

CHILDREN AND EDUCATION SCRUTINY COMMITTEE

MONDAY 13 JANUARY 2020

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. **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 the relevant Scrutiny Committee. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee.

4. **Service Director Report: Education**

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5. **Cambridgeshire & Peterborough Safeguarding Children Board Annual Report 2018-19**

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6. **Annual Report Of Peterborough Virtual School For Children In Care 2017 – 2018**

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7. **Forward Plan of Executive Decisions**

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9. **Date of Next Meeting**

Joint Meeting of the Budget – 12 February 2020

Children and Education Scrutiny Committee – 5 March 2020

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Committee Members:

Councillors: G Casey, Coles, Day, Dowson, J Goodwin (Chair), Haynes, Jones, S Lane, D Over (Vice Chairman), Robinson and B Rush

Substitutes: Councillors: Ellis, French, Hemraj, Howell, Lillis, M Nadeem and O'Connor

Further information about this meeting can be obtained from Karen S Dunleavy on telephone 01733 452233 or by email – karen.dunleavy@peterborough.gov.uk

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| CHILDREN AND EDUCATION SCRUTINY COMMITTEE | AGENDA ITEM No. 4 |
| 13 JANUARY 2020 | PUBLIC REPORT |

| | | |
|--------------------------------|--|-------------------|
| Report of: | Wendi Ogle Welbourn, Executive Director, People and Communities | |
| Cabinet Member(s) responsible: | Cabinet Member for Children’s Services, Education, Skills and the University | |
| Contact Officer(s): | Jonathan Lewis – Service Director (Education) | Tel. 01223 507165 |
| | Clare Buckingham (Strategic Education Place Planning Manager CCC and PCC) | Tel. 01223 699779 |
| | Rachael Pinion (Place Planning and Sufficiency Officer CCC and PCC) | 01223 715694 |

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION

| R E C O M E N D A T I O N S | |
|---|---------------------------------------|
| FROM: Jonathan Lewis – Service Director (Education) | Deadline date: 13 January 2020 |
| <p>It is recommended that Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Note the contents of the report 2. Support Elected Members and Officers in their work to support and challenge schools to improve standards of attainment and rates of progress for children in Peterborough Infant, Junior, Primary and Secondary schools. 3. Understand the current situation in Peterborough outlined in the Education Organisation Plan 2019-2020 (EOP) as updated and published in October 2019. | |

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report provides an overview of two of the key areas of statutory responsibility for the Service Director for Education under the Education Act 1996. The Education Act outlines the LA role as being ‘Promoting high standards and fulfilment by every child of their educational potential’ which are delivered through the quality of the education system and the availability and access to this provision. The report covers -

- An update on standards of attainment and rates of progress made by children in Peterborough Infant, Junior, Primary and Secondary schools in the 2019 Early Years and National Curriculum assessments. It also outlines the action the Local Authority and Academy Trusts / Schools are taking to improve standards.
- The duty placed upon the Local Authority for school and setting place planning across the 0-19 age range.

The report also includes an overview of funding for Peterborough schools from the 2020/21

budget settlement and an update on the Peterborough Pupil Referral Service.

The latest Education action plan is also included as an appendix.

- 2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

- 2.3 This report links to –
- Corporate priority:
 - Improve educational attainment and skills
 - To drive growth, regeneration and economic development
 - Children in Care Pledge: Support children in care to have a good education.

3. **TIMESCALES**

| | | | |
|---|-----------|----------------------------------|-----|
| Is this a Major Policy Item/Statutory Plan? | NO | If yes, date for Cabinet meeting | N/A |
|---|-----------|----------------------------------|-----|

4. **BACKGROUND AND KEY ISSUES**

Educational Attainment in Peterborough

- 4.1 The emerging vision for education in Peterborough has been developed in the context of the changing landscape of Education and the role of the local authority. It can be outlined as being:
- We need to set the highest expectations for both the education leaders but also for local authority services. National averages are not what we need to aim for – we need to be better than our peers.
 - Every child has access to a great school place in their community – they are all our children.
 - We must be able to look outside of the area and support best practice coming to the area.
 - The education system in Peterborough needs to be built upon true partnerships, working together for improvement. This means we know our strengths and weaknesses and everyone agrees on how we move forward together.
 - Every vulnerable and disadvantaged pupil receiving the support they need.
 - Peterborough needs an education vision that will attract education professionals to the city, ensuring a sustainable supply of good quality teachers, leaders and multi-academy trusts.
 - We should be proud of what we do and the success we have together.
- 4.2 Peterborough is a complex education landscape with a full range of school contexts, two diocesan bodies overseeing schools, a mixture of local, regional and national academy trusts and a number of schools remaining under local authority control. This has meant that as a local authority we have to work across a number of different partners to support the delivery of our statutory responsibility for delivering the best possible outcomes for children and young people in Peterborough.
- 4.3 The Department for Education has released provisional 2019 outcomes for children aged 5 and 7 years and final outcomes for children aged 11 years. The data set is not yet complete but all available information has been included. Provisional outcomes are also included for children

aged 16 years. We currently have an incomplete view of outcomes at age 18 and these are not included.

- 4.4 As a benchmark, children are expected to achieve:
1. A Good Level of Development (GLD) by the end of their Reception Year, assessed using the Early Years Foundation Stage Profile (EYFSP). This means that they have reached the expected standard in all of the prime subject areas of the curriculum;
 2. The expected standard in the Phonics Screening Check (PSC) by the end of Year 2 (age 7 years);
 3. The Expected Standard or above (EXS+) in reading, writing and mathematics at the end of Year 2 (age 7 years);
 4. The Expected Standard or above (EXS+) in reading, writing, mathematics and all of these subjects combined by the end of Year 6 (age 11 years);
 5. The Expected Standard or above (EXS+) in Grammar, Punctuation and Spelling (GPS) by the end of Year 6 (age 11 years).
 6. A GCSE Grade 4 or above for a standard pass and Grade 5 or above for a good pass.
- 4.5 The provisional data, across all key stages, is show in appendix 1 over the last 4 year period. This report also includes more detailed analysis of the data for KS2 and KS4, the key headline measures, both of which are published at school level. All other data is not in the public domain at school level.
- 4.6 Outcomes are compared to the national average (National) and also compared to Statistical Neighbour Local Authorities and Local Comparator Local Authorities. The most important comparison is with the national average. The National Ranking is out of 151 local authorities. The Statistical Neighbour ranking is out of 11 local authorities and the Local Comparator ranking is out of 6 local authorities. The gap between performance in Peterborough and our comparators is shown as “Gap” for ease of reference. As in previous years, an analysis of rural school performance is included in appendix 1.
- 4.7 Our statistical neighbour LAs are:
- Bolton
 - Derby
 - Medway
 - Plymouth
 - Portsmouth
 - Rotherham
 - Sheffield
 - Southampton
 - Telford and Wrekin
 - Walsall
- 4.8 Our local comparator LAs are:
- Bedford
 - Derby
 - Leicester
 - Luton
 - Nottingham

Provisional Outcomes 2018: Early Years Foundation Stage Profile (Table 1):

- 4.9 The improvement in outcomes from 2018 has been sustained in 2019 despite the ever increasing challenge coming from a lower point of entry for pupils into schools. The gap to national remains stubborn however at 5% although the gap to our statistical neighbours has declined and we are nearly in line with comparator authorities. We continue to focus our effort on the School Readiness (START) programme to make sure pupils are ready for school although our schools are reporting that the need of children are increasing especially since austerity has meant that services have reduced in the 0-5 age range. Some of these challenges will be addressed through

our Best Start in Life programme.

Provisional Outcomes 2018: Phonics Screening Check by the end of Y2 (Table 2)

- 4.10 Phonics remains a key focus area for improvement in Peterborough and the improvements made since 2016 have been sustained whilst nationally the rate of meeting the standard has declined. The gap between national is only 2% at the end of Key Stage 1. The gap between our statistical neighbours and our local comparators continues to close which is positive but we need to continue to focus on improvement in these areas as phonics outcomes remain a key determinate of achieving the expected standard in reading at the end of Key Stage 2. Our rank nationally equally needs to improve.

Provisional Outcomes 2018: End of Key Stage 1 (Table 3)

- 4.11 Performance at Key Stage 1 is disappointing and the gap to national has increased in reading and maths. This is another indication as to why it is so important for all residents of Peterborough to support and promote the Vision for Reading and become involved in our actions to promote the Vision and also the Peterborough Year of Reading. It is vital that schools work to improve the outcomes of their youngest children so that they begin the next stage of their learning from a strong position. However at both statistical and local comparator level, the gaps are generally closing in reading and writing but remain significant in maths. Key Stage 1 will be a key focus area for the 2020/21 academic year.

Final Outcomes 2018: End of Key Stage 2 (Year 6 – age 11 years) (Table 4)

- 4.12 Overall combined reading, writing and maths results have improved by 2% which is higher than the national increase of 0.5% and shows a 12.6% increase since 2016. However the gap to national is too large at 8.9% and further effort is needed to close the gap. At a subject level, there was a 3.1% increase in Maths outcomes but a decline in reading outcomes of 3.9%. However this was in the context of a national decline of 2.3% and a paper that was the most challenging since 2016 (due to its length and complexity). Our gap in combined to both our statistical neighbours and Local comparators continues to close which is positive although our national rank for KS2 outcomes places Peterborough as the 3rd from bottom local authority. This remains a significant concern and a key drive for all education leaders in the city to improve.
- 4.13 Further analysis of Key stage 2 is included in appendix 2 in tables A to E. The key issues from these are –

Table A – Group Performance

- Girls continue to outperform boys in KS2 in Peterborough. The cohort for 2019 had 6% more boys than girls. Nationally boys perform lower at KS2 than girls.
- Despite an improvement in outcomes for pupils with free school meals (FSM), the gap between FSM and non-FSM pupils has increased.
- SEND outcomes remain low and the gap to national has increased.
- English as an Additional Language (EAL) outcomes have improved, especially for pupils from central and eastern European countries with a near 10% improvement against the national position.

Table B – Social Economic group performance (based on child home post code)

- 65.5% of Peterborough children in Year 6 in 2019 lived in post codes below the national average with the largest proportion of children living in the 10% most deprived locations nationally.
- Performance of those in the bottom 30% is too low although it is concerning that some of the more affluent groups (notably in the 70% band) is below national average. We need to make sure our pupils living in more affluent localities perform to a higher standard.

Table C – Performance by School Status

- 35% of pupils were in educated maintained schools, 65% in academies.
- Performance in maintained schools is 7.8% higher than in academies. This may however reflect the challenge of early academy schools or those that have become academy due to poor performance over time. The aspiration is for all children to succeed and a focus

on status is irrelevant especially where outcomes are low. Schools will be challenged on an individual basis regardless of status.

Table D – Performance by Season of Birth

- As expected, summer born children perform at a lower level than other seasons although the gap to other children 3.1% is too large. This statistic has been shared with Headteachers to allow them to challenge outcomes for summer born children across their school.

Table E – KS2 by First Language

- The table outlines performance by first language for all groups which have more than 20 pupils. It is a self-reported category so accuracy can vary.
- Key areas for focus include Czech, Polish, Punjab and Urdu, although improvement in English is needed if Peterborough is to close the gap to national.

Provisional Outcomes 2018: End of Key Stage 4 (Year 11 – age 16 years) (Table 5)

- 4.14 Both basics measures (English and Maths) show decline from last year although Attainment 8 shows a slight increase. There is however an improvement in Progress 8 which perhaps suggest this cohort has lower prior attainment than previous cohorts. The focus has to be on improving attainment especially at Grade 5-9 (a strong pass) in both English and Mathematics. Detailed analysis suggest that Maths remains a key challenge with performance around 9% less than in English and significantly below national average. The national ranking for all measures, and comparison with the outcomes of Statistical Neighbours and Local Comparators, remain poor. Provisional group data is included in appendix 2 in tables F and G. No further analysis is offered at this time as this data is subject to change and not final at this stage.

Outcomes 2018: End of EYFS, Phonics, Key Stage 1 and Key Stage 2 (Rural Schools) (YR – Y6) (Table 6)

- 4.15 Outcomes at each Key Stage EYFS to Key Stage 2 for rural schools are generally much better than the Peterborough average, and the gap to the national average is generally positive across each of the key stages. For phonics outcomes however, this is not the case and the gap to national outcomes is now negative. It must be borne in mind though that these schools have small cohorts and small changes to context can have a significant impact upon average outcomes. However, as show in the early analysis by socio-economic context, this shows that further improvement is needed for our more gifted children and our focus should not just on the lowest attaining pupils.

Improving Outcomes in Peterborough

- 4.16 As outlined in the previous Service Director report, plans for improving Peterborough are being worked on jointly between the LA, schools and Academy Trusts. Given the fragmented nature of the education system this is essential. The LA and school action plans were previously shared and these have been updated in appendix 3 along with an updated RAG view on the LA action plan. The local authority sponsored both primary and secondary heads with additional capacity to work to deliver plans to drive improvement that works alongside this principle of building capacity.
- 4.17 In addressing the outcomes from the data outlined in Appendix 1 and 2 and the analysis in this report, there has been some significant changes in the Local Authority Approach to School Improvement which we hope will have an impact in the coming years. We have also undertaken a number of initiatives which we hope can support further improvement across the city –

Leadership, Management and Quality of Teaching

- 4.18 2018/19 Actions:
- All schools offered Headteacher performance management (HTPM), CPD and in-school support
 - 32 LA Maintained schools accessed in-school support and visits.

- Our level of intervention and challenge increased with a focus on under performance.

4.19 2019/20 Actions:

- All schools offered HTPM, CPD and School Improvement packages (across Early Years Foundation Stage, English and in support of Newly Qualified Teachers)
- Leadership of Assessment course offered again this year to help to secure leaders' knowledge of the nationally agreed standards in writing at the end of KS2 and reading, writing and maths at the end of KS1
- Termly Headteacher updates offered to all schools
- Additional capacity added to the Primary School Improvement Team through commissioning several days from two Executive Headteachers to work in 5 targeted schools linked to improvement of each school's priorities. It is our intention to appoint a headteacher on a one day a week secondment to provide further capacity for improvement.
- Additional bespoke HT meetings and enhanced school improvement offer for LA Maintained schools through a new series of packages. In a new three tiered system, the schools have purchased as follows -
 - Bronze Package of support : 14 +1 academy
 - Silver Package: 5
 - Gold: Package:5
- Re-introduction of School Improvement Partner type visits to all LA Maintained Primary Schools to ensure we know our schools and can support rapid improvement. Autumn visits focused up standards, targets for 2020, reading, wider curriculum and further support needed in relation to school LA Maintained schools accession the Bronze, Silver and Gold packages
- Plans being developed to take LA Maintained Heads out of Peterborough to look at effective practice in other localities with high levels of challenge but high outcomes
- Data quality has improved to focus schools on effective action rather than analysis. We have developed a School-on-a-Page provided to all schools (an example can be found in appendix 4) and governors and a Question Level Analysis (QLA) report on schools for end of KS2 tests in 2019 (the LA level analysis can be found in appendix 5). This helps identify where there are gaps in teaching or pupils practice across the school.
- School Improvement Team input to "Improving Together" Conference for Headteachers and Year 6 teachers on 6th November 2019 – linked to QLA reports for reading and mathematics. It is hoped this will impact immediately on outcomes through sharing best practice from across Peterborough.
- Executive Headteacher brokered to provide Leadership support at one school to help secure more rapid improvement.

Improving Phonics and Reading

- 4.20 The challenge around improving reading and phonics is significant and is a key focus of our improvement work. The proportion of pupils with EAL (English as an additional language) is double the national average with White British being 20% less. Within the EAL group, pupils who are White but no British (principally Eastern European) is almost three times the proportion nationally and Pakistani Heritage is double the national average.
- 4.21 Churn (movement in and out of schools at non-standard times) during Year 1 is high; has declined from 2015 but at 17.5% for 2019 is still well above national average. Many of these children have not yet been in education for the full 5 terms prior to the screening check or have attended more than 1 school. Some of the lowest achieving schools with large cohorts have the highest levels of churn (ranging between 40% and 60% of children joining and/or leaving during year).

4.22 2018/19 Actions and Impact:

- Letters of concern sent to 14 schools where analysis of attainment, rates of improvement and trends (phonics and KS1 reading and EYFS) were a cause for concern; invited to join a Phonics Leadership programmes (13 accepted); 3 schools identified for in-school support
- Leadership of phonics identified as key area for improvement – particularly in developing engagement of parents, more rigorous monitoring of assessment of phonics throughout the year, identifying gaps in learning and targeted same-day interventions
- Good practice identified in local schools with a view to appointing Phonics Leads to support other schools
- Phonics leadership programme delivered through termly meeting with phonics leaders in targeted schools – action planning, setting targets, providing support as needed including Refresher Phonics for teachers and teaching assistants
- LA advisers visited EKO Trust in Newham to see and discuss outstanding practice
- Visit to DfE Jan 2019 and meeting with Nick Gibb
- Sharing of practice from English Hubs at DfE attended and subsequent work with Derby City Council to plan further initiatives in Peterborough
- Phonics Conference organised for all targeted schools for Feb 2019 (headteachers, phonics leaders and early years leaders); 8 of these schools then visited schools in Newham; very positive engagement
- EYFS support for targeted support in 2 schools as part of the Phonics Support Package
- EYFS Literacy training for 8 schools
- Reading for Inference training implemented in 17 schools and also CPD provided for Y5/6 teachers in 7 schools
- The National Literacy Trust has supported a range of reading initiatives in Peterborough linked to Vision for Reading SIA (NLT Hub Manager).

