	83%	82%	75%	85%	82%	86%	82%	
87%	88%	87%	83%	90%	87%	91%	87%	
88%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
90%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
0%	2%	0%	-1%	-4%	2%	-2%	-3%	
-1%	0%	-3%	-4%	-3%	-1%	-2%	-2%	
-1%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
82%	81%
93	99
86%	85%
90	118
87%	87%
95	93
88%	89%
N/A	N/A

Key Stage 2 APS	
2010/11	
2011/12	
2012/13	
2013/14	

Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
26.8	26.4	27.2	24.8	25.4	27.3	25.0	25.6	
27.4	27.2	27.6	25.8	26.4	27.9	25.6	26.7	
27.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
27.5	27.2	27.8	25.4	26.9	27.6	26.9	26.6	
28.2	28.0	28.5	26.6	27.7	28.4	27.7	27.3	
28.4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-0.7	-0.8	-0.6	-0.6	-1.5	-0.3	-1.9	-1.0	
-0.8	-0.8	-0.9	-0.8	-1.3	-0.5	-2.1	-0.6	
-0.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
0.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2

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Key Stage 4

Key Stage 4 5 A*-C incl. EM								
Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
2010/11	49%	45%	53%	28%	35%	52%	31%	39%
rank	139							
2011/12	49%	46%	53%	26%	35%	53%	34%	34%
rank	144							
2012/13	56%	51%	62%	29%	46%	N/A	N/A	N/A
rank	126							
2013/14	50%	47%	53%	N/A	N/A	N/A	N/A	N/A
rank	134							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
58%	55%	62%	35%	56%	58%	54%	53%	
59%	54%	64%	36%	56%	59%	53%	54%	
61%	56%	66%	38%	58%	N/A	N/A	N/A	
53%	48%	59%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-9%	-10%	-9%	-7%	-21%	-6%	-23%	-14%	
-10%	-8%	-11%	-10%	-21%	-6%	-19%	-20%	
-4%	-5%	-4%	-9%	-13%	N/A	N/A	N/A	
-3%	-1%	-6%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
56%	54%
98	115
58%	54%
90	120
58%	56%
105	120
53%	51%
N/A	N/A

Key Stage 4 5 A*-C								
Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
2010/11	80%	76%	84%	65%	75%	81%	67%	81%
rank	87							
2011/12	83%	80%	86%	70%	78%	85%	71%	83%
rank	87							
2012/13	86%	84%	89%	71%	85%	N/A	N/A	N/A
rank	48							
2013/14	59%	55%	64%	N/A	N/A	N/A	N/A	N/A
rank	132							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
81%	77%	84%	65%	81%	80%	79%	81%	
83%	80%	86%	69%	83%	83%	80%	83%	
83%	80%	87%	69%	83%	N/A	N/A	N/A	
64%	58%	70%	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-1%	-1%	0%	0%	-6%	1%	-12%	1%	
0%	0%	0%	1%	-5%	2%	-9%	0%	
3%	4%	2%	2%	2%	N/A	N/A	N/A	
-5%	-3%	-6%	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
81%	79%
75	96
83%	82%
75	98
82%	81%
77	106
61%	60%
N/A	N/A

Key Stage 4 APS Best 8								
Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
2010/11	327.4	314.0	341.2	282.0	309.9	331.1	290.8	327.6
2011/12	337.6	326.5	348.2	294.8	322.0	340.4	310.5	327.2
2012/13	337.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2013/14	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
335.1	323.7	347.1	290.0	338.6	336.8	333.3	335.9	
339.5	328.1	351.4	302.4	342.7	341.6	336.3	340.9	
342.0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
315.6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-7.7	-9.7	-5.9	-8.0	-28.7	-5.7	-42.5	-8.3	
-1.9	-1.6	-3.2	-7.6	-20.7	-1.2	-25.8	-13.7	
-4.9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
#####	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
N/A	N/A
N/A	N/A
N/A	N/A
N/A	N/A

Key Stage 2 - 4 ENG progress								
Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
2010/11	63%	55%	71%	45%	63%	62%	56%	67%
rank	143							
2011/12	61%	55%	66%	42%	62%	60%	66%	59%
rank	137							
2012/13	67%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
rank	112							
2013/14	74%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
rank	48							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
71%	66%	76%	55%	77%	70%	75%	73%	
67%	61%	74%	54%	75%	66%	72%	70%	
70%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
72%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-8%	-11%	-5%	-10%	-14%	-8%	-19%	-6%	
-6%	-6%	-8%	-12%	-13%	-6%	-6%	-11%	
-3%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
2%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
70%	72%
104	81
68%	68%
93	87
68%	69%
101	93
70%	70%
N/A	N/A

Key Stage 2 - 4 MAT progress								
Peterborough								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
2010/11	56%	55%	58%	34%	51%	57%	58%	47%
rank	134							
2011/12	60%	58%	61%	37%	56%	59%	57%	51%
rank	139							
2012/13	66%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
rank	128							
2013/14	55%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
rank	143							

National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
64%	62%	66%	45%	75%	63%	73%	68%	
68%	66%	70%	51%	77%	67%	75%	72%	
71%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
66%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Gap to National								
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN	
-8%	-7%	-8%	-11%	-24%	-6%	-15%	-21%	
-8%	-8%	-9%	-14%	-21%	-8%	-18%	-21%	
-5%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
-11%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

SN	Lo SN
All	All
62%	64%
100	86
68%	68%
94	93
68%	68%
102	95
61%	63%
N/A	N/A

APS Best 8 1. Based on the new 2014 methodology applied to 2013/14 data (see SFR main text).

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55

All level 3 quals. APS per entry	Peterborough							
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11 rank	204.4	199.7	208.8	N/A	N/A	N/A	N/A	N/A
	126							
2011/12 rank	198.9	192.4	204.1	N/A	N/A	N/A	N/A	N/A
	141							
2012/13 rank	204.3	200.6	207.0	N/A	N/A	N/A	N/A	N/A
	130							
2013/14 rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A							

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
212.4	208.3	215.9	N/A	N/A	N/A	N/A	N/A
209.3	204.7	213.2	N/A	N/A	N/A	N/A	N/A
213.5	209.8	216.6	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-8.0	-8.6	-7.1	N/A	N/A	N/A	N/A	N/A
-10.4	-12.3	-9.1	N/A	N/A	N/A	N/A	N/A
-9.2	-9.2	-9.6	N/A	N/A	N/A	N/A	N/A
#####	#####	#####	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
207.1	206.8
104	109
204.4	204.7
103	104
213.9	209.2
67	89
N/A	N/A
N/A	N/A

All level 3 quals. APS per student	Peterborough							
	All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
2010/11 rank	641.0	618.8	661.8	N/A	N/A	N/A	N/A	N/A
	130							
2011/12 rank	642.4	615.7	664.4	N/A	N/A	N/A	N/A	N/A
	133							
2012/13 rank	764.6	748.5	776.6	N/A	N/A	N/A	N/A	N/A
	65							
2013/14 rank	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N/A							

National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
715.3	696.0	732.2	N/A	N/A	N/A	N/A	N/A
714.3	696.5	729.7	N/A	N/A	N/A	N/A	N/A
775.5	757.9	790.9	N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Gap to National							
All	Boys	Girls	FSM	EAL	WBRI	WOTH	APKN
-74.3	-77.2	-70.4	N/A	N/A	N/A	N/A	N/A
-71.9	-80.8	-65.3	N/A	N/A	N/A	N/A	N/A
-10.9	-9.4	-14.3	N/A	N/A	N/A	N/A	N/A
#####	#####	#####	N/A	N/A	N/A	N/A	N/A

SN	Lo SN
All	All
661.4	679.3
110	98
667.3	673.2
107	106
774.7	732.6
67	93
N/A	N/A
N/A	N/A

Key Stage 5

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 9
9 MARCH 2015	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Jonathan Lewis – Service Director – Education, Adult Skills, Resources and Corporate Property

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

IMPACT OF UNIVERSAL FREE SCHOOL MEALS ON PUPIL PREMIUM

1. PURPOSE

- 1.1 The purpose of the report is to provide the committee with an early view of the potential impact that the introduction of the universal free school meals for infant school children is having on the identification and funding of pupils for pupil premium.

2. RECOMMENDATIONS

- 2.1 The committee is asked to review the report and proposed actions and ask for any further clarity / outcomes they wish to explore.

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 A report was presented to the committee on the 10th November 2014 outlining the impact of pupil premium funding on schools in Peterborough.

Pupil Premium

- 4.2 The PPG was introduced in April 2011 and is allocated to schools to improve outcomes for pupils who have been registered for free school meals, are Looked After or are children of Service Families. The PPG is additional funding to help schools to close the attainment gap between children from low income and other disadvantaged families and their peers. Evidence from national attainment and achievement data indicates that many children eligible to receive free school meals and those that are looked after are not achieving expected levels of progress in reading writing and mathematics and a significant proportion are at risk of truancy or exclusion.
- 4.3 In order to qualify for the PPG, a child has had to be eligible for free school meals. This is a measure of deprivation which is means tested currently through the following definition -
- 4.4 A pupil whose parent/guardian receives one or more of the following benefits is entitled to a free school meal:
- Income Support (IS)
 - Income Based Job Seekers Allowance (JSA(IB))
 - Employment and Support Allowance (Income Related) (ESA (IR))
 - Child Tax Credit (CTC), provided you do not also receive Working Tax Credit
 - and have an annual income, as assessed by the Inland Revenue, that does not exceed £16,190

- Guarantee Credit element of State Pension Credit
- Support under Part 6 of the Immigration and Asylum Act 1999

Children who receive IS or IBJSA in their own right are also entitled to free school meals.