Impact of the Phonics Leadership Programme and/or Support for 18/19 (15 schools):

- Of the 15 schools targeted for phonics and/or having in-school support from an adviser or lead teacher, 10/15 improved (8 of these improved by more than 5%pts, 5 improved by more than 10%pt and 3 improved by more than 15%pts).

4.23 Impact for all schools 2018/19 (Year 1 data):

Peterborough/ National outcomes (5yr trend) have improved at a greater rate than National for most groups:

| Group | All | Boys | Girls | FSM | NonFSM | EFL | EAL | Non-SEN |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| National 5yr Improvement | +8%pts | +9%pts | +7%pts | +7%pts | +7%pts | +13%pts | +8%pts | +7%pts |
| Peterborough 5yr Improvement | +11%pts | +11%pts | +10%pts | +11%pts | +11%pts | +9%pts | +15%pts | +13%p |

However, the rate of improvement has slowed for the last 3 yrs.

- For 2018/9, LA results improved by 1ppt and the gap to NA narrowed from -6%pts to -5%pts, the proportion of schools that are improving is
 - 48% (55% 2018) schools improved
 - 30% (34% 2018) schools improved by ≥5%pts
 - 16% (21% 2018) of schools improved by ≥10%pts (of which 5 schools improved by more than 15%pts and 3 of those improved by more than 20%pts)
 - 5 schools were below 60% for 2019; 3 were below for 2018; 6 were below for 2017; 1 was below 60% for 2017, 2018 and 2019; 0 schools were below 50% for 2019 (2 were below 50% for 2018)
 - 50% (28 schools) are at or above National Average (46% and 26 schools were above NA for 2018)

- 3/5 of the lowest achieving schools for 2019 are academies; 7/10 of the lowest achieving schools had very high levels of churn* (between 20% and 60%).

4.24 Actions 2019/20:

Improving Phonics Package:

- Phonics Strategy Group established to monitor actions and impact; representation from School Improvement Team, Early Years Team, PVI (Private Voluntary and Independent), Schools (HTs x2) and a Phonics Champion
- Phonics Champions: 7 schools/teachers recruited and further CPD provided with the intention of supporting schools- 1 already supporting in schools; others providing school visits to observe and discuss good practice
- Developed an Aiming Higher targeted programme for underperforming schools with a focus on narrowing the gap to National Average. 18 schools received letters and 12 accepted; first meeting has taken place; all are setting targets of above 70% and 75%; support includes visits to other schools; action planning workshops; in-school support (5 schools) from an independent phonics adviser; New Wave Hub (the regional DfE English Hub) and EKO input and support.
- Aiming High targeted programme (schools already achieving NA but with the capacity to achieve higher): 21 schools invited and 16 very positive acceptances; first meeting has taken place; all are setting targets of above 85% and 90%; support includes visits to other schools; action planning workshops; New Wave Hub and EKO input and support.
- Further governor training planned for March 2020 – developing governors' knowledge and ability to monitor phonics effectively in school
- CPD: Refresher Phonics: improving teaching for teachers and TAs being provided by an external independent adviser from Hertfordshire.
- Further Support includes: EKO Trust focusing on assessment and parental engagement and offering school visits; an independent phonics adviser leading training and providing in-school support; New Wave English Hub showcasing support and visits for schools (DfE funded for eligible schools)
- Early Years Support for Settings and Transitions: Schools Improvement team leading training for the EYFS team and supporting CPD being offered to PVI; Communication, Language and Literacy Workshop for LA Maintained Reception and feeder preschools.

4.25 Improving Reading:

- Visits to Leighton Primary to see good practice and impact linked to Reading for Inference
- School Improvement team supporting for CPD session for Y5/6 improving reading and QLA
- Reading for Inference CPD for 8 schools; refresher training for 4 schools
- Update to Governors on Reading and the new OfSTED framework
- NLT support (LA Hub Manager) linked to school readiness and literacy initiatives such as Vision for Reading and Year of Reading; 30 Literacy Champions to be activated in Peterborough by July 2020
- Promotion of Peterborough Reads and Peterborough Celebrates Reading (including website, facebook page and media reporting)
- Vision for Reading and Year of Reading: monthly themes planned and developed with the implementation group and monitored by the steering group; 10 local businesses offering financial support for Literacy Tool Kits in Schools; book bench trail, reading events in schools; partnerships with Vivacity and City College consolidated; Books on Buses has launched on Stagecoach buses on Number One route
- Reading Buddy training and deployment (currently 122 trained by LA and 135 deployed in 26 schools)
- Peterborough Celebrates Reading Conference (111 delegates attended)
- EYFS focus on reading for statutory assessment
- EYFS Conference (reading focus)
- KS1 support for assessing reading
- Curriculum Design for Primary School English (Reading focus) for subject leaders.

4.26 Improving Writing

- Support and CPD for statutory assessment of writing (KS1 and KS2):
 - Familiarisation with writing criteria
 - KS1 workshops on writing
 - Have-a-Go sessions for KS2
 - Cross-school moderation sessions
 - Training of moderators (10-15 moderators in each team)
 - In-school support for assessing, moderating and teaching writing.
- CPD linked to:
 - Improving outcomes for higher attainers (GDS)
 - 1stclass@writing intervention CPD offered.

4.27 Improving Maths

- Promotion of the work of the Cambridge Maths Hub – blend of targeted emails to schools who may benefit from particular programmes and inclusion of information more widely re courses and programmes in the weekly school's update.
- Cambridgeshire Maths Advisers brokered to lead termly briefings for mathematics subject leaders and to contribute lead CPD for Year 2 teachers and KS1 moderators on the assessment of mathematics.
- In-school support offered to targeted schools from Cambridgeshire County Council Maths Advisers.
- KS1 workshops on maths assessment.
- Promotion of Cambridgeshire County Council Maths courses for KS1 and KS2 within our own CPD directory – this has meant extra capacity without extra cost.
- Targeted large schools with some low outcomes in mathematics to take part in ICT project focused in either Year 5 or Year 6 with 'Learning by Questions'.

4.28 Improving outcomes in EYFS

2018/19 Actions

- EYFS Phase Leader and Reception Network meetings
- In-school support offered to improve outcomes or support new leaders.

2018/19 Impact

- Peterborough GLD 67.0%. Up by 0.3 on last year. The gap to national in Speaking, Reading and Literacy overall narrowed slightly.

2019/20 Actions

- In-school Support:
 - Targeted support in lowest EYFS attaining LA Maintained schools
 - Targeted support in 4 schools following recent Ofsted inspections
 - Support for 2 schools who request support to improve outcomes or new leaders
 - Support in 1 school to monitor provision for additional children
- Assessment training for practitioners and leaders
- EYFS Phase Leader termly Network meetings
- Reception and New to Reception network meetings
- Support for SEND workshop for EYFS Reception and feeder preschools
 - Support School Readiness Transition event in May for PVI and Reception
 - Data from schools has been collected for attainment on entry and School Readiness.
 - Analysis of the School Readiness survey and linked reporting of it
- School Readiness
 - SIA (Early Years/NLT) coordination of the START Project Board
 - Events successfully delivered in Serpentine Green and Queensgate and planned for further localities

- Small Talk volunteers developed and trained to improve the Home Learning Environments.

4.29 As the list above testifies, significant work is underway to improve outcomes using a very low level of resource (one of the lowest in the country) within the Local Authority. The key however is the city coming together and focusing on improvement jointly. Significant progress has been made in this aspiration but further effort is now needed to ensure Peterborough performs at an appropriate level.

Peterborough Education Organisation Plan

4.30 Local Authorities have the following statutory duties for place planning across the 0-19 age range:

- to ensure there are sufficient and suitable childcare places for parents to be able to work and train and to ensure there are sufficient childcare places for families to access their funded entitlements (Childcare Act 2006).
- to provide a school place for every child living in their area of responsibility who is of statutory school age and whose parents want their child educated in the state-funded sector (Section 14 of the Education Act, 1996).
- to secure sufficient and suitable education and training opportunities to meet the reasonable needs of all young people over compulsory school age but under 19 (or under 25 with a learning difficulty) in their area (Apprenticeships, Skills, Children and Learning Act, 2009).
- to have regard to the need to secure special educational provision for pupils who have special educational needs (Section 14 of the Education Act, 1996).

2019-2020 Education Organisation Plan

4.31 The 2019/20 Education Organisation Plan sets out Peterborough City Council's assessment and response to Early Years, primary and secondary school, Post 16 and Special Educational Needs and Disabilities (SEND) place pressures across Peterborough (see appendix 6 for this report in full). The updated EOP was published on the Council's website in October 2019. The key elements are set out below -

The Place Planning Context

4.32 Peterborough's population growth has been significant and sustained since 2001 and is forecast to continue over the period of the Local Plan. The Council has a statutory duty to secure the additional Early Years provision and to provide the school, SEND and Post 16 places required. The demand for new provision across all types of places is generally focussed in the major urban extensions. Historically, in mainstream schools, the demand has been on primary places but with the larger pupil cohorts reaching secondary school age that focus has now moved to the secondary schools sector. The continual population growth means the Council needs to work strategically and effectively with key stakeholders to ensure there are enough places across the city.

Early Years Place Pressures and Responses (Early Years demand and capacity is analysed at Ward level)

4.33 There are currently a large number of new providers entering the market (as outlined below). Consequently, apart from these, the local authority will not seek to create additional capacity at this time. This is to ensure sustainability of existing provision.

4.34 Stanground South: The provision at Oakdale Primary School had closed to allow for the school expansion. As part of this project there will be re-provision of 19 full time equivalent (FTE) EY places and 7 additional FTE EY places created. The provision is due to open in January 2020.

Bretton: There is a proposed new day nursery provision at Coningsby Park creating up to 80 FTE places. This is due to open in January 2020. This is a private provider.

Eye and Thorney: There is a new day nursery provision at Van Hage creating up to 30 FTE places. It opened in October 2019. This is a private provider.

Park: There is a proposed new day nursery provision on Broadway creating up to 38 FTE places. The provision is due to open in January 2020. This is a private provider.

Hargate and Hempsted: There is due to be a new provision opening at Hampton Lakes Primary School creating 26 FTE places. The provision is due to open in September 2020. There is new provision planned at the new school at Hampton Water. This is planned to create 26 FTE places. The provision is due to open in September 2022.

Glinton and Castor: New building for the pre-school to re-provide 36 FTE existing places and create an additional 16 FTE places. Provision due to open in February 2021.

Gunthorpe: New provision at Manor Drive Primary Academy creating 30 FTE places. The provision is due to open in September 2022.

Primary Place Pressures and Responses

(Primary demand and capacity is analysed at Primary Planning Area level)

4.35

Central: Pupil numbers in the area have increased significantly over the past few years. A peak in Reception numbers occurred in 2018/19 and the number of children starting in Reception is now predicted to fall steadily over the forecast period. As the peak moves through the primary school phase there continues to be a forecast shortage of capacity in some Key Stage 2 year groups over the coming years. In order to manage this predicted shortage of places the place planning team will work with schools on over admitting and providing temporary accommodation if required, as the shortage of places is not forecast to continue permanently. Surplus capacity in the south of the Central planning area may be used to alleviate the pressure in the Stanground/Fletton/Woodston planning area.

Fletton, Woodston and Stanground: The school population is rising rapidly in this planning area and there will be a lack of Reception places from September 2022. Woodston Primary School has been expanded from 2FE (420 place) to 3FE (630 place). Oakdale Primary School has been expanded from 1FE (210 place) to 2FE (420 place). Spare capacity to the south of the Central and West planning areas may need to be used to mitigate the remaining deficit in the area.

North: There is a large housing development under construction at Paston Reserve which will require a 2FE (420 place) primary school. A free school bid was submitted and approved as part of the wave 12 programme and an opening date of September 2022 has been agreed with the DfE. Negotiations are underway to secure developer contributions for a 3FE (630 place) primary school to serve the proposed Norwood development.

The Ortons: The forecast for the next five years predicts a steady rise of the number of children entering Reception, This is highly likely to be due to the construction of 320 dwellings in Orton Wistow's catchment and a number of infill developments across the planning area. Ormiston Meadows Primary's site could be expanded from 1.5FE (315 place) to 2FE (420 place) to accommodate future growth in pupil numbers. The need for this is currently being monitored. In addition, pre-application discussions have commenced with the developers of The Showground site and how this may further impact upon the pattern of primary school provision in this area.

Hamptons: The primary schools in Hampton are mostly at capacity. Hampton Lakes, a new primary school which will ultimately serve Hampton Gardens and Hampton Beach, opened with 30 Reception places in September 2019 on the site of Hampton College. It will move to its permanent accommodation from September 2020. This will be located in the new Hampton Lakes development east of the A15. There is currently a proposal from the Roman Catholic Diocese of East Anglia under consultation by the Council for a new 3FE (630 place) Roman Catholic primary school to be built on the Hampton East development. The decision over whether to establish this new school will be taken by the Cabinet Member in January.

Rural West: If key planning applications in the village of Helpston are approved officers will work on a proposal for a permanent expansion scheme at John Clare Primary. This would need to be approved by the Peterborough City Council Capital Programme Board.

Rural East: There is continued housing building in Eye, Thorney and Newborough. There is currently a deficit of Reception places in this planning area. In September 2019 Eye Primary over admitted for in catchment children, the school wished to continue to over admit to meet the demands of the local community providing additional revenue support can be provided. Additional accommodation will be required to meet the need generated by planned housing developments. A proposal is being prepared for the Peterborough City Council Capital Programme Board.

Secondary Place Pressures and Responses

(Secondary demand and capacity is analysed at Secondary Planning Area level)

4.36 North

Secondary North is forecast over the next few years to have a small surplus of places on entry to Year 7. Officers will continue to monitor capacity and demand here.

Central

From September 2020 there is forecast to be a shortage of Year 7 places, this deficit is set to increase over the forecast period. Manor Drive Secondary Academy is a new planned 6FE (900 place) school to be built on the Paston Reserve development. 3FE (450 place) of this will be used to mitigate the effect of the development. The other 3FE (450 place) will provide some capacity to meet the demand from the rest of the City. This school was approved into pre-opening stage through Wave 13 of the Free School bid process. The LA is now working with the DfE and the 4Cs Trust to start a single capital project for the delivery of both the secondary and primary school accommodation required on this development. The opening date is currently planned to be September 2022. Prior to the opening of this school officers have agreed proposals with the secondary schools sector to increase capacity via a combination of permanent expansion, bulge classes and limited over admission.

South

The secondary population in the Secondary South planning area is set to rise rapidly over the next 10 years. This is due to the population peak moving through to the secondary phase of education and the continued development of the Hamptons and the completion of Cardea. Hampton Gardens Secondary School is now in its third year of opening and has pupils in Year 7, 8 and 9 as well as a small sixth form. The opening of the Manor Drive Secondary School will ensure that there is sufficient capacity across the secondary school estate to provide for any shortfall of places in this planning area.

Post 16 Place Pressures and Responses (Post 16 demand and capacity is analysed at City level)

4.37 There are no immediate pressures on Post 16 capacity in Peterborough. Consequently, the City of Peterborough Academy is the first secondary school in the area to operate without a sixth form. The planned Manor Drive Secondary Academy is also only planned to offer 11-16 secondary provision. In light of the surplus provision, the need to improve quality and the need to plan for future potential increases, a LA led review of Post 16 provision has commenced and the details arising from this will be covered in the 2020 annual update of this Plan.

SEND Place Pressures and Responses (SEND demand and capacity is analysed at City level)

4.38 The growth in the number of pupils with SEND, and with an Education Health and Care Plan means that additional places will be required across the 0 to 25 age range with significant investment required to deliver these. In the next five years, this is likely to have the greatest impact on the secondary sector and potentially Post 16 due to the Council's responsibility under the Children and Families Act to ensure provision for young people with special educational needs and disabilities up to the age of 25.

The Government has committed £215 million of capital funding to help local authorities create

new school places and improve existing facilities for children and young people with SEND. This funding can be invested in mainstream schools and academies, special units, special schools, early years settings and further education colleges, or to make other provision for children and young people aged from 0 to 25. The Council is using this and other funding to create 40 more special school places in the City. Options for this are currently being considered at Heltwate and Marshfields Special Schools.