- 4.5 The funding is targeted at these children and the authority has no discretion with this funding. Appendix 1 shows the level of funding both for the city in 2014 and the historical rates.
- 4.6 The pupil premium is widening in its scope from the Summer 2015 with the introduction of the Early Years Pupil Premium. Eligibility is driven by the same criteria for mainstream pupil premium and the funding will be added to providers hourly rates. It will mean an increase of £0.53p per hour for each qualifying pupil. For a child taking the full entitlement of 570 hours this equates £302.10 per year.

Universal Infant Free School Meals

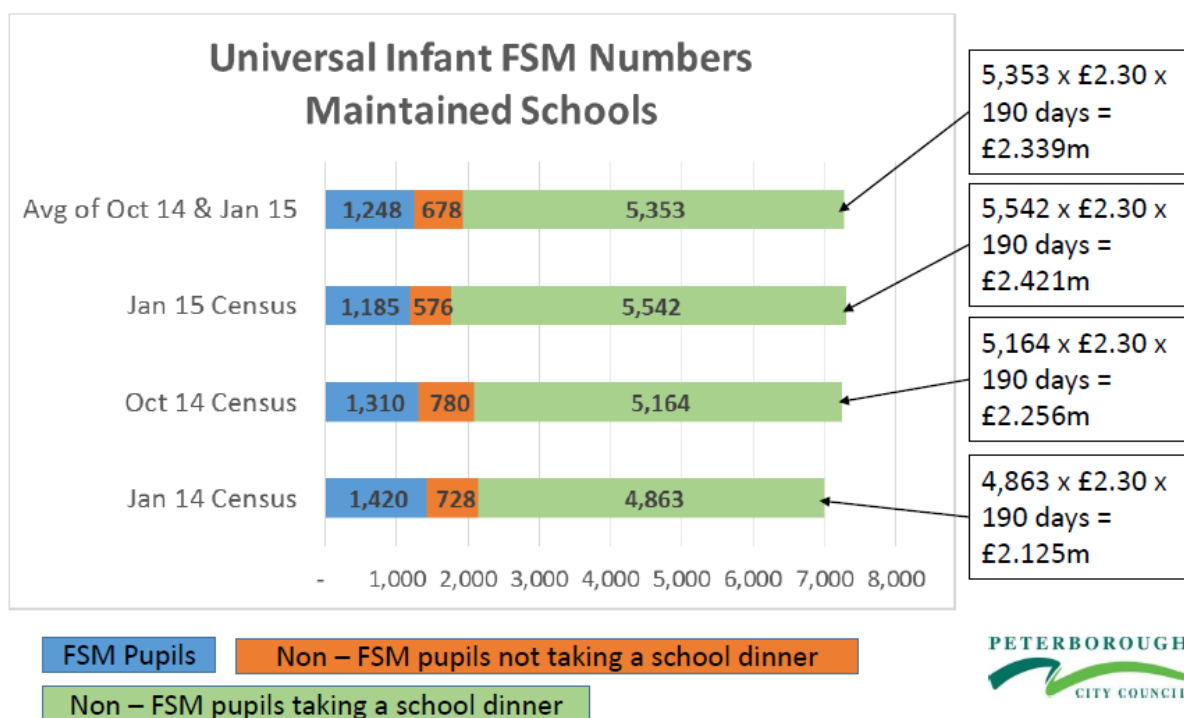
- 4.7 From September 2014 all state-funded schools have been required in law to offer free meals to all their infant pupils. Studies show that well-nourished children fare better at school. The government view is that providing wholesome school meals, alongside good food education, is the best way to feed children. It is intended at a later date to expand the scheme to all primary age children.
- 4.8 Funding is provided by government at £2.30 per meal over 190 days. An additional transitional allocation was provided to small schools with less than 150 pupils. Initial allocations for the academic year 2014/15 were based on estimated take-up of 87% of the Jan 2014 Non-FSM pupils in reception, Year 1 and Year 2. The authority received over £500k of capital funding to enable the wider offer of meals and this was targeted based upon an assessment of need into the condition of kitchens, dining facilities and ensuring schools had enough to buy additional equipment to deal with the increase in numbers e.g. chairs, tables, plates etc. Unlike other authorities, we have introduced UIFSM without difficulty.
- 4.9 Schools are legally required to provide meals that comply with the School Food Standards. These standards are intended to ensure that children get the nutrition they need across the whole school day. They govern all food and drink on offer within the school and apply across the school day, including breakfast, mid-morning break, lunchtime and food served after school.
- 4.10 There is no requirement to claim a free meal – it is an automatic entitlement. In the pilot for introducing universal free school meals, the government did not see a drop in the number of parents claiming a free school meal (or rather pupil premium) but there has been concern expressed nationally that parents would not want the stigma if there was no financial benefit if all meals are currently free.

5. KEY ISSUES

- 5.1 Gathering data to understand the impact of the introduction of the universal infant free school meals (UIFSM) policy on pupil premium take up is difficult to quantify. We only have early data from the October 14 and January 15 census and given that a number of pupils may not have accessed statutory education yet in reception (until the first term after they are five), it is hard to draw comparison.
- 5.2 The chart below shows the impact of the introduction of universal free school meals in October in reception year only. It shows that in primary schools, the number of children have increased but the number of those claiming free school meals has dropped. This could be explained by the circumstances of the cohort i.e. less deprivation. However looking at prior attainment of pupils from early years suggest they are more deprived – less accessed free entitlement and the proportion of pupils with EAL is higher. However, the number is not material.

Phase	2013			2014			Difference		
	Cohort	FSM	% FSM	Cohort	FSM	% FSM	Cohort	FSM	% FSM
All Through	56	6	10.7%	46	11	23.9%	-10	5	13.2%
Nursery	2	0	0.0%	1	1	100.0%	-1	1	100.0%
Primary Schools	2842	521	18.3%	2883	498	17.3%	41	-23	-1.1%
Special Schools	17	5	29.4%	10	2	20.0%	-7	-3	-9.4%

5.3 We have early information around the January census for maintained schools both around take up of the UIFSM and pupil premium. The chart below looks across the figures for both -



5.4 The chart shows the total number of children in the cohort across the January 14, October 14 and January 15 census for Reception, Year 1 and Year 2 (i.e. infant age range). The January 2014 line shows the number of children who claimed free school meals at this time (1,420) and the government prediction that of the remaining children, 87% would take up a meal (4,863) (their level of up front funding) with 13% not taking a meal (728). The concern is the data for January 2015 which shows that whilst the number of children taking a meal is higher than expected, the number of children claiming pupil premium is declining and this is a significant reduction. The funding for pupil premium is based upon January pupil numbers. The figures presented represent the number of children eligible on the day of the census – pupil premium does take a view over eligibility in the last 6 years.

5.5 We do not currently have the whole picture for schools but this is obviously of concern. Schools have been working hard to encourage take up including offering free uniform for signing up, a prize draw for submitting the relevant forms with a Kindle as a prize (regardless of whether meeting criteria or not) and media campaigns. We have approached the DfE asking whether we could collect national insurance numbers as part of the admissions process but this cannot be done for legal reasons. We have also enquired as to using council tax information for cross checking eligibility but under data protection we are not allowed to do this.

5.6 In terms of the universal free school meal funding, we had around 86% take up in October and 91% take up in January so our overall funding will be allocated at 89% - higher than the government expectation of 87%. This will mean an additional £296k of funding above the government original estimated funding.

5.7 Schools have worked hard to ensure high levels of take up including reviewing menus (often working with school councils), theme days and welcoming parents in to sample the menus.

6. IMPLICATIONS

6.1 There are no legal or financial implications to this report.

7. CONSULTATION

7.1 Not applicable.

8. NEXT STEPS

8.1 We will continue to work with schools to encourage parents to sign up and will look at our position relative to other authorities to ensure our position is relative to other similar authorities.

9. BACKGROUND DOCUMENTS

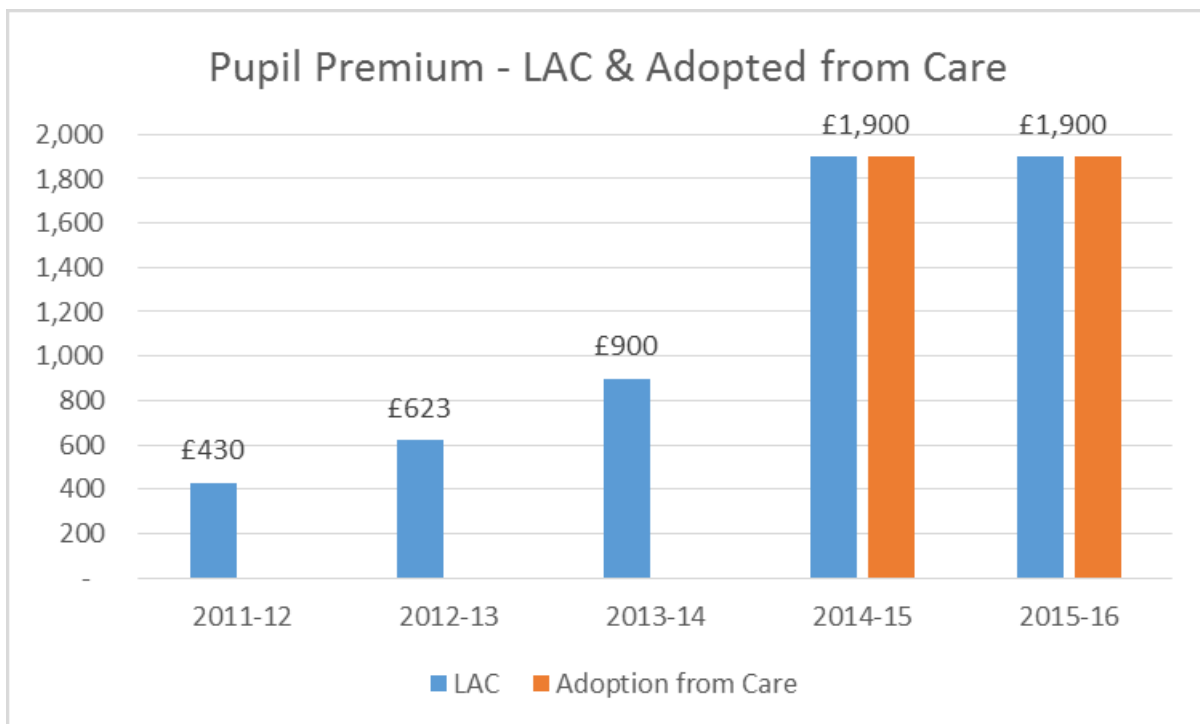
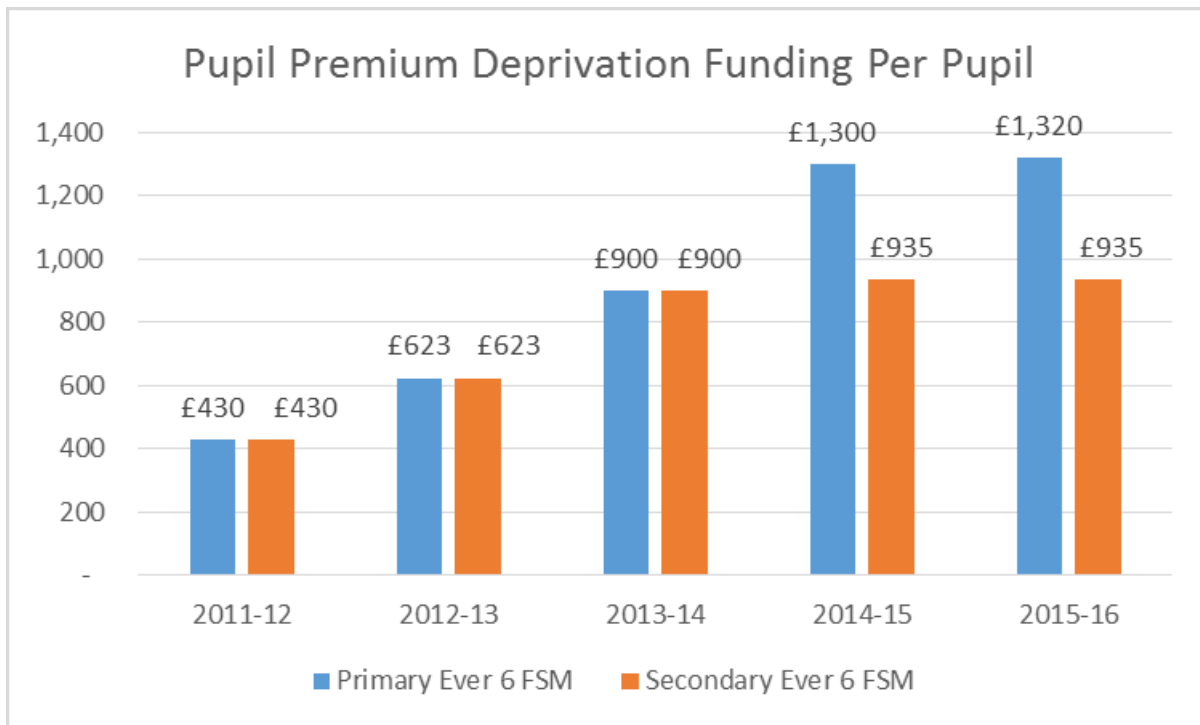
Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

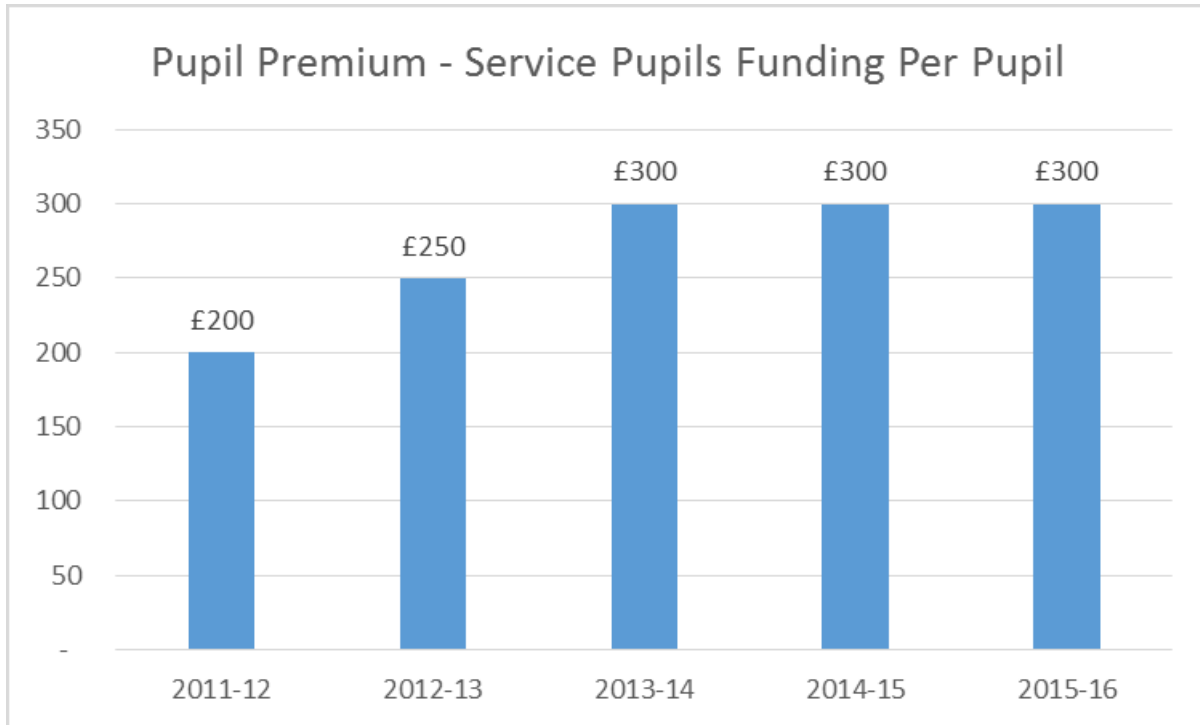
9.1 None

10. APPENDICES

10.1 Appendix 1 – Funding rates for Pupil Premium 2011/12 to 2014/15

Appendix 1 – Funding Rates for Pupil Premium





2014 Pupil Premium Funding

Ever 6 FSM	£10,948,923
Service Families	£116,400
Adopted from Care	£150,100
Total	£11,215,423

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 10
9 MARCH 2015	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Sue Westcott

Contact Details - 863606

DIRECTOR’S REPORT FOR SOCIAL CARE PRACTICE AND PERFORMANCE

1. PURPOSE

1.1 The purpose of this report is to continue to update the committee on sustained performance in Children’s Social Care.

2. RECOMMENDATIONS

2.1 To note the progress made to achieve an OfSTED rating of good/outstanding.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 The Sustainable Community Strategy identifies “Improving Health” and “Supporting Vulnerable People” as priorities. A quality Children’s Social Care service is key to delivering the right support for vulnerable children and families.