4.39 **Other Key Education Issues**

School Funding

4.40 In 2016, there was a significant change in schools funding with a move to a new national funding formula (NFF) for schools. This formula currently provides a funding envelope for the City Council to fund schools within Peterborough. There is a set of national factors that each local area needs to decide whether or not to implement and the responsibility continues to remain with the Local Authority to set the individual schools budgets. The actual funding allocated to schools for 2020-21 will depend on the local authority's local funding formula, pupil numbers and pupil characteristics from the October 2019 census. There is a requirement to consult on these proposals with Schools Forum, the representative group of Education providers in Peterborough.

4.41 The level of funding nationally for schools has increased by £2.6bn in 2020/21 with increases to £4.8bn in 21/22 and £7.1b in 22/23. Education spend currently represents 2.5% of GDP and around £45b billion annually. There have been a number of key changes to the NFF for 2020/21 which are summarised below:

- The minimum per-pupil levels will be set at £3,750 for primary schools and £5,000 for secondary schools. The primary level will rise to £4,000 in 2021 to 2022.
- The funding floor will be set at 1.84%, in line with the forecast GDP deflator, to protect pupil-led per-pupil funding in real terms.
- There has been a 4% uplift to unit values used in the NFF core factors. Exceptions to this are:
 - the free school meals factor which will increase by inflation (1.84%) as it is intended to broadly reflect actual costs.
 - Premises funding which will continue to be allocated at local authority level based on the funding allocations reported in the 2019 to 2020 budget submission made to the ESFA. PFI allocation will be increased by RPIX.
 - There will be no NFF gains cap, so that all schools attract their full allocations under the formula. Local authorities will still be able to use a cap in their local formulae.
 - Introduction of a new formulaic approach to the mobility factor so that it allocates this funding fairly to all authorities, rather than on the basis of historic spend.
 - Growth funding will be based on the same methodology as last year, and will have the same transitional protection ensuring that no authority whose growth funding is unwinding will lose more than 0.5% of its 2019 to 2020 schools block allocation. There will be no capping or scaling of gains from the growth factor.
- In addition to these changes it has been confirmed that the teachers' pay grant and teachers' pension grant will both continue to be paid separately from the NFF in 2020 to 2021.

4.42 The funding for Education comes through two routes – the council general funding (Revenue support grant and council tax) and via the Dedicated Schools Grant (DSG), a ring fenced grant for schools. The DSG is split into 4 blocks –

- Schools – the largest element used to fund the direct delivery of schools
- Central Services Schools budget – funding to support the LA to deliver key activities

which support schools.

- Early Year block – funding to support the delivery of education from 2 to 4 for children in early years settings including our nursery school, private, voluntary and independents provision including child minders and pre-schools.
- High Needs block – funding to support directly children with additional education needs including SEND, behaviour and other specialist needs.

The key activities in each of these blocks can be found in the table below -

| DEDICATED SCHOOLS GRANT | | | | COUNCIL FUNDED | |
|------------------------------------|--|---|---|--|--|
| SCHOOLS BLOCK | CENTRAL SERVICES SCHOOLS BLOCK | EARLY YEARS BLOCK | HIGH NEEDS BLOCK | OTHER EDUCATION AND COMMUNITY BUDGET | |
| Primary & Secondary School Funding | Historic Commitments (pre NFF) | 2 Year Old Funding 3 and 4 Year Old Funding | Special Schools SEN units in mainstream | Central Support including Music, arts and outdoor education | Monitoring NC Assessments Education Psychology |
| Maintained & Academy | Formula based for LA responsibilities including School Admissions | Inclusion Fund (SEN) | Alternative Provision | Education Welfare – attendance | SEND Assessment and monitoring |
| Growth Funding | PFI Contributions (up to 2018-19) National Copyright Licenses Contribution to combined budgets | Central CCC Expenditure (max of 5% of the 3 and 4 year old funding) | Out of County independent schools EHCP Top Up Funding Central CCC Specialist Services | School Improvement Asset Management including insurances. Statutory / Regulatory Duties (covers academies and maintained) Retirement / Pensions | Parent Partnerships Home to School Transport Supply of School Places NEET Adult and Community Learning |

Oversight by Schools Forum – LA Consults and Decides

Budget proposal shared with Forum

4.43 The split of the schools block funding can be seen below. There is a £6.2m increase from last year, excluding growth funding and demographic growth, between October 2018 and October 2019.

| | 2019/20 | | | 2020/21 | | |
|--------------------------------|-----------|------------|--------------------|-----------|------------|--------------------|
| | Units | Unit Value | Total | Units | Unit Value | Total |
| Primary | 21,631.50 | 4,050.29 | 87,613,848 | 21,631.50 | 4,241.22 | 91,743,934 |
| Secondary | 12,750.00 | 5,358.44 | 68,320,110 | 12,750.00 | 5,561.57 | 70,909,959 |
| Split Sites | | | 400,000 | | | 400,000 |
| Rates | | | 2,171,271 | | | 1,613,756 |
| PFI | | | 972,679 | | | 1,043,572 |
| Schools Block Sub-Total | | | 159,477,908 | | | 165,711,221 |

In addition, the other blocks for 2020/21 are estimated to be –

| | 2019/20 £m | 2020/21 £m |
|--------------------------|---------------|---------------|
| Central Schools Services | 1.4 | 1.4 |
| High Needs | 30.6 | 34.0 |
| Early Years | 17.6 | 17.8 |

4.44 Unlike the majority of Local Authorities nationally, Peterborough currently does not have a deficit on our high needs funding. This has come through careful planning and schools working

proactively with the Local Authority to meet pupil's needs who are becoming ever more complex. This is likely to be a challenge moving forward.

4.45 The table below shows the 2019/20 and 2020/21 schools block primary/secondary units of funding (derived from the NFF) for Peterborough's statistical and regional neighbours.

| Local Authority | Primary | | | | Local Authority | Secondary | | | |
|---------------------|-----------------|-----------------|---------------|-------------|---------------------|-----------------|-----------------|---------------|-------------|
| | 2019/20 | 2020/21 | Change | % Change | | 2019/20 | 2020/21 | Change | % Change |
| Bolton | 3,945.02 | 4,266.18 | 321.16 | 8.1% | Bolton | 5,064.33 | 5,455.72 | 391.39 | 7.7% |
| Derby | 3,935.26 | 4,251.28 | 316.02 | 8.0% | Plymouth | 5,152.79 | 5,476.69 | 323.90 | 6.3% |
| Telford and Wrekin | 3,889.38 | 4,146.64 | 257.26 | 6.6% | Derby | 5,101.29 | 5,401.58 | 300.29 | 5.9% |
| Plymouth | 3,909.03 | 4,140.00 | 230.97 | 5.9% | Sheffield | 5,177.63 | 5,401.78 | 224.15 | 4.3% |
| Peterborough | 4,050.29 | 4,241.22 | 190.93 | 4.7% | Peterborough | 5,394.97 | 5,613.85 | 218.88 | 4.1% |
| Sheffield | 4,036.48 | 4,220.04 | 183.56 | 4.5% | Walsall | 5,358.44 | 5,561.57 | 203.13 | 3.8% |
| Southampton | 4,037.09 | 4,209.37 | 172.28 | 4.3% | Coventry | 5,395.50 | 5,596.37 | 200.87 | 3.7% |
| Portsmouth | 4,062.95 | 4,227.46 | 164.51 | 4.0% | Portsmouth | 5,418.74 | 5,592.32 | 173.58 | 3.2% |
| Walsall | 4,251.40 | 4,380.17 | 128.77 | 3.0% | Telford and Wrekin | 5,371.68 | 5,515.68 | 144.00 | 2.7% |
| Southend on Sea | 3,958.23 | 4,062.70 | 104.47 | 2.6% | Southend on Sea | 5,254.47 | 5,380.73 | 126.26 | 2.4% |
| Coventry | 4,199.93 | 4,290.33 | 90.40 | 2.2% | Southampton | 5,537.22 | 5,644.52 | 107.30 | 1.9% |

| Local Authority | Primary | | | | Local Authority | Secondary | | | |
|---------------------|-----------------|-----------------|---------------|-------------|---------------------|-----------------|-----------------|---------------|-------------|
| | 2019/20 | 2020/21 | Change | % Change | | 2019/20 | 2020/21 | Change | % Change |
| Lincolnshire | 3,913.59 | 4,184.21 | 270.62 | 6.9% | Leicestershire | 4,876.13 | 5,098.54 | 222.41 | 4.6% |
| Northamptonshire | 3,856.15 | 4,071.34 | 215.19 | 5.6% | Leicester | 5,440.69 | 5,671.96 | 231.27 | 4.3% |
| Cambridgeshire | 3,832.89 | 4,039.38 | 206.49 | 5.4% | Lincolnshire | 4,951.01 | 5,158.31 | 207.30 | 4.2% |
| Leicester | 4,097.59 | 4,314.49 | 216.90 | 5.3% | Norfolk | 5,068.63 | 5,278.70 | 210.07 | 4.1% |
| Peterborough | 4,050.29 | 4,241.22 | 190.93 | 4.7% | Nottinghamshire | 5,013.12 | 5,217.62 | 204.50 | 4.1% |
| Nottinghamshire | 3,946.45 | 4,124.53 | 178.08 | 4.5% | Peterborough | 5,063.76 | 5,256.99 | 193.23 | 3.8% |
| Leicestershire | 3,825.23 | 3,996.66 | 171.43 | 4.5% | Northamptonshire | 5,358.44 | 5,561.57 | 203.13 | 3.8% |
| Norfolk | 4,126.92 | 4,285.34 | 158.42 | 3.8% | Cambridgeshire | 5,050.80 | 5,232.34 | 181.54 | 3.6% |
| Nottingham | 4,501.87 | 4,593.86 | 91.99 | 2.0% | Nottingham | 5,943.44 | 6,055.98 | 112.54 | 1.9% |

4.46 During November we consulted with all schools on the proposed arrangements for the 2020/21 Peterborough's Schools Funding Formula. The consultation ran from the 20th November to the 4th December and separate briefing sessions were held for finance leads and head teachers.

The consultation had 38 responses and the headlines from the feedback were –

- It was agreed that the Peterborough local funding formula should mirror the National Funding Formula as closely as possible.
- We should use the new and updated formula factor for mobility to allocate funding to schools. This hasn't been used in Peterborough in the past due to the data in the formula being flawed. The DfE has now updated its methodology so that individual pupils will be tracked using their unique pupil ID through censuses from the past 3 years. If the first census when the pupil was in the school was a spring or summer census, they are classed as a mobile pupil. Where the schools number of mobile pupils exceed 6% of their roll, schools will trigger mobility funding for those mobile pupils over 6% of roll. The introduction of the new mobility factor within the NFF resulted in Peterborough receiving an additional £487k within its schools block. The factor would generate mobility allocations of between £231 and £87,721 for 27 Primary schools and between £538 and £125,595 for 6 Secondary schools. The remaining schools do not meet the criteria for funding.
- Through the consultation we explained that there would be an imbalance in the schools block due to the differing data points used in generating the local authorities schools block allocations and the local authority generating the individual school allocations. The

consultation proposed dealing with the imbalance by reducing each of the unit values for the pupil factors (excluding FSM) by a necessary percentage to balance the schools block. The consensus from the consultation was to follow this approach. As a result, the unit values used in the National Funding Formula have been reduced by 0.24% so the allocations match the funding receive. This may change further when final allocations are shared with Schools Forum in January.

- 4.47 The overall outcome is that no school in Peterborough receives less than 1.84% increase in its funding (per pupil excluding premises) and the highest increase is 8.5% (driven mainly through mobility funding. It is hoped this settlement will lead to school being able to continue to improve.

Peterborough Pupil Referral Service

- 4.48 As outlined previously, the school was judged to have serious weaknesses (Inadequate) in May 2019. The recommendations from the May inspection were significant and covered three headings -
- Urgently address the serious concerns in the school's safeguarding arrangements
 - Improve the effectiveness of leadership and management
 - Secure good teaching, learning and assessment to improve outcomes for all pupils
- 4.49 On the 12 November, Ofsted undertook a monitoring inspection of the PPRS. The report had the following judgements:
- Leaders and managers are taking effective actions towards the removal of the serious weaknesses designation.
 - The school's action plan is fit for purpose.
 - The local authority's statement of action is fit for purpose.
- 4.50 There have been changes to the leadership arrangements in all three centres that make up the Peterborough Pupil Referral Service. Since the previous inspection, the executive headteacher and two senior leaders have left and management has been reorganised. The governing body, which was the responsible authority at the time of the previous inspection, has been replaced by a management committee established by the local authority.
- 4.51 Ofsted commented that the new management committee consists of members who the local authority believes have the expertise, experience and knowledge required to support the school to move forward and provide appropriate levels of challenge to senior leaders.
- 4.52 Ofsted reported that leaders have acted to ensure that there is greater consistency and joint working across the three centres. Systems are now in place to ensure that leaders have the information they need to evaluate the effectiveness of the provision. For example, leaders across the school meet on a weekly basis to monitor attendance, behaviour, use of restraint, part-time timetables, pupils' welfare and to share ideas.
- 4.53 In reviewing the Local authority support to the school, it was noted that the LA had acted quickly to address weaknesses in leadership and management. In addition to establishing a management committee, the local authority has arranged for senior leaders to be seconded to the school. This has strengthened the leadership team and provided leadership for safeguarding across the school. Reviews of safeguarding, attendance, restraint and teaching and learning have informed leaders' actions. This high-quality support has contributed to the improvements that have been made since the previous inspection.
- 4.54 The school is due to join Thomas Deacon Education Trust from the 1st April. The services previously provided jointed between the service and the LA will move into the Local Authority and we are currently looking at how we might provide these statutory functions jointly with Cambridgeshire.

5. CONSULTATION

- 5.1 Officers meet with Headteacher groups (Primary, Secondary and Special) and Chief Executive Officers on at least a termly basis. The data on performance of pupils has been shared with all groups to allow effective planning to improve outcomes moving forward.
- 5.2 Officers have ongoing meetings regarding place planning with a number of parties including the Department for Education (DfE), the Peterborough Partnership of Secondary Schools, Primary Heads Cluster Groups and Academy Trusts. Officers publish a Market Position Statement to the Early Years Sector which provides information on the current demand and capacity of provision.
- 5.3 As part of the officer review of Post 16 provision discussions will be held with current providers and key stakeholders.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 In relation to published outcomes, it is intended that Committee Members to have a greater understanding of the actions being taken to address the outcomes issues in Peterborough schools, and to support Officers in the actions that they take. We also hope that it helps members embed their understanding of the role and function of the Local Authority in relation to School Improvement.

In relation to the Education Organisation Plan, the anticipated outcome of this report and attached appendices is that the council has an up to date understanding of place planning and the present pressures and challenges. Understanding these pressures will support members when undertaking capital planning as part of the wider business planning process for the council. It will also support the prioritisation by officers of future forecasting, place planning and review work.

7. REASON FOR THE RECOMMENDATION

- 7.1 To raise awareness amongst Committee Members for the need for improvement and to ask for their support for future actions to be taken as appropriate.

The challenge of meeting the demand for school places remains a constant pressure. The 2018-19 School Organisation Plan was reviewed and has now been increased in scope to include place planning for Early Years, Schools, Special Educational Needs and Disability (SEND) provision and Post 16 provision. In addition, the demographic forecasts and the strategies in response to these have been updated from the 2018-19 version.

This report is information only and is published in more detail on the Council's website. Specific pieces of work arising from the EOP together with recommendations for new schools, changes to the pattern of provision and/or capital funding will continue to be considered by members when the need arises.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 *None*

9. IMPLICATIONS

Financial Implications

- 9.1 Any work around School Improvement across Peterborough will have to be met within existing resources.

In relation to school place planning, the following implications apply –

- Hampton Lakes Primary School (£7,000,000), Paston Reserve Primary School (£6,500,000) and Paston Reserve Secondary School (£25,799,000) are approved free schools and capital funding will be provided by the Department of Education. If for any reasons these free schools do not proceed to implementation there will be a significant

impact on the council's capital programme.

- Officers are currently monitoring housing applications in Eye and Helpston and the potential impact on places these may have at Eye Primary School and John Clare Primary School. If the developments proceed both schools will require capital investment from the council.
- It has been agreed that £1,000,00 will be budgeted to provide increased secondary capacity via a combination of permanent expansion, bulge classes and limited over admission until Manor Drive Secondary School is opened in September 2022.
- Marshfields Special School (£2,000,000) and Heltwate Special School (£4,000,000) are currently being refurbished and expanded. These are currently included in the agreed budget plans for the council.

Legal Implications

9.2 None

Equalities Implications

9.3 None

Rural Implications

9.4 The performance of rural schools is included in the report.

Carbon Impact Assessment

9.5 The report outlines the Early Years, School, Post 16 and Special Educational Needs and Disabilities place planning pressures across Peterborough. As potential solutions to these pressures are developed into projects then further carbon impact assessments will be carried out and the financial implications considered.

Any free schools will be built to current standards in line with the DfE capital funding requirements and Output Specification.

Whilst it would be theoretically possible to designing settings and schools to ensure that their carbon impact is minimised funding constraints may limit this.