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:

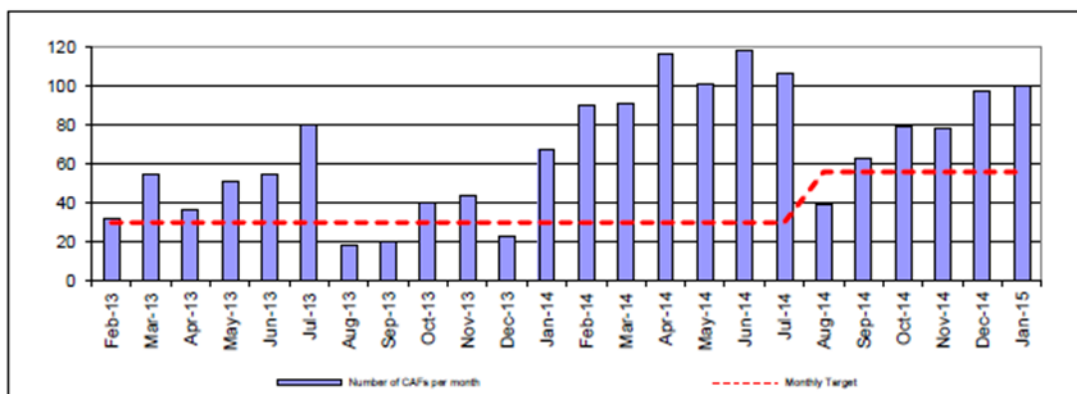
- Self Assessment document (for use with OfSTED)
- The Children’s Services Single Delivery Plan
- The Ofsted Action Plan which focuses effort on what we must prioritise
- The leadership of Members and officers in delivering the required changes

4.2 The Council’s progress is closely monitored by this Committee and the Internal Improvement Board.

5.0 KEY ISSUES as at 31 January 2015

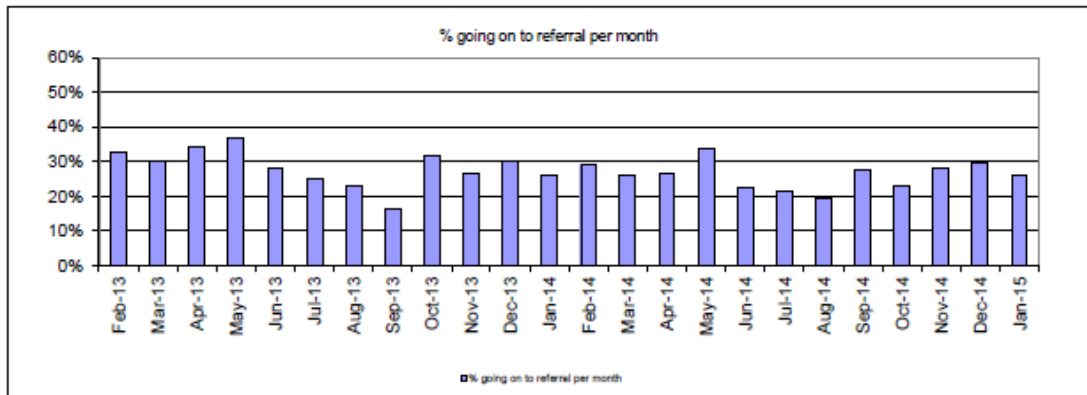
5.1 Early Intervention Assessments (CAFs)

100 CAFs were opened in January which is in line with the previous month and notably higher than the same time last year (67 in January 2014). This is 62.3%, higher than the target.



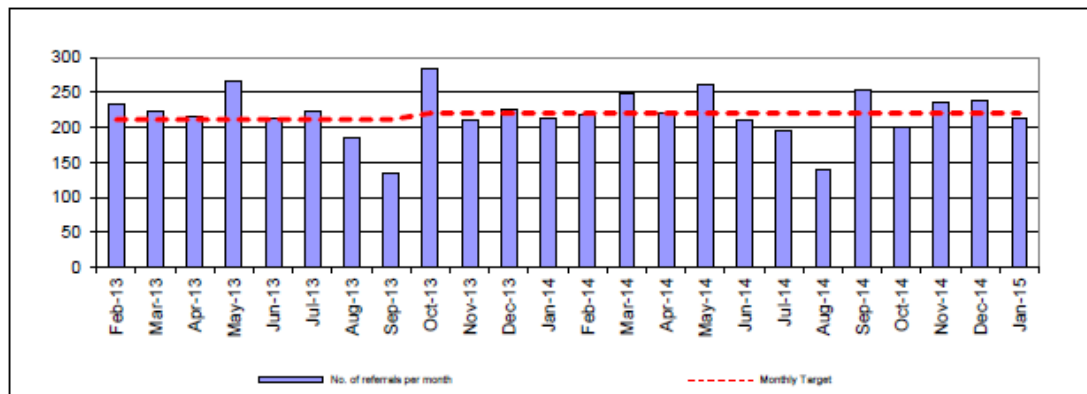
5.2 Number of Contacts

The number of contacts remains relatively stable. There were 806 contacts coming into the service of which 212 went onto referral. This is in line with last year (26.3% compared to 25.8% in January 2014).



5.3 Number of Referrals

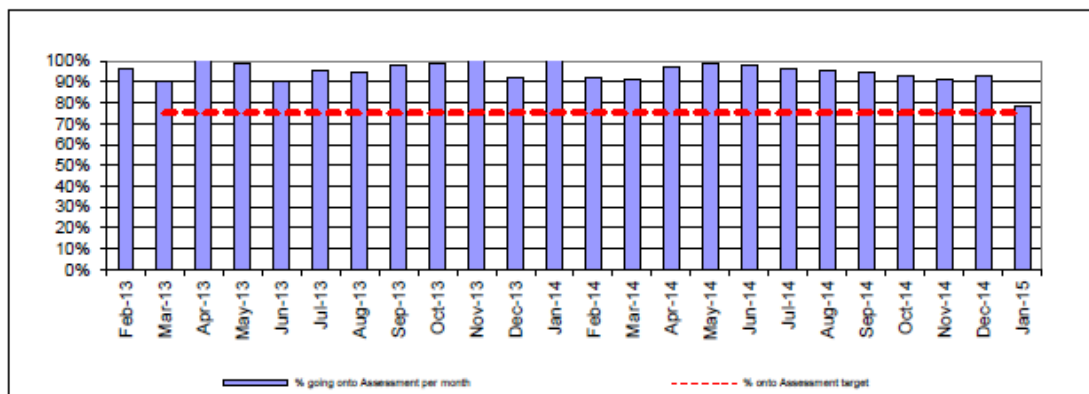
There were 212 referrals in January 2015 which is slightly lower than the previous month of 237. The rolling 12 months rate per 10,000 has decreased slightly to 584 which is just 2.9% below target.



5.4 Referrals progressing to Single Assessment

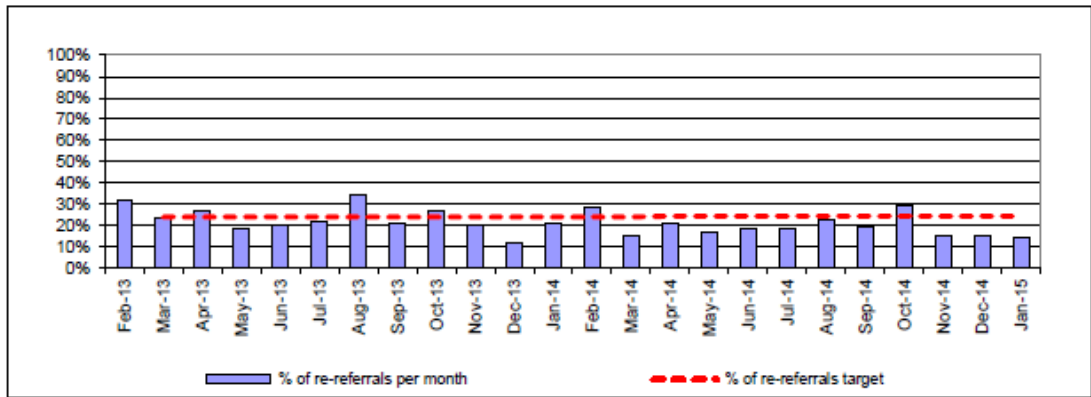
From these 212 referrals 167 had a single assessment, a conversion of 78.8%.

This feels low as nearly all referrals should progress to assessment. The figures in this dataset are being investigated and will be reported at the next board.



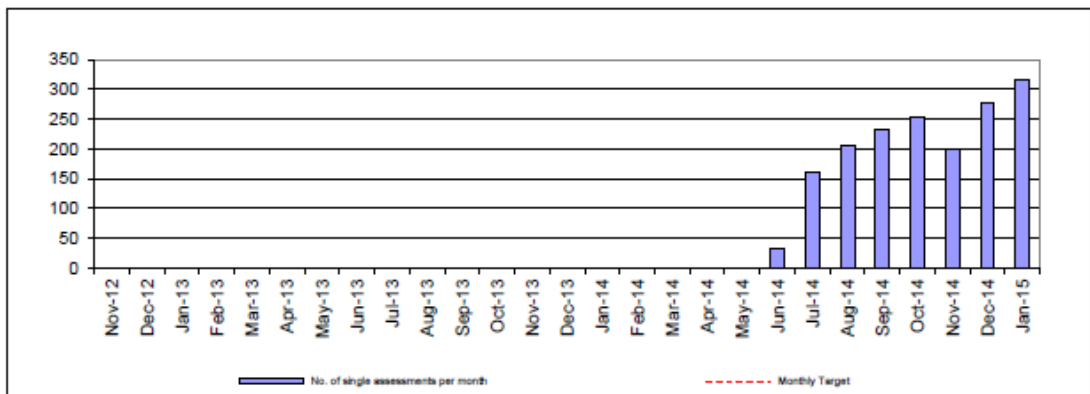
5.5 Re-referrals

The year to date re-referral rate at 18.7% is lower than the same time last year (22%). It is also lower than the outturn for last year which was 21.9% ('013/14). This denotes that cases are being worked more thoroughly.