10. BACKGROUND DOCUMENTS

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

10.1 "Peterborough City Council Education Review" by Cllr Lynne Ayres, August 2017.
Education Organisation Plan 2019-20

11. APPENDICES

11.1 Appendix 1 – Educational Outcomes 2019/20
Appendix 2 – Further Analysis of KS4 & KS4 Data
Appendix 3 – 2019/20 Action Plan
Appendix 4 – School on a Page Example
Appendix 5 – Peterborough KS2 Question Level Analysis
Appendix 6 – Education Organisation Plan 2019/20

Appendix 1 – Provision Data for Education (Schools) 2018/19 Academic Year

Table 1 - Children Aged 5 Years - Early Years Foundation Stage

% of Children achieving a Good Level of Development (GLD):

| | 2016 | 2017 | 2018 | 2019 |
|----------------------------|-------------|-------------|-------------|-------------|
| Peterborough Average | 63 | 63 | 67 | 67 |
| National Average | 69 | 71 | 72 | 72 |
| Gap | -6 | -8 | -5 | -5 |
| National Rank | 143 | 150 | 140 | 141 |
| Peterborough Average | 63 | 63 | 67 | 67 |
| Stat Neighbours Average | 68 | 69 | 70 | 69 |
| Gap | -5 | -6 | -3 | -2 |
| Statistical Neighbour Rank | 11 | 11 | 11 | 10 |
| Peterborough Average | 63 | 63 | 67 | 67 |
| Local Comparator Average | 64 | 67 | 68 | 68 |
| Gap | -1 | -4 | -1 | -1 |
| Local Comparator Rank | 5 | 6 | 5 | 6 |

Table 2 - Children Aged 7 Years - Phonics Screening Check (End of Y2):

% of Children reaching the Expected Standard in Phonics:

| | 2016 | 2017 | 2018 | 2019 |
|----------------------------|-------------|-------------|-------------|-------------|
| Peterborough Average | 87.6 | 89.2 | 89.0 | 89.0 |
| National Average | 91.3 | 91.6 | 91.8 | 91.0 |
| Gap | -3.7 | -2.4 | -2.8 | -2.0 |
| National Rank | 149 | 141 | 145 | 138 |
| Peterborough Average | 87.6 | 89.2 | 89.0 | 89.0 |
| Stat Neighbours Average | 90.5 | 90.7 | 90.8 | 90.4 |
| Gap | -2.9 | -1.5 | -1.8 | -1.4 |
| Statistical Neighbour Rank | 11 | 10 | 10 | 10 |
| Peterborough Average | 87.6 | 89.2 | 89.0 | 89.0 |
| Local Comparator Average | 88.5 | 88.7 | 89.9 | 89.8 |
| Gap | -0.9 | 0.5 | -0.9 | -0.8 |
| Local Comparator Rank | 6 | 4 | 6 | 4 |

Table 3 - Children Aged 7 Years - KS1 SATS

% of Children achieving the Expected Standard or Above:

| | 2016 | | | 2017 | | | 2018 | | | 2019 | | |
|----------------------------|---------|---------|-------|---------|---------|-------|---------|---------|-------|---------|---------|-------|
| | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths | Reading | Writing | Maths |
| Peterborough Average | 68.4 | 60.8 | 69.2 | 69.4 | 62.8 | 70.3 | 67.8 | 62.1 | 71.7 | 67.0 | 62.0 | 70.0 |
| National Average | 74.0 | 65.5 | 72.6 | 75.5 | 68.2 | 75.1 | 75.4 | 69.9 | 76.1 | 75.0 | 69.0 | 76.0 |
| Gap | -5.6 | -4.7 | -3.4 | -6.1 | -5.4 | -4.8 | -7.6 | -7.8 | -4.4 | -8.0 | -7.0 | -6.0 |
| National Rank | 138 | 134 | 132 | 145 | 139 | 143 | 150 | 149 | 145 | 149 | 148 | 147 |
| Peterborough Average | 68.4 | 60.8 | 69.2 | 69.4 | 62.8 | 70.3 | 67.8 | 62.1 | 71.7 | 67.0 | 62.0 | 70.0 |
| Stat Neighbours Average | 71.9 | 64.0 | 71.3 | 73.6 | 67.0 | 74.5 | 73.6 | 68.4 | 74.6 | 72.4 | 67.2 | 73.9 |
| Gap | -3.5 | -3.2 | -2.1 | -4.2 | -4.2 | -4.2 | -5.8 | -6.3 | -2.9 | -5.4 | -5.2 | -3.9 |
| Statistical Neighbour Rank | 10 | 10 | 9 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| Peterborough Average | 68.4 | 60.8 | 69.2 | 69.4 | 62.8 | 70.3 | 67.8 | 62.1 | 71.7 | 67.0 | 62.0 | 70.0 |
| Local Comparator Average | 68.4 | 60.5 | 68.1 | 70.7 | 63.8 | 71.2 | 70.6 | 64.8 | 72.4 | 69.2 | 63.5 | 71.8 |
| Gap | 0.0 | 0.3 | 1.1 | -1.3 | -1.0 | -0.9 | -2.8 | -2.7 | -0.7 | -2.2 | -1.5 | -1.8 |
| Local Comparator Rank | 3 | 3 | 3 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 4 | 4 |

Table 4 - Children Aged 11 Years - Year 6 KS2 SATS
 % of Children achieving the Expected Standard or Above:

| | 2016 | | | | | 2017 | | | | |
|----------------------------|---------|---------|-------|------|----------|---------|---------|-------|------|----------|
| | Reading | Writing | Maths | GPS | Combined | Reading | Writing | Maths | GPS | Combined |
| Peterborough Average | 54.9 | 71.6 | 61.0 | 64.9 | 43.4 | 62.6 | 68.2 | 67.6 | 70.5 | 51.7 |
| National Average | 66.0 | 74.0 | 69.8 | 72.5 | 53.5 | 71.6 | 76.2 | 74.9 | 77.0 | 61.1 |
| Gap | -11.1 | -2.4 | -8.8 | -7.6 | -10.1 | -9.0 | -8.0 | -7.3 | -6.5 | -9.4 |
| National Rank | 152 | 119 | 150 | 149 | 151 | 152 | 151 | 152 | 150 | 151 |
| Peterborough Average | 54.9 | 71.6 | 61.0 | 64.9 | 43.4 | 62.6 | 68.2 | 67.6 | 70.5 | 51.7 |
| Stat Neighbours Average | 63.5 | 74.7 | 68.8 | 71.1 | 52.1 | 68.7 | 75.9 | 72.8 | 75.1 | 58.9 |
| Gap | -8.6 | -3.1 | -7.8 | -6.2 | -8.7 | -6.1 | -7.7 | -5.2 | -4.6 | -7.2 |
| Statistical Neighbour Rank | 11 | 10 | 11 | 11 | 11 | 11 | 11 | 11 | 11 | 11 |
| Peterborough Average | 54.9 | 71.6 | 61.0 | 64.9 | 43.4 | 62.6 | 68.2 | 67.6 | 70.5 | 51.7 |
| Local Comparator Average | 59.0 | 72.8 | 66.7 | 70.7 | 47.8 | 66.3 | 73.2 | 73.5 | 76.0 | 56.7 |
| Gap | -4.1 | -1.2 | -5.7 | -5.8 | -4.4 | -3.7 | -5.0 | -5.9 | -5.5 | -5.0 |
| Local Comparator Rank | 6 | 3 | 5 | 6 | 5 | 6 | 6 | 6 | 6 | 6 |

| | 2018 | | | | | 2019 | | | | |
|----------------------------|---------|---------|-------|------|----------|---------|---------|-------|------|----------|
| | Reading | Writing | Maths | GPS | Combined | Reading | Writing | Maths | GPS | Combined |
| Peterborough Average | 66.3 | 69.9 | 68.4 | 70.9 | 54.0 | 62.4 | 69.6 | 71.5 | 70.8 | 55.7 |
| National Average | 75.3 | 78.2 | 75.5 | 77.6 | 64.4 | 73.0 | 78.0 | 79.0 | 78.0 | 64.9 |
| Gap | -9.0 | -8.3 | -7.1 | -6.7 | -10.4 | -10.6 | -8.4 | -7.5 | -7.2 | -9.2 |
| National Rank | 151 | 152 | 150 | 150 | 151 | * | * | * | * | 149 |
| Peterborough Average | 66.3 | 69.9 | 68.4 | 70.9 | 54.0 | * | * | * | * | 55.7 |
| Stat Neighbours Average | 72.8 | 77.4 | 74.2 | 75.6 | 62.7 | * | * | * | * | 62.1 |
| Gap | -6.5 | -7.5 | -5.8 | -4.7 | -8.7 | * | * | * | * | -6.4 |
| Statistical Neighbour Rank | 11 | 11 | 11 | 11 | 11 | * | * | * | * | 11 |
| Peterborough Average | 66.3 | 69.9 | 68.4 | 70.9 | 54.0 | * | * | * | * | 55.7 |
| Local Comparator Average | 69.7 | 74.8 | 71.8 | 76.0 | 59.2 | * | * | * | * | 60.3 |
| Gap | -3.4 | -4.9 | -3.4 | -5.1 | -5.2 | * | * | * | * | -4.6 |
| Local Comparator Rank | 5 | 6 | 5 | 6 | 5 | * | * | * | * | 5 |

* indicates data not available at the time of publication

Nb. Grammar Spelling and Punctuation does not form part of the combined measure

Table 5 - Children Aged 16 Years - Year11 (Key Stage 4 / GCSE)

% of Children achieving :

| | 2016 | | | | 2017 | | | |
|----------------------------|--------------|------------|------------|------------|--------------|------------|------------|------------|
| | Attainment 8 | Progress 8 | Basics 4-9 | Basics 5-9 | Attainment 8 | Progress 8 | Basics 4-9 | Basics 5-9 |
| Peterborough Average | 46.9 | -0.03 | 55.0 | * | 42.1 | 0.07 | 54.4 | 35.0 |
| National Average | 48.5 | 0.00 | 59.3 | * | 44.6 | 0.00 | 59.1 | 39.6 |
| Gap | -1.6 | -0.03 | -4.3 | * | -2.5 | 0.07 | -4.7 | -4.6 |
| National Rank | 138 | 151 | 141 | * | 146 | 152 | 152 | 133 |
| Peterborough Average | 46.9 | -0.03 | 55.0 | * | 42.1 | 0.07 | 54.4 | 35.0 |
| Stat Neighbours Average | 48.1 | -0.10 | 58.8 | * | 44.2 | -0.11 | 59.1 | 37.9 |
| Gap | -1.2 | 0.07 | -3.8 | * | -2.1 | 0.18 | -4.7 | -2.9 |
| Statistical Neighbour Rank | 9 | 4 | 10 | * | 11 | 5 | 11 | 9 |
| Peterborough Average | 46.9 | -0.03 | 55.0 | * | 42.1 | 0.07 | 54.4 | 35.0 |
| Local Comparator Average | 46.8 | -0.10 | 55.3 | * | 43.0 | -0.08 | 56.8 | 35.3 |
| Gap | 0.1 | 0.07 | -0.3 | * | -0.9 | 0.15 | -2.4 | -0.3 |
| Local Comparator Rank | 3 | 3 | 4 | * | 6 | 4 | 5 | 4 |

* In 2016 the basic measure applies to at least a grade C in English and Maths

| | 2018 | | | | 2019 | | | |
|----------------------------|--------------|------------|------------|------------|--------------|------------|------------|------------|
| | Attainment 8 | Progress 8 | Basics 4-9 | Basics 5-9 | Attainment 8 | Progress 8 | Basics 4-9 | Basics 5-9 |
| Peterborough Average | 41.9 | -0.20 | 55.4 | 35.3 | 42.1 | -0.15 | 55.2 | 31.7 |
| National Average | 44.3 | -0.08 | 59.1 | 39.9 | 46.7 | -0.03 | 64.6 | 43.2 |
| Gap | -2.4 | -0.12 | -3.7 | -4.6 | -4.6 | -0.1 | -9.4 | -11.5 |
| National Rank | 143 | 123 | 141 | 142 | 141 | 105 | 143 | 146 |
| Peterborough Average | 41.9 | -0.20 | 55.4 | 35.3 | 42.1 | -0.15 | 55.20 | 31.70 |
| Stat Neighbours Average | 43.8 | -0.16 | 59.0 | 38.2 | 44.1 | -0.15 | 51.90 | 38.00 |
| Gap | -1.9 | -0.04 | -3.6 | -2.9 | -2.0 | 0.0 | 3.3 | -6.3 |
| Statistical Neighbour Rank | 10 | 6 | 11 | 11 | 10 | 5 | 11 | 11 |
| Peterborough Average | 41.9 | -0.20 | 55.4 | 35.3 | 42.1 | -0.2 | 55.2 | 31.7 |
| Local Comparator Average | 43.1 | -0.09 | 57.5 | 36.5 | 43.1 | -0.1 | 56.4 | 35.5 |
| Gap | -1.2 | -0.11 | -2.1 | -1.2 | -1.0 | -0.1 | -1.2 | -3.8 |
| Local Comparator Rank | 5 | 4 | 5 | 5 | 6 | 4 | 4 | 6 |

Tables 6 – Rural School Performance (Primary)

Table 6 a) Early Years Foundation Stage Profile

| | % GLD | | | |
|--------------|-------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 74.1 | 75.6 | 77.5 | 76.6 |
| Peterborough | 62.9 | 63.1 | 66.7 | 67 |
| National | 69.3 | 70.7 | 71.5 | 72 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 11.2 | 12.5 | 10.8 | 9.6 |

| Gap to National | | | |
|-----------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 4.8 | 4.9 | 6 | 4.6 |
| -6.4 | -7.6 | -4.8 | -5 |

Table 6 b) Phonics

| | % at Expected Level | | | |
|--------------|---------------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 92.6 | 94.8 | 88.2 | 88.6 |
| Peterborough | 87.6 | 89.2 | 89 | 89.0 |
| National | 91.3 | 91.6 | 91.8 | 91.0 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 4.9 | 5.7 | -0.8 | -0.4 |

| Gap to National | | | |
|-----------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 1.3 | 3.2 | -3.6 | -2.4 |
| -3.7 | -2.4 | -2.8 | -2.0 |

Table 6 c) Key Stage 1 - Reading

| | % at Expected Level | | | |
|--------------|---------------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 80 | 79.8 | 78.1 | 79.4 |
| Peterborough | 68.4 | 69.4 | 67.8 | 67.0 |
| National | 74 | 75.5 | 75.4 | 75.0 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 11.6 | 10.4 | 10.3 | 12.4 |

| Gap to National | | | |
|-----------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 6 | 4.3 | 2.7 | 4.4 |
| -5.6 | -6.1 | -7.6 | -8.0 |

Table 6 d) Key Stage 1 - Writing

| | % at Expected Level | | | |
|--------------|---------------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 70.9 | 77.2 | 74.7 | 74.0 |
| Peterborough | 60.8 | 62.8 | 62.1 | 62.0 |
| National | 65.5 | 68.2 | 69.9 | 69.0 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 10.1 | 14.4 | 12.6 | 12.0 |

| Gap to National | | | |
|-----------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 5.4 | 9 | 4.8 | 5.0 |
| -4.7 | -5.4 | -7.8 | -7.0 |

Table 6 e) Key Stage 1 - Maths

| | % at Expected Level | | | |
|--------------|---------------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 80.1 | 78.9 | 83.2 | 79.7 |
| Peterborough | 69.2 | 70.3 | 71.7 | 70.0 |
| National | 72.6 | 75.1 | 76.1 | 76.0 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 10.9 | 8.6 | 11.5 | 9.7 |

| Gap to National | | | |
|-----------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 7.5 | 3.8 | 7.1 | 3.7 |
| -3.4 | -4.8 | -4.4 | -6.0 |

Table 6 f) Key Stage 2 - Combined (R,W,M)

| | % at Expected Level | | | |
|--------------|---------------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| All Pupils | | | | |
| Rural Avge | 58.2 | 62.5 | 65.7 | 66.4 |
| Peterborough | 43.4 | 51.7 | 54 | 56 |
| National | 53.5 | 61.1 | 64.4 | 64.9 |

| Gap to Peterborough Avg | | | |
|-------------------------|------|------|------|
| 2016 | 2017 | 2018 | 2019 |
| 14.8 | 10.8 | 11.7 | 10.4 |

| Gap to National | | | |
|-----------------|------|-------|------|
| 2016 | 2017 | 2018 | 2019 |
| 4.7 | 1.4 | 1.3 | 1.5 |
| -10.1 | -9.4 | -10.4 | -8.9 |

Appendix 2 – Further Analysis of KS2 / KS4 Results 2019

Table A Group Performance at KS2

| % Reading, writing and maths combined to the expected standard (Key Stage 2) | Peterborough | | | | Gap between Peterborough and England | | | |
|--|--------------|---------|---------|---------|--------------------------------------|---------|---------|---------|
| | 2015/16 | 2016/17 | 2017/18 | 2018/19 | 2015/16 | 2016/17 | 2017/18 | 2018/19 |
| All children | 43.4% | 51.8% | 52.0% | 55.7% | -10.1% | -9.3% | -12.4% | -9.6% |
| Girls | 47.9% | 55.6% | 54.8% | 62.4% | -9.4% | -9.4% | -13.6% | -7.8% |
| Boys | 39.3% | 48.0% | 49.4% | 49.6% | -10.5% | -9.3% | -11.1% | -11.1% |
| FSM eligible | 28.7% | 34.8% | 37.0% | 38.5% | -7.3% | -7.3% | -9.1% | -9.0% |
| Non-FSM eligible | 46.4% | 55.0% | 54.8% | 59.9% | -10.6% | -9.3% | -12.8% | -9.1% |
| FSM6 | 29.2% | 37.8% | 40.6% | 43.7% | -9.7% | -9.2% | -10.3% | -7.8% |
| Non-FSM6 | 51.0% | 58.9% | 57.6% | 62.3% | -8.5% | -8.0% | -12.6% | -8.0% |
| All SEN | 7.9% | 12.7% | 14.0% | 13.6% | -5.8% | -5.2% | -7.3% | -8.6% |
| SEN support | 8.7% | 13.6% | 15.3% | 16.6% | -7.3% | -6.4% | -8.7% | -8.8% |
| SEN with statement/EHCP | 3.8% | 7.4% | 7.3% | 2.7% | -3.1% | -0.3% | -1.3% | -6.4% |
| Non-SEN | 51.7% | 62.4% | 60.4% | 64.7% | -10.3% | -7.4% | -13.3% | -10.2% |
| FSM & SEN | 2.7% | 6.7% | 12.0% | 10.9% | -7.4% | -6.4% | -3.8% | -5.3% |
| BME | 38.8% | 49.1% | 48.7% | 54.5% | * | -11.0% | -15.3% | -12.1% |
| Non-BME | 47.5% | 54.2% | 55.7% | 57.0% | * | -7.3% | -9.0% | -7.8% |
| Disadvantaged | 29.4% | 37.7% | 40.6% | 43.8% | -9.3% | -9.4% | -10.1% | -7.7% |
| Non-Disadvantaged | 51.1% | 59.2% | 57.7% | 62.4% | -8.6% | -8.1% | -12.8% | -9.1% |
| EAL (Cent./East European) | 25.5% | 40.7% | 42.1% | 52.9% | -13.6% | -7.4% | -13.4% | -4.7% |
| EAL (Other than English) | 35.8% | 47.2% | 46.1% | 52.0% | -13.9% | -10.6% | -16.9% | -13.8% |
| Non-EAL (English) | 48.2% | 54.6% | 56.6% | 58.2% | -5.7% | -7.0% | -8.3% | -7.1% |

Table B – KS2 Performance by Social Economic Banding

| IDACI (Income Deprivation Affecting Children Index) | Total number of pupils | % Pupils Achieved Expected Standard | |
|---|------------------------|-------------------------------------|-------------------|
| 1 (most deprived 10%) | 528 | 49.8% | 65.5% of Children |
| 2 | 493 | 49.3% | |
| 3 | 545 | 48.3% | |
| 4 | 405 | 58.8% | |
| 5 | 274 | 60.9% | |
| 6 | 174 | 66.7% | |
| 7 | 176 | 61.9% | |
| 8 | 220 | 65.0% | |
| 9 | 134 | 71.6% | |
| 10 (least deprived 10%) | 42 | 66.7% | |
| Not known | 16 | 56.3% | |
| Total | 3007 | 55.7% | |

Table C- Performance by School Status

| School Establishment Group | Total number of pupils | % Pupils Achieved |
|----------------------------|------------------------|-------------------|
| LA maintained schools | 1054 | 61.8% |
| Academies | 1895 | 54.0% |
| Special schools | 58 | 0.0% |
| | 3007 | 55.7% |

Table D – KS2 by Season of Birth

| Season of birth | Total number of pupils | % Pupils Achieved Expected Standard |
|-----------------|------------------------|-------------------------------------|
| Autumn | 768 | 57.4% |
| Winter | 752 | 58.0% |
| Spring | 725 | 54.8% |
| Summer | 762 | 52.6% |
| | 3007 | 55.7% |

Table E – KS2 by First Language

| First Language | Total number of pupils | % Pupils Achieved |
|-------------------|------------------------|-------------------|
| Czech | 28 | 32.1% |
| English | 1825 | 58.2% |
| Kurdish | 24 | 37.5% |
| Latvian | 53 | 60.4% |
| Lithuanian | 126 | 55.6% |
| Malayalam | 23 | 78.3% |
| Panjabi | 160 | 45.6% |
| Panjabi (Mirpuri) | 43 | 53.5% |
| Polish | 175 | 53.7% |
| Portuguese | 86 | 45.3% |
| Romanian | 27 | 37.0% |
| Russian | 25 | 64.0% |
| Slovak | 20 | 50.0% |
| Urdu | 138 | 48.6% |
| | 3007 | 55.7% |

Table F – % pupils achieving the strong pass (a grade 5 or above) in English and mathematics

| | Peterborough | | | | England (state funded schools) | | | | Gap between Peterborough and England | | | |
|--|-----------------|-----------------|-----------------|---------------------|--------------------------------|-----------------|-----------------|---------------------|--------------------------------------|-----------------|-----------------|---------------------|
| | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 |
| All children | 55.0% | 35.0% | 35.5% | 31.7% | - | 42.6% | 43.3% | 43.2% | | -7.6% | -7.8% | -11.5% |
| Girls | 67.1% | 45.7% | 46.7% | 34.7% | - | 45.7% | 46.7% | 46.5% | | 0.0% | 0.0% | -11.8% |
| Boys | 50.6% | 33.4% | 33.4% | 29.0% | - | 39.6% | 40.0% | 39.9% | | -6.2% | -6.6% | -10.9% |
| FSM | 3.3% | 16.7% | 12.9% | 15.9% | - | 21.7% | 21.6% | | | -5.0% | -8.7% | |
| Non-FSM (does not include unknown eligibility) | 58.2% | 37.7% | 38.5% | 34.1% | - | 45.8% | 46.4% | | | -8.1% | -7.9% | |
| FSM6 | 35.4% | 18.3% | 19.7% | 18.4% | - | 24.3% | 25.1% | | | -6.0% | -5.4% | |
| Non-FSM6 | 62.4% | 41.8% | 41.9% | 37.1% | - | 49.0% | 49.8% | | | -7.2% | -7.9% | |
| All SEN | 16.6% | 10.6% | 9.7% | 6.9% | - | 12.8% | 13.5% | | | -2.2% | -3.8% | |
| SEN support | 19.1% | 13.9% | 12.7% | 10.3% | - | 15.5% | 16.5% | | | -1.6% | -3.8% | |
| SEN with statement/EHCP | - | 5.5% | 5.3% | 1.6% | - | 5.3% | 5.3% | | | 0.2% | 0.0% | |
| Non-SEN | - | 39.3% | 39.8% | 35.8% | - | 47.6% | 48.3% | | | -8.3% | -8.5% | |
| FSM & SEN | 8.8% | 3.6% | 2.4% | 2.7% | - | 6.0% | 5.6% | | | -2.4% | -3.2% | |
| Disadvantaged | 35.0% | 18.1% | 19.6% | 18.6% | - | 24.5% | - | | | -6.4% | | |
| Non-Disadvantaged | - | 42.3% | 42.2% | 37.1% | - | 49.4% | - | | | -7.1% | | |
| BME | 48.1% | 32.9% | 31.8% | 27.8% | - | - | - | | | | | |
| Non-BME | 59.9% | 36.8% | 38.3% | 35.2% | - | - | - | | | | | |
| EAL (First Language: Central/Eastern European) | - | - | - | 23.7% | - | - | 34.8% | | | | | |
| EAL (First Language: Other than English) | 42.4% | 30.6% | 25.6% | 25.1% | - | 42.8% | 43.3% | | | -12.2% | -17.7% | |
| Non-EAL (First language: English) | 60.8% | 37.2% | 39.4% | 34.7% | - | 42.7% | 43.4% | | | -5.5% | -4.0% | |

Table G – Progress 8 Group Data

| | Peterborough | | | | England (state funded schools) | | | | Gap between Peterborough and England | | | |
|--|--------------------|--------------------|--------------------|------------------------|--------------------------------|--------------------|--------------------|------------------------|--------------------------------------|--------------------|--------------------|------------------------|
| | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 | Revised 2015/16 | Revised 2016/17 | Revised 2017/18 | Provisional 2018/19 |
| All children | - 0.03 | - 0.07 | - 0.20 | - 0.15 | -0.03 | -0.03 | -0.02 | -0.03 | 0 | -0.04 | -0.18 | -0.12 |
| Girls | 0.12 | 0.14 | 0.09 | 0.14 | 0.11 | 0.18 | 0.22 | 0.23 | 0.01 | -0.04 | -0.13 | -0.09 |
| Boys | 0.11 | 0.18 | 0.21 | 0.42 | -0.17 | -0.24 | -0.25 | -0.27 | 0.28 | 0.42 | 0.46 | -0.15 |
| FSM | - 0.45 | - 0.58 | - 0.73 | - 0.55 | -0.46 | -0.48 | -0.53 | | 0.01 | -0.1 | -0.2 | |
| Non-FSM (does not include unknown eligibility) | 0.04 | 0.01 | - 0.13 | - 0.09 | 0.04 | 0.04 | 0.05 | | 0 | -0.03 | -0.18 | |
| FSM6 | - 0.37 | - 0.44 | - 0.57 | - 0.47 | -0.37 | -0.39 | -0.43 | | 0 | -0.05 | -0.14 | |
| Non-FSM6 | 0.10 | 0.08 | - 0.04 | - 0.02 | 0.1 | 0.1 | 0.12 | | 0 | -0.02 | -0.16 | |
| All SEN | - 0.52 | - 0.67 | - 0.86 | - 0.84 | -0.55 | -0.59 | -0.61 | | 0.03 | -0.08 | -0.25 | |
| SEN support | - 0.47 | - 0.50 | - 0.60 | - 0.55 | -0.38 | -0.43 | -0.43 | | -0.09 | -0.07 | -0.17 | |
| SEN with statement/EHCP | - 0.65 | - 0.98 | - 1.31 | - 1.31 | -1.03 | -1.04 | -1.09 | | 0.38 | 0.06 | -0.22 | |
| Non-SEN | 0.07 | 0.04 | - 0.09 | - 0.04 | 0.06 | 0.07 | 0.08 | | 0.01 | -0.03 | -0.17 | |
| FSM & SEN | - 0.62 | - 0.87 | - 1.14 | - 1.13 | -0.92 | -0.92 | -0.99 | | 0.3 | 0.05 | -0.15 | |
| Disadvantaged | - 0.37 | - 0.44 | - 0.57 | - 0.47 | -0.38 | -0.421 | | | 0.01 | -0.019 | | |
| Non-Disadvantaged | 0.11 | 0.09 | - 0.04 | - 0.02 | 0.13 | 0.097402 | | | -0.02 | -0.0074 | | |
| BME | 0.28 | 0.25 | 0.04 | 0.14 | - | - | - | | | | | |
| Non-BME | - 0.21 | - 0.26 | - 0.36 | - 0.36 | - | - | - | | | | | |
| EAL (First Language: Central/Eastern European) | - | - | - | 0.38 | - | - | 0.58 | | | | | |
| EAL (First Language: Other than English) | 0.35 | 0.34 | 0.13 | 0.24 | 0.39 | 0.5 | 0.49 | | -0.04 | -0.16 | -0.36 | |
| Non-EAL (First language: English) | - 0.16 | - 0.22 | - 0.30 | - 0.30 | -0.09 | -0.11 | -0.1 | | -0.07 | -0.11 | -0.2 | |

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Appendix 2 – Education Action Plan Academic Year 2019/20

| Intent | Implementation | Impact | Timescale | RAG / Progress |
|--|---|--|---|--|
| Strategic Leadership of Education including Partnership Developments with Ofsted / Academy Trusts / DfE | | | | |
| Ensure an effective set of partner arrangements are in place and proposed action outlined in later section are delivered | Work via the CEO group and Heads Forum to ensure there is sufficient capacity and drive to put in place actions. | Focused support and capacity for all schools to improve. | Developed and delivered in 2019/20 academic year. | Heads groups reformed and CEO Forum meets monthly. |
| Ensure there is a clear intervention into every school which is underperforming and appropriate action plans are put in place. | <ul style="list-style-type: none"> Formal warning notices and letter of concerns issued to maintained schools. Meetings held with CEO of all academy trusts in Peterborough. | Schools causing concern are highlighted and action is timely and has impact on 2020 outcomes. | <ul style="list-style-type: none"> September 2019 By end of Autumn 2019 | Warning notices have been issued and appropriate action taken in schools under performing |
| Communication to the public on successes and progress with actions is clear | <ul style="list-style-type: none"> Successes continue to be collected from schools. Scrutiny receives a clear overview of progress in improving education | A clear, honest and balanced narrative around the progress is available and shared with the public in Peterborough | Delivered throughout the 2019/20 academic year. | Regular column in Peterborough Telegraph and successful Twitter campaign #pboroschools |
| Improving outcomes in Phonics in Peterborough | <ul style="list-style-type: none"> Developing a strategic board to develop and review impact; Training Phonics Champions based upon the Derby City model Setting up phonic network meetings for 3 groups (continuing support group and newly targeted schools; schools who had seen improvements this year and any schools; 90+ group); Governor training – ensuring leadership focus Developing links with English Hub; CPD deliver support by Newham. | Phonics outcomes move in line with statistical neighbours | <ul style="list-style-type: none"> January 20 December 19 October 19 September 19 Ongoing Autumn 19 | <p>In Place</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Contact made</p> <p>Ongoing</p> |

| | | | | |
|---|--|---|--|--|
| | <ul style="list-style-type: none"> Working with Early Years colleagues and PVI sector for early implementation | | <ul style="list-style-type: none"> Spring 20 | Ongoing |
| Review structures and support arrangements for governance in Cambridgeshire and Peterborough to ensure effective challenge and support arrangements are in place to drive school improvement | | | | |
| Improving the level of challenge and support to governing bodies | <ul style="list-style-type: none"> Appointment of new strategic lead for governance for CCC and PCC. Work with the governor leadership group to develop the role of Local Leader of governance and provide governance review capacity to ensure effective leadership in school governing bodies / Local governing bodies. Work with National Leader Governance Advocate for NE London and East of England to develop the training offer available to schools in Peterborough and through teaching schools. Rural Schools Governance Conference to highlight challenges and different ways of working | Greater capacity to support the development of governance – a key strand of school improvement. It is hoped these changes will lead to improvement in outcomes of pupils. | <ul style="list-style-type: none"> September 2019 December 19 September 19 November 19 | <p>Appointment made</p> <p>Draft strategic plan written – to be shared with Leadership Group in new year.</p> <p>Ongoing – will feature as part of the LA offer moving forward.</p> <p>Proposed to be held in Summer term 2020</p> |
| Develop marking campaign to encourage the recruitment and retention of school governors especially in skill shortage areas. | <ul style="list-style-type: none"> Update vacancies / skills gap analysis for all schools in Peterborough Develop the use of Teach Peterborough as the portal for recruiting new governors / trustees. | Reduce governor vacancies by 50% from current level of vacancies and provide additional capacity for improvement. Succession planning in place for governing bodies. | <ul style="list-style-type: none"> November 19 October 19 | <p>To take place in February 2020</p> <p>Delivered</p> |

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|---|--|--|--|--|
| | <ul style="list-style-type: none"> • Provide a local forum for the Young Governor Network and encourage sign up by all those under 40. | | <ul style="list-style-type: none"> • October 19 | To be established in Spring 2020 |
| Create robust and effective system to collect and analyse data that is easily accessible and interpreted across the education system | | | | |
| Further improve the enhanced data offer open to schools which is timely and creates impact on children and young people. | <ul style="list-style-type: none"> • Improve secondary data analysis including the joint procurement of a data tool for Key Stage 5 • Develop further the context around schools to support the school on a page including social care interventions, mobility, SEND and inclusion. • Analysis produce of school attainment on entry to primary education and benchmark with other schools. | Timely interventions for schools based upon strong data analysis. Schools able to identify areas of best practice. | <ul style="list-style-type: none"> • November 19 • December 19 • January 2020 | <p>Complete</p> <p>Scoping work complete and development of further context in new year</p> <p>Complete</p> |
| Leadership of Education Services within the Local Authority | | | | |
| An improved local authority that meets the needs of schools and effectively discharges its statutory responsibilities. | <ul style="list-style-type: none"> • Complete recruitment to senior management structure – appointment of Assistant Director – Schools and Setting Improvement. • Develop published protocol for LA role on intervention in academies and how to work with Regional School Commissioner. • Produce a city wide education data overview to support the development of all schools strategies following the publishing of 2019 outcomes • Role of elected members – put in place an effective process for elected members to engage with schools and support them to improve. • Re-run school survey to understand challenges and areas for improvement / progress. | Greater support to schools. More challenge in place around education standards. Greater knowledge of schools and the challenges they are facing. | <ul style="list-style-type: none"> • January 2020 • December 19 • October 19 • November 19 • January 2020 | <p>Appointment expected in February 2020</p> <p>Deferred until March 2020 in light of late appointment of AD</p> <p>Complete</p> <p>Proposal put in place – training intended in the new year.</p> <p>To be completed.</p> |