5.6 Single Assessments

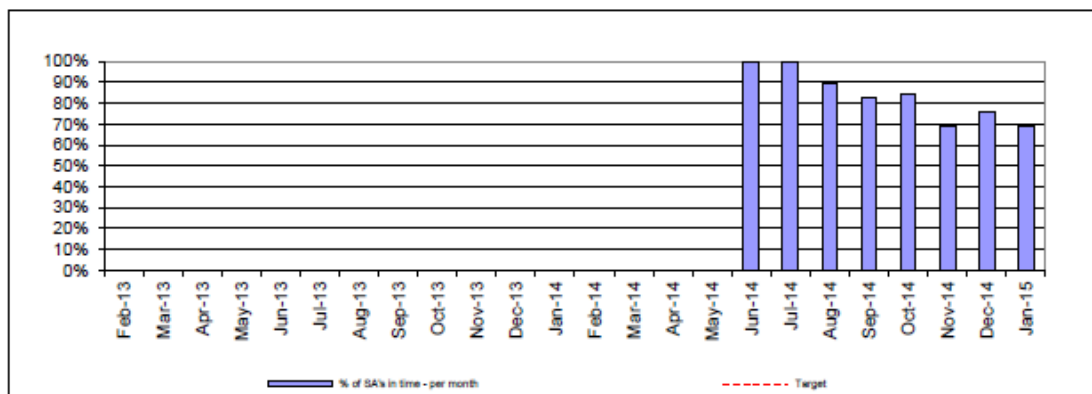
There were 317 single assessments completed during January. This is considerably higher than the previous month at 276.



5.7 Single Assessments Timescales

86.4% of single assessments completed up to the end January were in timescale.

A recent unannounced internal audit has highlighted that entering a strategy discussion on Liquidlogic requires the opening and closure of a single assessment.



5.8 Section 47 Enquiries

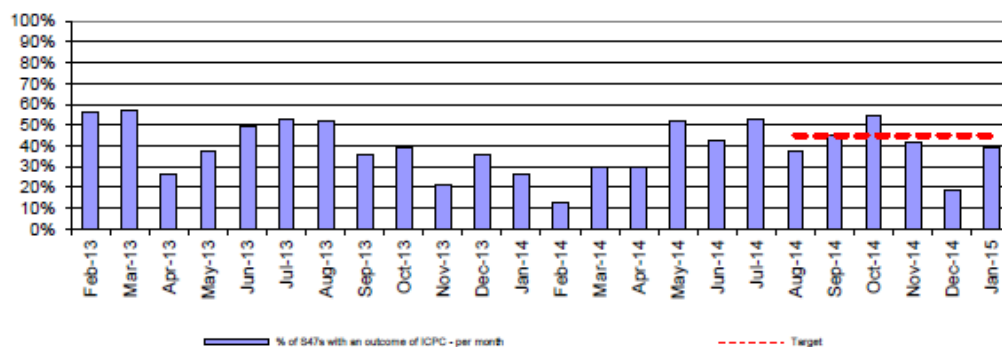
69 Section 47 enquiries were completed during January and 29 of these (39.1%) had the outcome of an Initial Children Protection Conference. The year to date figure is 43.6% which is higher than at the same time last year. (37.1% January 2014).

Given that so few Child Protection enquiries resulted in a Child Protection conference it is questionable whether there should have been a Child Protection enquiry.

Exception reporting

There were 42 children from 20 families that did not come to Conference following a Section 47 enquiry in January 2015.

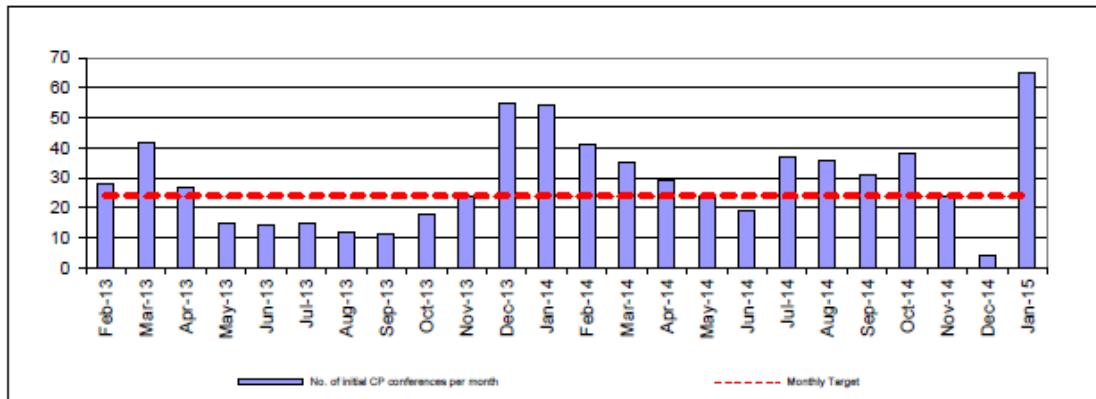
- 1 child did go to icpc and this is a liquid logic recording error.
- 2 children were subject to investigation in Peterborough but returned to home address in Bedfordshire who followed up investigation.
- 2 children were investigated due to concerns that they were in contact with a registered sex offender, which was unsubstantiated.
- 6 children (1 family) were investigated due to risks of sexual abuse which were substantiated but mother took appropriate protective action and father remanded.
- 7 children were subject to section 47 inquiry following concerns referred by school, friend of family, mother that a child had been sexually abused. These concerns were unsubstantiated following investigation.
- The remaining 24 children were all subject to section 47 investigations due to information / concern about physical harm which on investigation were either unsubstantiated (5) or substantiated but not considered at risk of ongoing harm due to non-abusive partner response to the allegation and ability to protect (5 children 1 family), or substantiated but incident and or injury not considered significant / serious enough to warrant child protection conference and ongoing assessment as child in need to be completed.



5.9 Initial Child Protection Conferences

There has been a sharp increase in the number of children who had an Initial Child Protection Conference from 24 in November 2014, 4 in December 2014 and 65 children in January 2015. This is 31.8% above target with the rolling 12 month rate per 10,000 is 85.1%.

This is needs led. The DCS has dip sampled 8 of these cases and the threshold has been met in each one.



5.10 Number of Children subject to a Child Protection Plan

As at 31 January 2015 there were 213 children who were subject to a Child Protection Plan.

This equates to 51.3% per 10,000 which is 19.1% higher than target.

5.11 Child Protection Conference Timescales

During January 2015 3 conferences were held outside of timescales which equates to 6 children.

The reasons for these were

- 1 conference request was received late into the Child Protection team
- 1 transfer in conference and the team were unclear about the transfer in process which caused a delay in the request being made
- 1 conference was delayed due to issues in allocation within the team.

All of these have been addressed with the relevant managers.

5.12 Child Protection Visits in Timescale

87.7% of children with a child protection plan received a statutory visit within timescale. This is a slight decrease from the previous month.

Exception Reporting

Within Family Support there were 22 children showing as not having a statutory visit within timescale. Of these 22 children 7 are no longer on a child protection plan to Peterborough City Council and their previous episodes require closing on the ICS system.

3 children are out of the country after returning to Lithuania with their mother. CFAB have been informed and they will remain open until they have been seen safe and well in Lithuania.

Of the other 12 children only one statutory visit was completed outside of timescale, the reason for this is due to the young person being out of city and a review meeting was scheduled within days of the due date for the statutory visit. The team manager agreed for the social worker to combine the statutory visit with the review due to the long distance of placement.

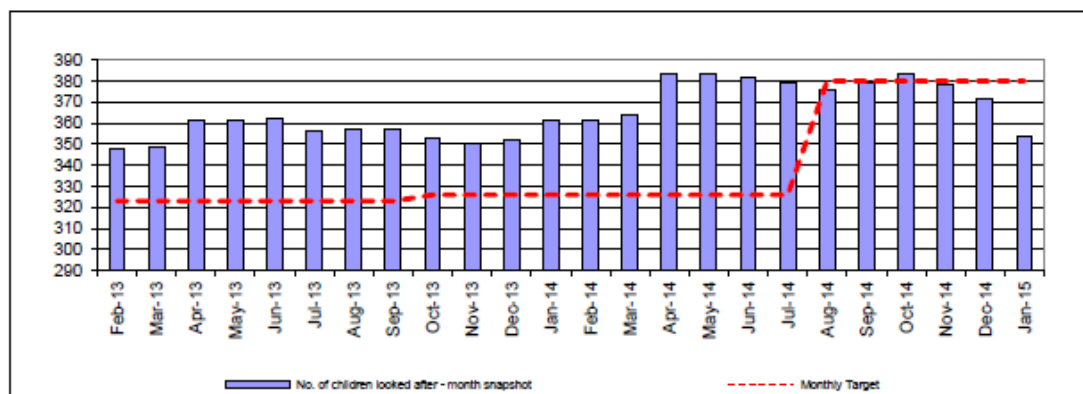
Within the Children with Disabilities Team one child went to Portugal with her father on 11 December and did not return as planned but was left in the care of her aunt. and A referral was made to CFAB and a visit was conducted on 19 December. There is no current plan for the child to return to the UK and a request has been made to IRO to close down CP status.