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| | <ul style="list-style-type: none"> Allocate a link officer Link role to schools – ensuring there is a senior officer in PCC linked to every school with a view to an annual visit and termly contact including contact with the Chair of governors / Local governing body. | | <ul style="list-style-type: none"> October 2019 | All school allocated a link officer and process put in place. To commence in January 2020 |
| New LA model for School Improvement ensuring every maintained primary schools is supported to improve. | <ul style="list-style-type: none"> Every maintained schools visited at least 3 times a year including a data visit in the autumn including specialist support when needed. Bespoke package of support for targeted intervention school developed. Increase capacity of team through using expertise externally including former HMI, Newham and high performing headteachers from Cambridgeshire. Ongoing working between the LA and its maintained schools to share best practice and collaborate to improve. | <ul style="list-style-type: none"> Improvement in maintained schools and a better understand of the challenges we face. Early intervention where schools are declining. Additional support for those schools who need most support. | <ul style="list-style-type: none"> Ongoing September 2019 In place Ongoing | <p>Process put in place – autumn term meetings held (aside from 1 school) Complete</p> <p>Complete</p> <p>Heads meetings arranged to allow working together.</p> |
| Improve recruitment and retention of teachers across the county | | | | |
| Develop of City Wide agreed strategy on recruitment and retention (supporting the secondary work strand) | Working group reformed to put together a strategy in conjunction with teaching schools that apply to schools across Peterborough. | More teachers / support staff recruited and reduced number of vacancies. | <ul style="list-style-type: none"> January 2020 | Work in progress – unlikely to be complete until March |
| Explore options around increasing the number of teachers in Peterborough (starting September 2021) in conjunction with teaching schools and Cambridgeshire. | Consider new approaches including – <ul style="list-style-type: none"> Return to teaching events Teacher apprenticeships Full review of term dates as a retention tool for staff. | | <ul style="list-style-type: none"> January 2020 | To be considered as part of the previous action |
| Support to improving the outcomes of vulnerable learners | | | | |
| Increasing the take up of Pupil Premium (next census count in January 2020) | <ul style="list-style-type: none"> Review current data comparing deprivation against free school meal take up. | Greater recognition of deprivation in schools and nationally. | <ul style="list-style-type: none"> October 2020 | Data shared with schools to allow comparison |

| | | | | |
|---|---|---|---|---|
| | <ul style="list-style-type: none"> Explore extending the support / portal offered by Cambridgeshire to schools to encourage parents to sign up. Review data held by PCC and its partners to identify children who might be eligible for pupil premium but are not claiming. | Further funding to support improved outcomes. | <ul style="list-style-type: none"> November 2019 November 2019 | <p>Information shared with schools</p> <p>Information to be shared with schools in January</p> <p>Deferred until 2020 – additional capacity needed.</p> |
| Update and refresh EAL strategy including data by key groups | <ul style="list-style-type: none"> Refresh strategy from 2013 and develop action plan to continue to close gap with other authorities. Re-engage supplementary schools to support development of first language GCSEs and improved information sharing as part of the integrated communities programme. | | <ul style="list-style-type: none"> February 2020 January 2020 | <p>Ongoing action</p> <p>Ongoing Action</p> |
| Improving the support for challenging behaviour and SEMH in schools | <ul style="list-style-type: none"> Continue to review and refine support and approaches for behaviour and ensure schools are appropriately supported to be inclusive. Steps behaviour programme - Planned for maintained schools for the 15th October – will be opened up to Academy Schools Support the transitioning of PPRS to Academy Status and residual services back into the Local Authority. | Increase capacity in system to support schools in mainstream, an effective exclusion process and an improved Pupil Referral Unit. | <ul style="list-style-type: none"> November 19 October 19 April 2020 | <p>Behaviour support offer for schools restarting after PPRS inspection Delivered – full training to take place in February.</p> <p>Ongoing</p> |
| Admissions and School Access (including ensuring pupils are not off-rolled) | <ul style="list-style-type: none"> Implement revised Fair Access protocol (draft consulted upon in Summer 2019) - 'Challenging Behaviour' and 'Children who have difficulty securing a school place'. Formally commence the updated arrangements for the use of part time | Ensuring children access school promptly and have high attendance. | <ul style="list-style-type: none"> November 19 September 19 | <p>In place and working effectively for re-integrating children.</p> <p>Complete</p> |

| | | | | |
|---|--|--|---|---|
| | timetables | | | |
| | <ul style="list-style-type: none"> Update guidance to parents on the challenges in moving schools in year | | <ul style="list-style-type: none"> October 19 | To be completed in January following appointment of new strategic lead. |
| Address the actions arising in the written statement of actions following the SEND Inspection | <ul style="list-style-type: none"> Ensure action plan developed and delivered. | Concerns expressed by Ofsted are addressed in a timely manner. | <ul style="list-style-type: none"> August 2020 | Action plan considered to be appropriate. |

Emerging Themes for Secondary Improvement

The action plan for Secondary schools covers 4 key areas is outlined below. A full action plan is being considered in Peterborough Partnership of Secondary Schools (PPSS) and Peterborough CEO Forum in September.

Leadership

1. Governance
 - a. Skills – capture the skills required for effective governance – audit, job description, desirable skills. Skills audit completed for each GB using National Governors Association template. Audits combined into single overview document.
 - b. Training - provide bespoke training for those in governance at each stage of the journey. Use audit to identify training needs and the LA will co-ordinate training based on identified need.
 - c. Pool - develop a pool of governors that could serve in any Peterborough school or fill gaps where there are critical challenges.
2. Retention of School Senior Leaders (with a key focus being the teaching school delivering for sustainability)
 - a. Headspace programme for secondary heads to support in the challenges of leadership
 - b. Buddy for new heads
 - c. Programme of development and support for those new to senior leadership.
 - d. Preparation for the next phase of development: leadership skills.
 - e. Preparation for senior leaders/heads for the new roles e.g. at MAT level.
3. Middle Leadership
 - a. New to Middle Leadership programme.
 - b. Programme for experienced middle leaders - Peterborough-wide projects.
 - c. Preparation for senior leadership – opportunity to work with other heads – secondment.

Vulnerable Pupils

1. Safer Schools Officer Programme – consider options around how this programme could return to support some of the challenges schools are currently facing with behaviour / approaches outside of schools.
2. Impact of Austerity - schools to outline the impact of austerity on vulnerable children (in- school support, shrinking availability of external services) with a view to considering how best to work together to improve these challenges.
3. Impact and Development of Hubs on Vulnerable Pupils – how we may wish to consider other approaches to support our most vulnerable pupils including the use of hubs.
4. Bidding for funding for ‘Just About Managing ’ / Pupil Premium pupils – including collecting data on just about managing (both educationally and social economically and look at options around funding bids.

Recruitment and Retention

1. Carrying out an audit across schools to including information such as reasons teachers are leaving the profession, Absence data

- related to stress, etc, The age/career profile, Any unfilled vacancies incl. long-term supply, The extra demand for future teachers
2. Retention of all staff - Create a city-wide charter that sets out parameters and expectations for key stakeholders, with the intent of reducing stress factors on school staff at all levels.
 3. Increasing number of trainees into the City – including further investment in Teach East to increase annual numbers to 70 and Teach East to develop its geographical sphere of influence beyond the boundaries of Peterborough via links with other LAs and higher education establishments.
 4. Retention of younger staff - A collective approach to workload reduction across Peterborough including sharing of successful strategies in Peterborough Schools, work/life balance approaches and key working housing.
 5. Recruiting greater number of staff of all experiences into the City - The consideration of the benefits of ‘one-off’ recruitment packages and the potential impact this might have on increasing recruitment.

Curriculum and Outcomes

1. Establish a city-wide MFL strategy to optimise E-Bacc outcomes through
 - a. Collating a menu of city support for community languages and identifying gaps in provision
 - b. Facilitating dialogue amongst city MFL leaders: establishing school-to-school support and a new Curriculum Leads meetings
 - c. Considering KS2 MFL co- ordination to optimise MFL transition into KS3 – including audit of current language provision in primary and identifying leaders in primary schools.
2. Data - Agree to continue or adapt current data collection. Agree data collections windows for 2019-20 Share and respond to summary data
3. Curriculum Development - To stage city-wide opportunities to support schools in reviewing their KS3 curriculum and the impact it is having on outcomes. The focus will be on leaders working together including teach meets, workshops, Triads, etc.
4. Careers - To establish innovative CEIAG practice across the city, to enrich the curriculum and raise student aspiration
5. Support for Improving Maths Outcomes – consideration of developing a sub hub of the Maths hub led by leading practioners in the city to share best practice and create more ambassadors for maths

Key Actions arising from review of outcomes with LA maintained Primary Schools (and Nursery)

- Deliver targeted training session in the autumn term for EYFS practitioners on developing pupils' language skills
- "School readiness project" extended into two years before school in order to help to bring more children into this work at an earlier stage of their development.
- Further delivery of the LA "Leading Assessment and Moderation" CPD session to ensure expectations are known.
- Cluster LA maintained schools into smaller groups to carry out further cross-school moderation in the Spring-term around expectations at Key Stage 1.
- Year 6 workshop to be led by St Johns Orton / Winyates and Paragon Teaching School on best practice. This will include further consideration of "Power to Perform" element of PiXL as this has had good impact looking at pupil as a whole and any barriers to success.
- Reading for Inference Training including visit to a Peterborough School where this has had significant impact.
- Working together to share experiences from the trail of the on-line times tables test including support from the Maths Hub.
- Increase offer from the PCC early years team to extend their offer into reception. The offer will include support for the practical element with high needs children without a plan and how to support in the interim.

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Emerging themes in Primary Partnership Model

As part of the primary development model, a survey of school development areas were undertaken and identified the following areas for the partnership to deliver-

Attainment

PP pupils, GDS/Higher standard, Higher PP standard in Maths, Combined attainment, reading for greater depth, attainment in reading/Maths/Writing, increasing the % achieving expected level in reading.

Curriculum

Develop read, write inc, develop the wider curriculum (ICTAC), develop Reading/Writing/Speaking/Listening/Performance & the Arts, Cohesive knowledge curriculum, Maths mastery, develop a broad knowledge based curriculum, develop a wider curriculum, Writing focus.

Teaching and Learning

Direct instruction and modelling, T&L in Maths & Science, use of IT to support T&L, teaching of reasoning and problem solving in maths, teaching of reading skills.

Assessment

Develop and refine procedures, Finalise the approach to assessment without levels, standardised tests and tracking systems

Leadership

Developing effective leadership for raising standards, develop leadership across the school

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A Peterborough Primary School

Head teacher: Miss Headteacher

Chair of Governors:

LA Rating of School:

Agreed School Category:

School Self Evaluation:

| Pupil Nos. | Year Group | | | | | | Gender | | Total | |
|--------------|------------|----|----|----|----|----|--------|-----|-------|-----|
| | 2019 | R | I | 2 | 3 | 4 | 5 | 6 | | F |
| All pupils | 54 | 72 | 48 | 70 | 60 | 49 | 57 | 195 | 215 | 410 |
| SEN | 4 | 8 | 9 | 13 | 9 | 12 | 12 | 17 | 50 | 67 |
| FSM eligible | 23 | 18 | 20 | 19 | 14 | 13 | 8 | 51 | 64 | 115 |
| FSM6 | 23 | 18 | 21 | 29 | 19 | 21 | 17 | 68 | 80 | 148 |
| BME | 26 | 37 | 23 | 38 | 33 | 16 | 26 | 95 | 104 | 199 |
| EAL | 22 | 24 | 20 | 33 | 27 | 13 | 16 | 77 | 78 | 155 |

| Workforce | 2015/16 | 2016/17 | 2017/18 |
|--|---------|---------|---------|
| No. Teachers (fte) | 21.3 | 21.7 | 22.7 |
| No. TAs (fte) | 24 | 22.3 | 21.9 |
| TA/Total Teacher Ratio | 1.1 | 1 | 1 |
| Pupil/Teacher Ratio | 18.1 | 19.2 | 18.1 |
| Ave. Days Lost Due to Teacher Sickness | 0.9 | 0.7 | 0.9 |

| Pupil Premium | No. | % of all Pupils |
|--------------------------------------|-----|-----------------|
| 2019/20 | | |
| Deprivation | 151 | 36.8 |
| LAC | 0 | 0.0 |
| Adopted | 1 | 0.2 |
| Service Child | 1 | 0.2 |
| Total No. Pupils Receiving a Premium | 152 | 37.1 |

| IDACI | Percentage | | | |
|----------------------|------------|-------|--------|---------|
| Quintiles | School | Cambs | P'boro | England |
| 1st (Most Deprived) | 34.1 | 5.1 | 33.2 | 20.0 |
| 2nd | 50.5 | 16.8 | 31.8 | 20.0 |
| 3rd | 8.3 | 24.5 | 15.2 | 20.0 |
| 4th | 4.4 | 27.0 | 13.2 | 20.0 |
| 5th (Least Deprived) | 2.7 | 26.5 | 6.5 | 20.0 |
| Not Known | 0.0 | 0.1 | 0.1 | 20.0 |

| Ofsted (31st August 2018) | Latest Short | Inspection Latest Full | Previous Full |
|--|--------------|------------------------|---------------|
| Date of inspection | NULL | 22/06/2018 | 02/07/2015 |
| Relate to the URN of current school? | NULL | Yes | Yes |
| Overall effectiveness | NULL | Good | Good |
| Outcomes for children & learners | | Good | Good |
| Quality of teaching, learning & assessment | | Good | Good |
| Personal development behaviour & welfare | | Outstanding | No Judgement |
| Effectiveness of leadership & management | | Good | Good |
| Is safeguarding effective? | | - | No Judgement |

| Attendance 2017/18 | % Pupils in School | Cambs % | P'boro % | England % | PPT Gap to England |
|----------------------|--------------------|---------|----------|-----------|--------------------|
| Overall Absence | 4.0 | 4.0 | 4.2 | 4.2 | 0.2 |
| Authorised Absence | 3.3 | 3.1 | 3.1 | 3.0 | -0.3 |
| Unauthorised Absence | 0.8 | 0.9 | 1.0 | 1.1 | 0.3 |
| Persistent Absences | 7.5 | 7.8 | 9.0 | 8.7 | 1.2 |

Note: Absence data from 2017/18 pending release of 2018/19 data in October 2019.

| Exclusions 2017/18 | % Pupils in School | Cambs % | P'boro % | England % 2017/18 | PPT Gap to England |
|--------------------|--------------------|---------|----------|-------------------|--------------------|
| Fixed term | 2.16 | 2.32 | 1.61 | 1.40 | -0.8 |
| Permanent | 0.24 | 0.01 | 0.02 | 0.03 | -0.2 |

| Expected Std 2019 Interim | Early Years | | | | | |
|---------------------------|-------------|-------------|-------------|--------------|-------------|-------------|
| | Cohort | GLD | APS | All 17 Areas | Prime | Specific |
| % (Cambs / England) | | 71.6 / 71.8 | 34.2 / 34.5 | 70 / 70.7 | 78.3 / 79.2 | 71 / 71.4 |
| % (P'boro / England) | | 67 / 71.8 | 33.8 / 34.5 | 64.7 / 70.7 | 74.9 / 79.2 | 65.2 / 71.4 |
| All Pupils in School | 54 | 64.8 | 33.0 | 64.8 | 70.4 | 64.8 |
| Boys / Girls | 21 / 33 | 57.1 / 69.7 | 30.9 / 34.3 | 57.1 / 69.7 | 57.1 / 78.8 | 57.1 / 69.7 |
| Gap | | -12.6 | -3.5 | -12.6 | -21.6 | -12.6 |
| Disadv'd / Non | 22 / 32 | 50 / 75 | 30.8 / 34.5 | 50 / 75 | 59.1 / 78.1 | 50 / 75 |
| Gap | | -25.0 | -3.7 | -25.0 | -19.0 | -25.0 |
| EAL / Non-EAL | 21 / 31 | 71.4 / 64.5 | 33.1 / 33.9 | 71.4 / 64.5 | 76.2 / 71 | 71.4 / 64.5 |
| Gap | | 6.9 | -0.8 | 6.9 | 5.2 | 6.9 |
| SEN / Non-SEN | 4 / 48 | 0 / 72.9 | 19.3 / 34.8 | 0 / 72.9 | 0 / 79.2 | 0 / 72.9 |
| Gap | | - | -15.5 | - | - | - |
| FSM / Non-FSM | 22 / 30 | 50 / 80 | 30.8 / 35.6 | 50 / 80 | 59.1 / 83.3 | 50 / 80 |
| Gap | | -30.0 | -4.8 | -30.0 | -24.2 | -30.0 |
| FSM6 / Non-FSM6 | 22 / 32 | 50 / 75 | 30.8 / 34.5 | 50 / 75 | 59.1 / 78.1 | 50 / 75 |
| Gap | | -25.0 | -3.7 | -25.0 | -19.0 | -25.0 |
| BME / Non-BME | 25 / 27 | 68 / 66.7 | 33.6 / 33.6 | 68 / 66.7 | 72 / 74.1 | 68 / 66.7 |
| Gap | | 1.3 | -0.1 | 1.3 | -2.1 | 1.3 |

| Cohort | KSI | | | | |
|---------|-------------|-------------|-------------|-------------|-------------|
| | RWM | Reading | Writing | Maths | Science |
| | 62.8 / 64.9 | 74.1 / 74.9 | 67.4 / 69.2 | 74.8 / 75.6 | 82.8 / 82.3 |
| | 57.2 / 64.9 | 66.9 / 74.9 | 61.8 / 69.2 | 69.9 / 75.6 | 75.7 / 82.3 |
| 51 | 56.9 | 62.7 | 62.7 | 68.6 | 76.5 |
| 29 / 22 | 48.3 / 68.2 | 58.6 / 68.2 | 55.2 / 72.7 | 62.1 / 77.3 | 79.3 / 72.7 |
| Gap | -19.9 | -9.6 | -17.6 | -15.2 | 6.6 |
| 21 / 30 | 38.1 / 70 | 47.6 / 73.3 | 52.4 / 70 | 57.1 / 76.7 | 66.7 / 83.3 |
| Gap | -31.9 | -25.7 | -17.6 | -19.5 | -16.7 |
| 20 / 28 | 65 / 53.6 | 75 / 57.1 | 70 / 60.7 | 70 / 67.9 | 90 / 71.4 |
| Gap | 11.4 | 17.9 | 9.3 | 2.1 | 18.6 |
| 7 / 41 | 0 / 68.3 | 0 / 75.6 | 0 / 75.6 | 0 / 80.5 | 14.3 / 90.2 |
| Gap | - | - | - | - | -76.0 |
| 20 / 28 | 35 / 75 | 45 / 78.6 | 50 / 75 | 55 / 78.6 | 65 / 89.3 |
| Gap | -40.0 | -33.6 | -25.0 | -23.6 | -24.3 |
| 21 / 30 | 38.1 / 70 | 47.6 / 73.3 | 52.4 / 70 | 57.1 / 76.7 | 66.7 / 83.3 |
| Gap | -31.9 | -25.7 | -17.6 | -19.5 | -16.7 |
| 23 / 23 | 65.2 / 52.2 | 73.9 / 56.5 | 69.6 / 56.5 | 69.6 / 65.2 | 87 / 69.6 |
| Gap | 13.0 | 17.4 | 13.0 | 4.3 | 17.4 |

| Cohort | KS2 | | | | | |
|---------|-------------|-------------|-------------|-------------|-------------|-------------|
| | RWM | Reading | Writing | Maths | Science | GPS |
| | 62.4 / 64.8 | 72.6 / 73.1 | 75.3 / 78.4 | 76.4 / 78.7 | 82 / 82.9 | 76 / 77.9 |
| | 54.5 / 64.8 | 62.4 / 73.1 | 69.8 / 78.4 | 71.5 / 78.7 | 74.3 / 82.9 | 70.6 / 77.9 |
| 58 | 82.8 | 87.9 | 91.4 | 91.4 | 82.8 | 89.7 |
| 31 / 27 | 74.2 / 92.6 | 80.6 / 96.3 | 87.1 / 96.3 | 87.1 / 96.3 | 80.6 / 85.2 | 83.9 / 96.3 |
| Gap | -18.4 | -15.7 | -9.2 | -9.2 | -4.5 | -12.4 |
| 18 / 40 | 77.8 / 85 | 83.3 / 90 | 88.9 / 92.5 | 83.3 / 95 | 77.8 / 85 | 83.3 / 92.5 |
| Gap | -7.2 | -6.7 | -3.6 | -11.7 | -7.2 | -9.2 |
| 16 / 41 | 87.5 / 82.9 | 93.8 / 87.8 | 93.8 / 92.7 | 93.8 / 92.7 | 87.5 / 82.9 | 93.8 / 90.2 |
| Gap | 4.6 | 5.9 | 1.1 | 1.1 | 4.6 | 3.5 |
| 11 / 46 | 36.4 / 95.7 | 54.5 / 97.8 | 72.7 / 97.8 | 72.7 / 97.8 | 36.4 / 95.7 | 63.6 / 97.8 |
| Gap | -59.3 | -43.3 | -25.1 | -25.1 | -59.3 | -34.2 |
| 7 / 51 | 57.1 / 86.3 | 57.1 / 92.2 | 71.4 / 94.1 | 71.4 / 94.1 | 57.1 / 86.3 | 57.1 / 94.1 |
| Gap | -29.1 | -35.0 | -22.7 | -22.7 | -29.1 | -37.0 |
| 19 / 39 | 78.9 / 84.6 | 84.2 / 89.7 | 89.5 / 92.3 | 84.2 / 94.9 | 78.9 / 84.6 | 84.2 / 92.3 |
| Gap | -5.7 | -5.5 | -2.8 | -10.7 | -5.7 | -8.1 |
| 26 / 31 | 92.3 / 77.4 | 96.2 / 83.9 | 96.2 / 90.3 | 96.2 / 90.3 | 88.5 / 80.6 | 96.2 / 87.1 |
| Gap | 14.9 | 12.3 | 5.8 | 5.8 | 7.8 | 9.1 |

| Y1 Cohort | Y2 Cohort | EKS Cohort | Phonics | | |
|-----------|-----------|------------|-------------|-------------|-------------|
| | | | Y1 (2019) | Y2 (2019) | EKS (2019) |
| | | | 80.2 / 81.9 | 54.1 / 55.9 | 90.8 / 91.4 |
| | | | 77 / 82 | 56.5 / 55.9 | 88.8 / 91.4 |
| 69 | 12 | 51 | 88.4 | 58.3 | 90.2 |
| 41 / 28 | 6 / 6 | 29 / 22 | 85.4 / 92.9 | 66.7 / 50 | 93.1 / 86.4 |
| Gap | | | -7.5 | 16.7 | 6.7 |
| 18 / 51 | 6 / 6 | 21 / 30 | 83.3 / 90.2 | 66.7 / 50 | 90.5 / 90 |
| Gap | | | -6.9 | 16.7 | 0.5 |
| 22 / 47 | 5 / 5 | 20 / 28 | 90.9 / 87.2 | 100 / 40 | 100 / 89.3 |
| Gap | | | 3.7 | 60.0 | 10.7 |
| 8 / 61 | 5 / 5 | 7 / 41 | 62.5 / 91.8 | 40 / 100 | 57.1 / 100 |
| Gap | | | -29.3 | -60.0 | -42.9 |
| 18 / 51 | 6 / 4 | 20 / 28 | 83.3 / 90.2 | 66.7 / 75 | 90 / 96.4 |
| Gap | | | -6.9 | -8.3 | -6.4 |
| 18 / 51 | 6 / 6 | 21 / 30 | 83.3 / 90.2 | 66.7 / 50 | 90.5 / 90 |
| Gap | | | -6.9 | 16.7 | 0.5 |
| 35 / 34 | 4 / 6 | 23 / 23 | 91.4 / 85.3 | 100 / 50 | 100 / 87 |
| Gap | | | 6.1 | 50.0 | 13.0 |

| Greater Depth 2019 Interim | Early Years | | | | | |
|----------------------------|-------------|-------------|-------------|--------------|-------|----------|
| | Cohort | GLD | APS | All 17 Areas | Prime | Specific |
| % (Cambs / England) | | 1.6 / 2.5 | 7.47 / 5.6 | 2.17 / 3.2 | | |
| % (P'boro / England) | | 2.41 / 2.5 | 7.47 / 5.6 | 2.78 / 3.2 | | |
| All Pupils in School | | 9.3 | 11.1 | 9.3 | | |
| Boys / Girls | | 9.52 / 9.09 | 9.52 / 12.1 | 9.52 / 9.09 | | |
| Gap | | 0.4 | -2.6 | 0.4 | | |
| Disadv'd / Non | | 0 / 15.6 | 4.55 / 15.6 | 0 / 15.6 | | |
| Gap | | - | -11.1 | - | | |
| EAL / Non-EAL | | 9.52 / 9.68 | 9.52 / 12.9 | 9.52 / 9.68 | | |
| Gap | | -0.2 | -3.4 | -0.2 | | |
| SEN / Non-SEN | | 0 / 10.4 | 0 / 12.5 | 0 / 10.4 | | |
| Gap | | - | - | - | | |
| FSM / Non-FSM | | 0 / 16.7 | 4.55 / 16.7 | 0 / 16.7 | | |
| Gap | | - | -12.1 | - | | |
| FSM6 / Non-FSM6 | | 0 / 15.6 | 4.55 / 15.6 | 0 / 15.6 | | |
| Gap | | - | -11.1 | - | | |
| BME / Non-BME | | 12 / 7.41 | 12 / 11.1 | 12 / 7.41 | | |
| Gap | | 4.6 | 0.9 | 4.6 | | |

| Cohort | KSI | | | | |
|--------|-------------|-------------|-------------|-------------|---------|
| | RWM | Reading | Writing | Maths | Science |
| | 10.3 / 11.2 | 25.1 / 25 | 13.9 / 14.8 | 21.4 / 21.7 | |
| | 7.42 / 11.2 | 18 / 25 | 11 / 14.8 | 17.1 / 21.7 | |
| | 7.8 | 19.6 | 13.7 | 17.6 | |
| | 3.45 / 13.6 | 17.2 / 22.7 | 6.9 / 22.7 | 17.2 / 18.2 | |
| | -10.2 | -5.5 | -15.8 | -0.9 | |
| | 0 / 13.3 | 4.76 / 30 | 4.76 / 20 | 4.76 / 26.7 | |
| | - | -25.2 | -15.2 | -21.9 | |
| | 15 / 3.57 | 30 / 10.7 | 25 / 7.14 | 25 / 14.3 | |
| | 11.4 | 19.3 | 17.9 | 10.7 | |
| | 0 / 9.76 | 0 / 22 | 0 / 17.1 | 0 / 22 | |
| | - | - | - | - | |
| | 0 / 14.3 | 5 / 28.6 | 5 / 21.4 | 5 / 28.6 | |
| | - | -23.6 | -16.4 | -23.6 | |
| | 0 / 13.3 | 4.76 / 30 | 4.76 / 20 | 4.76 / 26.7 | |
| | - | -25.2 | -15.2 | -21.9 | |
| | 8.7 / 4.35 | 26.1 / 8.7 | 17.4 / 8.7 | 26.1 / 8.7 | |
| | 4.3 | 17.4 | 8.7 | 17.4 | |

| Cohort | KS2 | | | | | |
|--------|-------------|-------------|-------------|-------------|---------|-------------|
| | RWM | Reading | Writing | Maths | Science | GPS |
| | 9.18 / 10.5 | 28.1 / 26.9 | 16.6 / 20.2 | 25.8 / 26.6 | | 32.9 / 35.7 |
| | 6.59 / 10.5 | 19.4 / 26.9 | 12.1 / 20.2 | 21.1 / 26.6 | | 28 / 35.7 |
| | 10.3 | 32.8 | 13.8 | 37.9 | | 48.3 |
| | 12.9 / 7.41 | 29 / 37 | 12.9 / 14.8 | 41.9 / 33.3 | | 45.2 / 51.9 |
| | 5.5 | -8.0 | -1.9 | 8.6 | | -6.7 |
| | 5.56 / 12.5 | 22.2 / 37.5 | 5.56 / 17.5 | 33.3 / 40 | | 33.3 / 55 |
| | -6.9 | -15.3 | | | | |

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OVERALL ANALYSIS - PCC

| | | | | | | | | | | | | | | | | | | | |
|--|--------------------------------------|------|------|------|------------------------|------------|----------------------------------|------|------|------|------|------|------|------|------|--------------------------------|------|------|------|
| English Median of difference from national | Combining words, phrases and clauses | | | | Functions of sentences | | Grammatical terms / word classes | | | | | | | | | | | | |
| | 19 | 36 | 45 | 50 | 3 | 26 | 8 | 9 | 17 | 21 | 27 | 30 | 32 | 33 | 35 | 37 | 41 | 47 | 49 |
| | -3.9 | -4.2 | -7.3 | -6.7 | -1.1 | -1 | -1.9 | -3.7 | -1.2 | -6.2 | -5.7 | -1.3 | -0.1 | -6.2 | -3.2 | -4.1 | -1.7 | -9.5 | -3.6 |
| Punctuation | | | | | | | | | | | | | | | | Standard English and formality | | | |
| | 1 | 4 | 6 | 10 | 11 | 13 | 16 | 20 | 22 | 23 | 31 | 34 | 40 | 43 | 46 | 48 | 7 | 15 | 25 |
| | -1.6 | -1.8 | -3.9 | -2.7 | -1.8 | -0.9 | -1.6 | -6.6 | -2.3 | -6.2 | -5.1 | -6.5 | -7.3 | -7.6 | -7.6 | -7 | -2.1 | -1.7 | -5.4 |
| Verb forms, tense and consistency | | | | | | Vocabulary | | | | | | | | | | | | | |
| | 24 | 28 | 29 | 38 | 39 | 42 | 2 | 5 | 12 | 14 | 18 | 44 | | | | | | | |
| | -3.4 | -1.8 | -5.7 | -2 | -3.5 | -3.2 | -1.8 | -3 | -4.4 | 0.5 | -2.6 | -6 | | | | | | | |

| | | | | | | | | | | | | | | | | | | | |
|---|---|------|------|------|------|------|------|------|------|------|------|------|------|-----|------|------------------------|------|----------------------|------|
| Maths P1 Median of difference from national | Addition, subtraction, multiplication and division (calculations) | | | | | | | | | | | | | | | | | | |
| | 2 | 4 | 5 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 15 | 16 | 17 | 23 | 25 | 30 | 36 | | |
| | 1 | -1.3 | 0.9 | 0.3 | 0 | 0.6 | -1.2 | -0.4 | -2.6 | -1.3 | -0.5 | -0.1 | 0.7 | 0.1 | -0.3 | 0.9 | -0.1 | | |
| Fractions, decimals and percentages | | | | | | | | | | | | | | | | Number and place value | | Ratio and proportion | |
| | 6 | 14 | 19 | 20 | 21 | 22 | 24 | 26 | 28 | 31 | 32 | 34 | 35 | 1 | 3 | 18 | 27 | 29 | 33 |
| | 0.2 | -0.5 | -2.2 | -0.4 | -0.6 | -4.5 | -1.3 | -3.3 | -0.7 | -0.3 | -3.8 | -3.2 | -3.1 | 0.8 | 0 | -0.2 | -0.6 | -2.7 | -0.8 |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------|------|------------|---------|------|------|-------------------------------------|------|-----|------|-----------------------------------|----|------|-------------|-------|------|------|-------|------|
| Maths P2 Median of difference from national | Addition, subtraction, multiplication and division (calculations) | | | | Algebra | | | Fractions, decimals and percentages | | | | Geometry - position and direction | | | Measurement | | | | | |
| | 1 | 5 | 9 | 16 | 18 | 8a | 8b | 10 | 6 | 11a | 12 | 15 | 20 | 4 | 13 | 21 | 7 | 11b | 17 | 23 |
| | -2.1 | 0.4 | -4 | 1 | -4.9 | -5.5 | -0.9 | -5.2 | -0.3 | -4 | -5.1 | -8.2 | -4 | -4.4 | -9.6 | -11.6 | -3.1 | -0.6 | -11.7 | -7.3 |
| Number and place value | | Ratio and proportion | | Statistics | | | | | | | | | | | | | | | | |
| | 2 | 3 | 14 | 19 | 22a | 22b | | | | | | | | | | | | | | |
| | -0.8 | -0.2 | -0.3 | -4 | -8.6 | -7.7 | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|---|----------------------|------|------|------------|---------|------|-------------------------------------|------|------|-----------------------------------|------|------|------|------|-------------|------|------|------|------|
| Maths P3 Median of difference from national | Addition, subtraction, multiplication and division (calculations) | | | | | Algebra | | Fractions, decimals and percentages | | | Geometry - position and direction | | | | | Measurement | | | | |
| | 5 | 8 | 11 | 19 | 20 | 3 | 17 | 4 | 6 | 18 | 10a | 10b | 13 | 21a | 21b | 22 | 7a | 14 | 15 | 16 |
| | -0.5 | -2.4 | -4.8 | -4.1 | -7.4 | -2.8 | -8.1 | -2.4 | -3.7 | -7.3 | -6.5 | -8.6 | -7.1 | -5.4 | -6.4 | -11.7 | -1.3 | -7.8 | -7.8 | -7.3 |
| Number and place value | | Ratio and proportion | | | Statistics | | | | | | | | | | | | | | | |
| | 1 | 2a | 2b | 12 | 23 | 7b | 9 | | | | | | | | | | | | | |
| | -1.5 | -3.8 | -0.4 | -8.1 | -5.4 | -4.3 | -6 | | | | | | | | | | | | | |