Within FRT there was one statutory visit out of timescale. The social worker made several attempts to contact mother to arrange, and arrived at the house unannounced but was unable to

gain access. The visit took place on 6 February.

Number of Looked After Children

5.13 At the end of January the number of children looked after 354 a net decrease of 18 compared to the previous month (372 in December 2014) The number of children looked after is currently equivalent to a rate of 78.7 per 10,000. At the time of writing this report there are 344 children looked after.



Looked After Children Visits in Timescale

5.14 92.2% of LAC children had a statutory visit within timescale.

Exception Reporting

7 of the visits were held within timescale but were not recorded on Liquidlogic. 3 visits were re-arranged to accommodate young people’s availability but fell outside of timescale, 1 was re-arranged due to availability of foster carers. 1 young person is actively avoiding contact with their social worker, although being seen by other professionals and carers. 1 case was seen by a life story worker who recorded these but are not seen as statutory visits. There were 6 visits which did not take place due to social worker being sick. All visits outside of timescale have now been held.

1 young person went missing one night after being accommodated. All necessary alerts have been put in place and policy has been followed.

Children in Need

5.15 The number of CIN has remained relatively stable (1,410 in December 2013, 1,167 in March 2014 and 1,227 in January 2015).

What has risen is the complexity of cases; and an increasing number of children and families where English is not the first language. Approximately 202 CIN are from the Eastern European bloc, compared to 690 White British, 90 mixed heritage, 104 Asian, 35 Black (amongst other ethnic minorities). This puts pressure on out interpreting services, together with considerable diversity issues.

We have based a dedicated interpreter into our First Response team and recruited an Eastern European speaking social worker and a family support worker who speaks several Asian languages.

Ethnicity is not being consistently recorded and needs to be. Out of 212 referrals, 65 had no information obtained. This is being addressed.

LAC Health Assessments

- 5.16 Performance continues to be low with just 7 cases having an Initial Health Assessment within 28 days since April 2014.

Dental checks also remain low although there is a slight increase to 76.7%. This is predominantly a data issue, but needs to be more frequently monitored by the IROs.

Adoption and Fostering

- 5.17 Year to date there have been 29 adoptions which is slightly higher than the same time last year.

This is excellent performance.

The fostering service are on track to recruit a net additional 18 fostering households by the end of the financial year.

Children Missing from Home and Education

- 5.18 There was one child looked after who went missing during January with a total of 1 incident. This indicates our LAC population is settled.

MH is 14 years old, he went missing from grandmother's care. He went to his mother's house but she told him clearly that he could not stay as per written agreement. Rather than returning to grandmother's house he went to a friend's house and stayed the night. Grandmother collected him the following day. Procedure was followed and risks managed through intervention.

Update on First Response/MASH (Multi-Agency Safeguarding Hub)

- 5.19 The First Response Screening team came into effect on 27th October 2014. This team consists of 1 team manager, 2 social workers and 1 support worker. They are responsible for processing all contacts that come into children social care, either directly or via the MASH. A new permanent Team manager (Stuart Lowe) for this team started on 1 February 2015 and a permanent Head of Service starts on 1 April 2015.

Alongside this core team are co-located the:

4 CSE workers,

CAF co-ordinators,

Police Missing from home worker (new person in post from February 2015)

Police CSE worker

The CSE workers hold a caseload and provide advice support to other professionals. They also assist in the triaging of new contacts relating to CSE. Two of the social worker posts are being changed to resource worker posts. Although not qualified social workers it is considered that these workers will be able to offer a significant direct intervention / supportive type work and relationships to this client group.

The CAF coordinators since December 2014 are located in the team and assist in triaging referrals and actively facilitate the setting up of CAFs when cases do not meet the threshold for Children's Services, but early coordinated help is warranted.

Interviews have taken place for the joint funded health post and the successful applicant is expected to join the team in May (serving 3 months' notice). It is anticipated that this post will make a real difference to develop multi agency working between Children social care and health in the not only the key area of safeguarding and strategy meetings/ discussions, but also more broadly.

Further discussions have taken place with woman's aid and they are in the process of recruiting a full time post that will be based alongside the screening team. This post will assist the screening team in triaging domestic violence referrals and also directly work to support the development of appropriate early help responses to Domestic violence, when they do not meet the threshold for

referral through to children social care.

The MASH Project Board continues to meet and Stuart Lowe will be attending the MASH management meetings.

The Police and crime Commissioner Sir Graham Bright visited the Peterborough site of the county wide MASH on 28 January 2015 and took the opportunity to meet with senior management and front line staff in the MASH / screening team.

Workforce

5.20 All Team Manager Posts in Children's Social Care are now filled permanently.

We are waiting for checks to be finalised and signed off for 2 Family Support Team Managers who are working their notice periods now.

First Response already have 2 Team Managers in post with a 3rd Manager to start on the 30th March.

1 Family Support Team Manager has started in post after leaving a Locum Post in another Authority.

This will enable us to reduce the cost of agency Team Managers and this will have significant impact on the agency budgets.

Richard Powell will join as the Permanent Head of Service for Family Support on the 30th March and the new Permanent Assistant Director, Nicola Curley begins in post on the 2nd March. The permanent appointment of Richard Powell will also reduce agency costs.

Advertising for the remaining Head of Service post is currently in the Guardian and the closing date for this is the end of February.

It has also been agreed that the new cohort of NQSW's can be recruited for and this will make up 15% of the establishment which is 12fte.

As a result of NQSW recruitment, this will release a number of agency workers that are currently filling vacancies.

In addition to this, we have a new Social Worker joining LAC on the 23rd March permanently.

An agreement has been reached regionally (Bedford Borough, Hertfordshire, Cambridgeshire, PCC, Southend, Central Beds, Thurrock, Luton, Norfolk and Suffolk) in regard to the capping of Agency Worker pay rates. This agreement will significantly reduce the cost of employing agency staff and the premiums that PCC incur as a result of employing agency staff.

It has been agreed that pay rates will not exceed the following: -

Social Worker with 2 years PQ Experience - £28 per hour.

Advanced Practitioner - £32 per hour.

Team Manager - £38 per hour.

There are currently 25 agency staff in post, these are covering vacancies and will be released once permanent staff are recruited.

Agency Social Workers make up 24.6% of the Establishment at the moment – This figure includes Fostering and Adoption Staff.

There are 3 vacancies that remain outstanding and that require an agency post once the notice of the permanent member of staff has served notice.

Plans are in place to recruit agency staff to fill this void.

Early Intervention and Prevention

5.21 Strategic Changes to Delivery of Early Help Offer

On 12th February, Employment Committee confirmed appointments to the following roles:

- Corporate Director for People and Communities;
- Service Director for Adults and Communities, and;
- Service Director for Children and Safeguarding.

In addition, the Service Director for Education and Resources will also now report to the Corporate Director. This new structure, including the creation of the People and Communities Service, becomes operational on 2nd March.

Strategic leadership for Early Help Services will lie with the Service Director for Adults and Communities. This will mean that for the first time, the strategic lead for Early Help services for children and young people will also have accountability for delivery of the wide range of community services available in the City, including Housing Service, Youth in Localities services and the prevention services offered through the Youth Offending Services.

This new structure will also enable us to bring together prevention and early help services for children and young people with those that exist for vulnerable adults. This should lead to smarter working as very often, vulnerable children and young people are growing up in families where there are also vulnerable adults – adults who have some mental health or learning difficulties, for example.

More broadly, the creation of the People and Communities Service will enable us to think differently about how we deliver long term improved outcomes for children, young people and adults by bringing commissioning and service delivery together in a way that makes sense to how people live their lives – i.e. in families and communities.

Early Help Assessments

The number of new Early Help Assessments being completed in Peterborough continues to increase and indeed the rate per 10,000 has more than doubled in the last 12 months. This now stands at 240 assessments per 10,000 children and young people. The equivalent figure was 112 per 10,000 in February 2013.

This is very good as it indicates that more and more children and young people are being supported by our partners at a prevention and early help level. Most of these assessments are completed by colleagues in schools, health settings and children's centres and this increase indicates good evidence of people working closely together to secure the best outcomes for children and young people.

Multi-Agency Safeguarding Hub [MASH]

We now also have an Early Help Coordinator located within the Multi-Agency Safeguarding Hub, or MASH. This person's role is to help to encourage practitioners in partner agencies to undertake early help assessments on children and young people who have been referred to Children's Social Care but who do not have needs that meet threshold.

Early indications are very positive in that significantly higher numbers of children and young people not meeting social care thresholds but for whom an Early Help Assessment is likely to be beneficial are now accessing such an assessment. This is because the Early Help Coordinator in the MASH is in a better position to spend some time identifying which practitioner may be in the

best place to initiate an Early Help Assessment, and can also offer this practitioner support to begin working in this way if necessary – all capacity that was not previously available.

6. IMPLICATIONS

6.1 Sustained improvement.

7. CONSULTATION

7.1 Partner agencies, parents and children are well engaged in all the social care activity.

8. NEXT STEPS

8.1 This Committee will continue to receive a regular update on progress.

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
 - Ofsted Local Authority Arrangements for the Protection of Children: inspection report 8 March 2013

10. APPENDICES

10.1 None

CREATING OPPORUTNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 11
9 MARCH 2015	Public Report

Report of the Director of Governance

Report Author – Paulina Ford, Senior Governance Officer, Scrutiny

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

FORWARD PLAN OF EXECUTIVE DECISIONS

1. PURPOSE

- 1.1 This is a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee outlining the content of the Forward Plan of Executive 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 Forward Plan of Executive Decisions is attached at Appendix 1. The Plan contains those Executive decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can take and any new Executive decisions to be taken after 20 March 2015.
- 3.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these Executive decisions, or to request further information.
- 3.3 If the Committee wished to examine any of the Executive decisions, consideration would need to be given as to how this could be accommodated within the work programme.
- 3.4 As the Forward Plan is published fortnightly any version of the Forward Plan 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 Forward Plan of Executive 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 – Forward Plan of Executive Decisions

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PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS

PUBLISHED: 20 FEBRUARY 2015

FORWARD PLAN

PART 1 – KEY DECISIONS

In the period commencing 28 days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below in **Part 1**. 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, this too is shown against the decision and its members are as listed below:
Cllr Cereste (Leader); Cllr Elsey; Cllr Fitzgerald; Cllr Hiller, Cllr Holdich (Deputy Leader); Cllr North; Cllr Seaton; Cllr Serluca and Cllr Scott.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis to reflect new key-decisions. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to Gemma George, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to gemma.george@peterborough.gov.uk or by telephone on 01733 452268.

PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE

Whilst the majority of the Executive's business at the Cabinet meetings listed in this Plan 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, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also 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.

⁷
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).

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

You are entitled to view any documents listed on the Plan, 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 Gemma George, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to gemma.george@peterborough.gov.uk or by telephone on 01733 452268. 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/executivedecisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Governance Support Officer using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.

PART 1 – FORWARD PLAN OF KEY DECISIONS

KEY DECISIONS FROM 20 MARCH 2015

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
<p>Section 75 Agreement Better Care Fund – KEY/20MAR15/01 To approve the Section 75 Better Care Fund agreement with the CCG.</p>	<p>Councillor Marco Cereste Leader of the Council and Cabinet Member for Growth, Strategic Planning, Housing, Economic Development and Business Engagement</p>	<p>March 2015</p>	<p>Scrutiny Commission for Health Issues</p>	<p>Relevant internal and external stakeholders.</p>	<p>Will Patten</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

PREVIOUSLY ADVERTISED DECISIONS

<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. For Cabinet to consider future options for service delivery.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>March 2015</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 documents other than the report and relevant appendices to be published.</p>
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KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
<p>Sale of the Herlington Centre - KEY/21MAR14/03 Delivery of the Council's capital receipts programme through the sale of the Herlington Centre, Orton Malborne.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>March 2015</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Simon Webber Capital Projects Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Peterborough City Council Customer Strategy 2014 - KEY/21MAR14/06 To approve the Customer Strategy. The vision is to provide a range of high-quality services whilst maximising customer satisfaction and delivering these services through different channels at the lowest reasonable cost, whilst also reducing or diverting demand.</p>	<p>Cabinet</p>	<p>June 2015</p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Adrian Chapman Assistant Director for Communities and Targeted Services Tel: 01733 863887 Adrian.chapman@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Formalise Integrated Community Equipment Service Funding and Commissioning Arrangements - KEY/18APR14/01 To formalise integrated community equipment service joint funding arrangements.</p>	<p>Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care</p>	<p>March 2015</p>	<p>Scrutiny Commission for Health Issues</p>	<p>Relevant internal and external stakeholders.</p>	<p>Nick Blake Head of Commissioning for Older People, Physical Disabilities and Sensory Impairment Tel: 01733 452406 nick.blake@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
Award of Contract for Build of a Waste Transfer Station - KEY/18APR14/02 To award a contract for the build of a waste transfer station.	Councillor Gavin Elsey Cabinet Member for Street Scene, Waste Management and Communications	March 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Paul Robertson Waste Project Officer Tel: 01733 864740 paul.robertson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Award of Contract for Provision of a Household Recycling Centre - KEY/18APR14/03 To award a contract for the provision of a household recycling centre.	Councillor Gavin Elsey Cabinet Member for Street Scene, Waste Management and Communications	March 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Paul Robertson Waste Project Officer Tel: 01733 864740 paul.robertson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Print Managed Services - KEY/13JUN14/01 To enable Council officers to be able to print, copy and scan.	Councillor David Seaton Cabinet Member for Resources	March 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Ricky Fuller Head of Strategic Commissioning/Transformation Tel: 01733 452482 ricky.fuller@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
Southfields Primary School Expansion - KEY/05SEP14/01 To authorise the construction of an extension to accommodate the expansion of Southfields Primary School.	Councillor John Holdich Cabinet Member for Education, Skills and University	March 2015	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Emma Everitt Project Support Officer Tel: 01733 863660 emma.everitt@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Fit to Rent Scheme – KEY/17OCT14/01 To improve standards and management of properties in the private rented sector.	Cabinet	September 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders	Belinda Child Housing Strategic Manager Tel: 01733 863769 Belinda.child@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
<p>Future of Solar and Wind Projects – KEY/14NOV14/01 To approve the cessation of the solar/wind projects at Newborough Farm and Morris Fen and to update Members in respect of America Farm.</p>	Cabinet	23 February 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	John Harrison Executive Director Resources Tel: 01733 452520 John.harrison@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Residential Care – KEY14/19NOV14/01 To seek authority for the Director of Adult Social Care to make residential care placements outside of the Council's contract regulations whilst a long term solution to purchasing residential care is developed.</p>	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	March 2015	Strong and Supportive Communities	Relevant internal and external stakeholders	Rob Henchy Commissioning Manager Tel: 01733 452429 Rob.henchy@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Extra Care Housing – KEY/12DEC14/02 To approve the award of contracts to provide personal care and support at five extra care schemes.</p>	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	March 2015	Scrutiny Commission for Health Issues	Residents and carers, housing providers, care providers and relevant internal departments.	Nick Blake Head of Commissioning Tel: 01733 452486 Nickolas.blake@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHOR	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
Advocacy Services – KEY/12DEC14/03 To approve the award of contract for the adult social care advocacy services.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	March 2015	Scrutiny Commission for Health Issues	People utilising the services, partnership boards and relevant internal departments.	Nick Blake Head of Commissioning Tel: 01733 452486 Nickolas.blake@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Hampton Gardens Secondary School – KEY/12DEC14/04 To approve the award of the contract for the design and build of the school.	Councillor John Holdich Cabinet Member for Education, Skills and University	June 2015	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Emma Everitt Project Officer (Schools Infrastructure) Tel: 01733 863660 Emma.everitt@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Council Server Estate - KEY/26DEC14/01 To approve the move of on-site Council servers to an off-site provider.	Councillor David Seaton Cabinet Member for Resources	March 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Richard Godfrey ICT Strategy, Infrastructure and Programmes Manager Tel: 01733 317989 richard.godfrey@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHOR	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
Nene Park Academy – KEY/06JAN15/01 Novation of the Design and Build Contract from PCC to Cambridge Meridian Academies Trust (CMAT).	Councillor John Holdich Cabinet Member for Education, Skills and University	March 2015	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Brian Howard Head of Schools Infrastructure Tel: 01733 863976 Brian.howard@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Turning Point Extension Contract – KEY/06JAN15/03 To approve the supported living contract that permits for another one year extension for 2015/16.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	April 2015	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mubarak Darbar Head of Commissioning Learning Disabilities Tel: 01733 452509 Mubarak.darbar@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
S75 Learning Disabilities (Renew with CPCCG) – KEY/06JAN15/04 To approve the new S75 agreement.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	April 2015	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mubarak Darbar Head of Commissioning Learning Disabilities Tel: 01733 452509 Mubarak.darbar@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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Day Opportunities Under 65 Transformation (In House) – KEY/06JAN15/05 To approve proposals following consultation.	Cabinet	20 March 2015	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mubarak Darbar Head of Commissioning Learning Disabilities Tel: 01733 452509 Mubarak.darbar@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Day Opportunities Under 65 Tender (Independent) – KEY/06JAN15/06 To approve the tender for the services.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	August 2015	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mubarak Darbar Head of Commissioning Learning Disabilities Tel: 01733 452509 Mubarak.darbar@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
West Town Primary School - KEY/06JAN15/07 To authorise payment of the Council's contribution to the rebuild of West Town Primary School under the Priority Schools Building Programme.	Councillor John Holdich Cabinet Member for Education, Skills and University	March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Alison Chambers Principal Assets Officer (Schools) Tel: 01733 863975 Alison.chambers@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>Medium Term Financial Strategy 2015-2025 (Feb) – KEY/06JAN15/11 To recommend the MTFS including the second tranche of budget proposals to Council.</p>	Cabinet	23 February 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Head of Strategic Finance Tel: 01733 384564 Steven.pilsworth@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Peterborough Visitor Economy Strategy 2015-2020 (Draft) – KEY/06JAN15/13 To approve the strategy and recommend that Council adopt as a major policy document.</p>	Cabinet	20 March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Douglas Gyte Strategic Tourism Manager Tel: 01733 453490 Douglas.gyte@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>Developer Contributions Supplementary Planning Document (SPD) – KEY/06JAN15/14 For Cabinet to approve the supplementary planning document.</p>	Cabinet	April 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Brendan Troy Principal Infrastructure & Monitoring Officer Tel: 01733 863773 Brendan.troy@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Extension to the Adult Community Drug Services and Alcohol Misuse Services Contract (Crime Reduction Initiatives) – KEY/06FEB15/01 To extend the contract for a further 12 months.</p>	Councillor Nigel North Cabinet Member for Communities and Environment Capital	March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Oliver Hayward Head of Business Management Tel: 01733 863910 Oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Extension to the Public Health Services Contract (Cambridgeshire and Peterborough Foundation Trust) – KEY/06FEB15/02 To extend the contract to 31 March 2016.</p>	Councillor Marco Cereste Leader and Cabinet Member for Growth, Strategic Planning, Housing, Economic Development and Business Engagement	March 2015	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Oliver Hayward Head of Business Management Tel: 01733 863910 Oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p>Street Scene Services – KEY/13FEB15/01 To approve investment in a number of areas in order to move to a more efficient and cost effective service.</p>	Councillor Gavin Elsey Cabinet Member for Street Scene, Waste Management and Communications	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Proposals formed part of Phase 1 budget document public consultation.	James Collingridge Amey Partnership Manager james.collingridge@peterborough.gov.uk 01733 864736	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>Parks, Trees and Open Spaces – KEY/13FEB15/02 To approve the changes to the way services relating to the city's parks, trees and open spaces are provided.</p>	<p>Councillor Gavin Elsey Cabinet Member for Street Scene, Waste Management and Communications</p>	<p>March 2015</p>	<p>Sustainable Growth and Environment Capital Scrutiny Committee</p>	<p>Proposals formed part of Phase 1 budget document public consultation.</p>	<p>James Collingridge Amey Partnership Manager james.collingridge@peterborough.gov.uk 01733 864736</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Classroom Extension and Associated Works Heltwate School - KEY/06MAR15/01 To authorise the construction of an extension at Heltwate School and give authority to the Executive Director of Resources to award the construction contract within the approved budget.</p>	<p>Councillor John Holdich Cabinet Member for Education, Skills and University</p>	<p>March 2015</p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Relevant internal and external stakeholders.</p>	<p>Alison Chambers Assets and School Place Planning Officer Tel: 01733 863975 Alison.chambers@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Cardea Community Pavillion – KEY/06MAR15/02 Award of contract for the construction of a Community Pavillion on the Cardea site, including the approval of property, legal and financial arrangements for various enabling agreements with third parties.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>March 2015</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Howard Head of Schools Infrastructure Tel: 01733 863979 Brian.howard@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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Future Model for Peterborough Libraries – KEY/06MAR15/03 To approve the future model for libraries.	Cabinet	20 March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Lisa Roberts Culture and Partnership Manager Tel: 01733 452386 Lisa.roberts@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Amey Phase 2 Budget Savings – KEY/06MAR15/04 To confirm the Phase 2 budget savings.	Councillor Gavin Elsey	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Dominic Hudson Strategic Partnerships Manager 01733 452384 Dominic.hudson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Serco Phase 2 Budget Savings – KEY/06MAR15/05 To confirm the Phase 2 budget savings.	Councillor David Seaton	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Dominic Hudson Strategic Partnerships Manager 01733 452384 Dominic.hudson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Vivacity Phase 2 Budget Savings – KEY/06MAR15/06 To confirm the Phase 2 budget savings.	Councillor Lucia Serluca	March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Dominic Hudson Strategic Partnerships Manager 01733 452384 Dominic.hudson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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St Michaels Expansion – KEY/06MAR15/07 Award of contract for the expansion of St Michaels Church School to a 2FE, including the approval of property, legal and financial arrangements for various enabling agreements and third parties.	Councillor David Seaton Cabinet Member for Resources	March 2015	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Brian Howard Head of Schools Infrastructure 01733 863976 Brian.howard@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Fletton Quays – KEY/06MAR15/08 Disposal of Fletton Quays land and property assets to Peterborough Investment Partnership.	Councillor David Seaton Cabinet Member for Resources	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Richard Hodgson, Head of Strategic Projects 01733 384535 Richard.hodgson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Pleasure Fair Meadow – KEY/06MAR15/09 Disposal of Pleasure Fair Meadow Car Park to Peterborough Investment Partnership.	Councillor David Seaton Cabinet Member for Resources	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Richard Hodgson, Head of Strategic Projects 01733 384535 Richard.hodgson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Wirrina Car Park – KEY/06MAR15/10 Disposal of Wirrina Car Park to Peterborough Investment Partnership.	Councillor David Seaton Cabinet Member for Resources	March 2015	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Richard Hodgson, Head of Strategic Projects 01733 384535 Richard.hodgson@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE

KEY DECISIONS TO BE TAKEN IN PRIVATE

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
NONE AT THE CURRENT TIME						

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

NON-KEY DECISIONS						
<i>DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
Flood Risk Management Strategy To approve the Strategy and recommend its adoption to Council.	Cabinet	April 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Julia Chatterton Flood and Water Management Officer Tel: 01733 452620 Julia.chatterton@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Peterborough Community Infrastructure Levy Charging Schedule For Cabinet to approve the Community Infrastructure Levy Charging Schedule and recommend its adoption by Council.	Cabinet	April 2015	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Brendan Troy Principal Infrastructure & Monitoring Officer Tel: 01733 863773 Brendan.troy@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
Introduction of a Respite Care Policy for Adults To approve the introduction of a respite policy for adults who are eligible for social care services.	Councillor David Seaton Cabinet Member for Resources	March 2015	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders	Kim Sawyer Director of Governance Tel: 01733 452361 Kim.sawyer@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>Personal Budgets in Peterborough To agree to adopt Peterborough's Personal Budget Policy Statement as part of the revised statutory duties that apply to the Council as part of the SEND reforms, under the Children and Families Act 2014.</p>	<p>Councillor John Holdich Cabinet Member for Education, Skills and University</p>	<p>March 2015</p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders</p>	<p>Carrie Gamble Commissioner Tel: 01733 863931 Carrie.gamble@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Post 16 Transport Policy To approve updates to the Post 16 Transport policy.</p>	<p>Councillor John Holdich Cabinet Member for Education, Skills and University</p>	<p>March 2015</p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Relevant internal and external stakeholders</p>	<p>Sara Thompson Team Manager (Passenger Transport Operations) Tel: 01733 317452 Sarah.thompson@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p>Hampton Gardens Secondary School – Collaboration Agreement To approve entering into the relevant funding, collaboration and operation agreements with Cambridgeshire County Council.</p>	<p>Councillor John Holdich Cabinet Member for Education, Skills and University</p>	<p>March 2015</p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Relevant internal and external stakeholders</p>	<p>Emma Everitt Project Officer (Schools Infrastructure) Tel: 01733 863660 Emma.everitt@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Culture Strategy – For Cabinet to approve the Strategy and recommend it to Council for adoption.</p>	<p>Cabinet</p>	<p>23 February 2015</p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Douglas Gyte Strategic Tourism Manager Tel: 01733 453490</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>Sale of Greenwood House Delivery of the Council's Capital Receipt Programme through the sale of Greenwood House, South Parade.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>March 2015</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Simon Webber Capital Projects Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

DIRECTORATE RESPONSIBILITIES

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

Strategic Finance

Internal Audit

Schools Infrastructure (Assets and School Place Planning)

Corporate Property

Waste and Energy

Strategic Client Services (Enterprise Peterborough / Vivacity / SERCO including Customer Services, ICT and Business Support)

CHILDREN'S SERVICES DEPARTMENT Executive Director's Office at Bayard Place, Broadway, PE1 1FB

Safeguarding Family and Communities

Education

School Improvement

Special Educational Needs / Inclusion and the Pupil Referral Service

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

Care Services Delivery (Assessment and Care Management and Integrated Learning Disability Services)

Mental Health

Public Health (including Health Performance Management)

COMMUNITIES DEPARTMENT Director's Office at Bayard Place, Broadway, PE1 1FB

Strategic Commissioning

Safer Peterborough, Cohesion, Social Inclusion and Neighbourhood Management

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

Communications

Legal and Governance Services

HR Business Relations (Training and Development, Occupational Health and Reward and Policy)

Strategic Regulatory Services

Performance Management

GROWTH AND REGENERATION DEPARTMENT Director's Office Stuart House, St Johns Street, Peterborough, PE1 5DD

Strategic Growth and Development Services

Strategic Housing

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

Commercial Operations (Strategic Parking and Commercial CCTV, City Centre, Markets and Commercial Trading and Tourism)

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