45

Each set of rows shows:
 Theme
 Question number
 Percentage point difference from national
 Colours are formatted relative to max and min values for page. Yellow is 0 (i.e. the same as national).

| | | | | | | | | | | | | | | | | | | | | |
|--|--|------|------|------|------|------|----------------------------------|------|------|------|------|------|------|------|------|--|------|--|---|--|
| Reading Median of difference from national | Give / explain the meaning of words in context | | | | | | Make comparisons within the text | | | | | | | | | | | | | |
| | 4 | 8 | 9 | 17 | 21 | 37 | 10 | | | | | | | | | | | | | |
| | -0.3 | -5 | -2.5 | -3.7 | -7 | -2.5 | -7.3 | | | | | | | | | | | | | |
| Make inferences from the text / explain and justify inferences with evidence from text | | | | | | | | | | | | | | | | Identify / explain how meaning is enhanced through choice of words and phrases | | | Summarise main ideas from more than one paragraph | |
| | 2 | 6 | 7 | 15 | 16 | 23 | 27 | 30 | 31 | 32 | 34 | 39 | 26 | 29 | 38 | 18 | | | | |
| | -3 | -1.4 | -4 | -4.4 | -4.2 | -3.6 | -5.4 | -5.1 | -4.7 | -6.1 | -6.2 | -3.1 | -6.6 | -1.4 | -3.8 | -1.4 | | | | |
| Retrieve and record information / identify key details from fiction and non-fiction | | | | | | | | | | | | | | | | | | | | |
| | 1 | 3 | 5 | 11 | 12 | 13 | 14 | 19 | 20 | 22a | 22b | 24 | 25 | 28 | 33 | 35 | 36 | | | |
| | -0.2 | -1.2 | -3.2 | -6.2 | -5.3 | -4.4 | -5.7 | -4.7 | -3.5 | -2.3 | -5.1 | -3.9 | -7.6 | -3.3 | -3.8 | -7.3 | -7.5 | | | |

| | | | | | | | | | | | | | | | | | | | | |
|---|------|------|------|------|------|------|------|------|------|-----|------|----|------|------|------|------|------|------|------|------|
| Spelling Median of difference from national | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| | -1.3 | -0.9 | -3.3 | -1.6 | -0.4 | -2.9 | -3.7 | -1.1 | -1.8 | 0.2 | -1.4 | -3 | -0.1 | -3.2 | -5.6 | -3.8 | -2.3 | -0.1 | -7.9 | -3.4 |

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Peterborough City Council Education Organisation Plan

“Delivering Local Places for Local Children”

2019-2020



Foreword

In Peterborough our absolute priority is that children and young people achieve the best outcomes possible and go on to succeed in further learning and in work. Crucial to this is the way that we work with schools and partners to plan and deliver a good quality place in learning for all across the City. The Council has a proven track record of working with a wide range of education providers to commission sufficient places to meet the needs of Peterborough's residents and is committed to continuing this approach into the future.

Peterborough is one of the fastest growing cities in the country, and faces significant pressures on education places as a result of both significant new housing development, as well as demographic change resulting from increased birth rates.

The education organisation plan considers education provision in Peterborough across the 0 to 19 age range.

We are delighted to present this education organisation plan to you, and would welcome your continued engagement with it.

If you would like any further information, or would like to discuss any part of the Education Organisation Plan in detail, please contact Clare Buckingham.

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Peterborough
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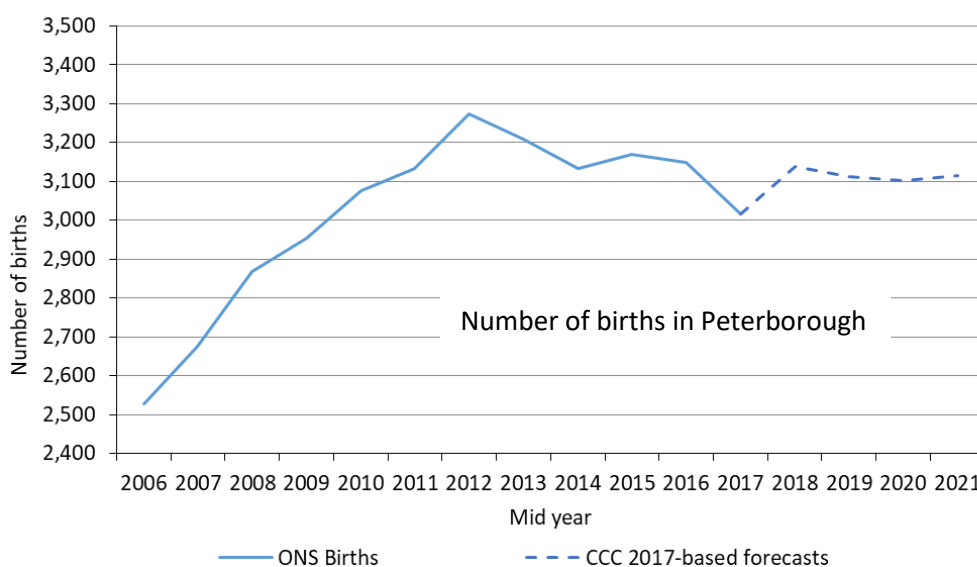
Chapter 1: Introduction

1.1 Governance, location and population

Public services in Peterborough are administered through a single tier structure. Peterborough City Council as the unitary authority is responsible for the provision of all local government services within its area. The authority comprises the City of Peterborough itself, and 25 villages set in countryside extending over an area of approximately 344 square kilometres. Peterborough is an important regional centre, providing employment, shopping, health, education and leisure facilities for people across a wide area. The total population of Peterborough, from Cambridgeshire County Council's 2017 population estimates, is estimated as 202,110 (at mid-2017), with just under 90% of this population residing in the Peterborough urban area. Peterborough's population growth has been significant and sustained, increasing by at least 1% per year since 2001.

1.2 Demographic change

Peterborough has one of the highest birth rates in the country. Using the actual number of births per year and a forecast of future birth numbers¹ helps provide an overview of the demand for school places. Across the Peterborough Unitary Authority area the number of births increased every year between 2006 and 2012, when it reached its peak. Since 2012, the number of births per year has fluctuated, but within a tight range of just over 3,200 births in 2013 and just over 3,000 births in 2017. The number of births is forecast to continue at similar levels, fluctuating at around 3,100 per year to 2021. It is clear that the increase in births across Peterborough has had, and will continue to have, a significant impact on the number of school places required. The graph below shows estimated and forecast number of births between 2006 and 2021.

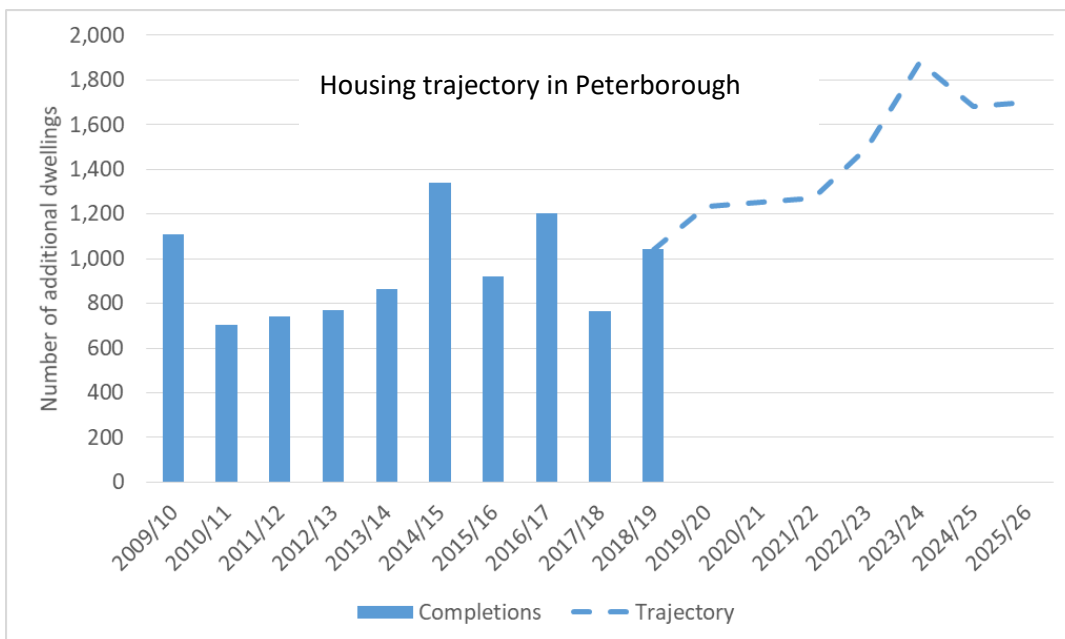


¹ Actual numbers of births (2006-2017) are from the ONS mid-year estimates. Future forecasts (2018-2021) are taken from Cambridgeshire County Council Business Intelligence Service's 2017-based population forecasts.

1.3 Housing development

In terms of house building, Peterborough remains one of the fastest growing cities in the UK. 1,043 dwellings were completed in the Peterborough Unitary Authority area in the year to March 2019. 41% of these were built in urban extensions, 51% in the rest of the urban area and 7.8% in the rural area.

The new Local Plan, adopted on 24th July 2019, makes provision for 19,440 new homes in the period 2016 to 2036. During the first 5 years (2016 to 2021) the annual requirement is for 942 dwellings per year, and this then increases to 982 per year between 2021 and 2036. The greater proportion of new dwelling provision is planned within urban extensions. There are currently 13,122 dwellings with outstanding planning permission. Of the unimplemented permissions 4,277 had full permission and 8,845 had outline permission. In addition to the sites rolled forward from the previous Local Plan, there are allocations at Great Haddon (5,300 dwellings), Norwood (2,000 dwellings) further development around the East of England Showground (650 dwellings) and an extension to Eye village (280 dwellings). The graph below shows net housing completions between 2009 and 2019, and forecast completions from 2020 to 2026.



1.4 Migration

International migration in to Peterborough has been a significant driver of population growth. Net migration in to Peterborough was particularly high in 2015 and 2016, and migrant worker National Insurance Number (NINo) registrations and new migrant GP registrations were at comparatively high levels between 2014-15 and 2016-17. Since then, estimated in-migration and migrant worker NINo registrations in Peterborough have fallen,

yet this is a more delayed reaction to Brexit when compared to trends seen across the wider UK, and estimated net migration to Peterborough in 2017 and 2018 is still much higher than seen between 2012 and 2014.

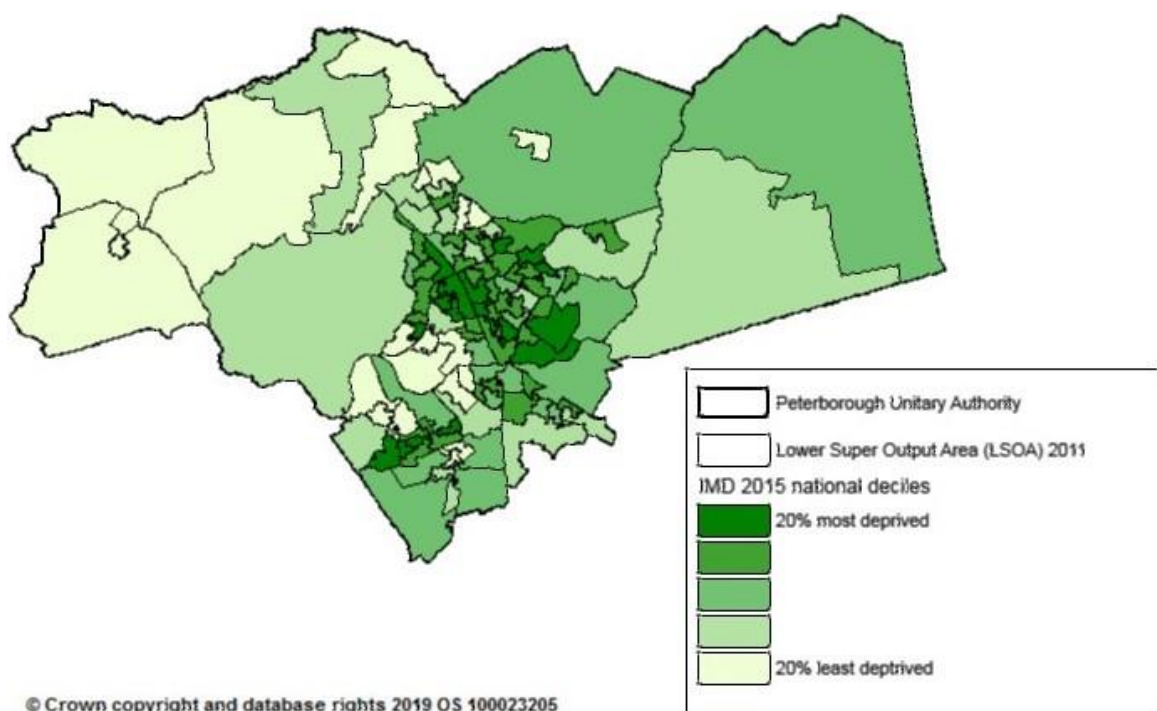
1.5 Social and Economic Diversity

Peterborough has seen rapid and sustained population growth over the last 20 years, arising from a combination of significant international in-migration and high birth rates. Consequently, there is a high level of social and ethnic diversity across Peterborough.

The proportion of residents with a minority ethnic background increased from 13% to 29% between the 2001 and 2011 censuses. Approximately one-fifth of Peterborough's population is estimated to have been born outside the UK, and around half of pupils attending schools in Peterborough are from an ethnic minority.

There are parts of Peterborough, predominantly in the urban area, that have high levels of deprivation. Rural areas, particularly towards the west of the region, and pockets to the north and south of the urban area, are much more prosperous. As shown below the following electoral wards include LSOAs in the top 20% most deprived nationally using Index of Multiple Deprivation (IMD) 2015 national deciles: Bretton, Central, Dogsthorpe, East, North, Orton Longueville, Orton Waterville, Paston and Walton, and Ravensthorpe.

Economic and social deprivation across Peterborough



The retail, employment services, health and care, business and professional services sectors are all significant employers in Peterborough. The 2008 economic recession impacted

Peterborough's economy, although over the last five years unemployment rates have recovered, and are now lower than pre-recession levels.

In rural parts, the economy is focused largely around agriculture and associated industries. These areas have, in recent years, attracted migrants from Eastern Europe. Schools in these areas are often subject to seasonal changes to their pupil populations.

A similar experience of seasonal changes to school populations is often shared by schools near Traveller sites. The authority has one of the largest Traveller populations in the country.

The RAF Wittering base provides another aspect to Peterborough's diversity. Activities here can have an impact, resulting in reductions or increases in pupil numbers with little advance warning.

Chapter 2: Early Years and Childcare

2.1 What is the National Policy?

The Childcare Act (2006) places a duty on local authorities to secure sufficient and suitable quality education and childcare places to enable parents to return to work or to undertake education or training which could lead to employment. The Education Act (2011) altered this to include an entitlement of 570 hours of free early education per year for eligible two year olds, starting the funding period following their second birthday. This was in addition to the 570 hours of free early education already in place for all three and four year olds, starting the funding period following their third birthday. This is usually taken as 15 hours per week for 38 weeks of the year, but it is flexible. Some parents may choose to take fewer hours over more weeks, for example.

Whilst Local Authorities are not expected to provide childcare directly, they are expected to work with local private, voluntary and independent sector providers to meet local need.

The Childcare Act 2016 extended the previous entitlement and since September 2017, children aged 3 and 4 from working families have been entitled to an additional 15 hours (per week 38 weeks per year) of free childcare, subject to their parents meeting the following eligibility criteria:

- Both parents are working (or the sole parent is working in a lone parent family)
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at national minimum wage and less than £100,000 per year.

The overall entitlement for families meeting these criteria is now 30 hours of free childcare per week (per week 38 weeks per year).

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered Early Years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.

2.2 What are the Council's responsibilities?

- To ensure sufficient and suitable childcare places to enable parents to work, or to undertake education or training which could lead to employment
- To secure sufficient and suitable early years places to meet predicted demand
- To secure free early years provision for all 3 and 4 year olds (and the 40% most vulnerable 2 year olds) of 570 hours per year

- To provide information, advice and assistance to parents and prospective parents on the provision of childcare in their area and other services which may be of benefit to parents, prospective parents or child and young people in their area
- To provide information, advice and training to childcare providers
- To improve early years outcomes
- To intervene where quality is compromised
- To support early identification of children with moderate and complex needs

Peterborough City Council, in line with Department for Education (DfE) guidance requires that funded two, three and four year olds can access their free early education entitlement with registered early years and childcare providers (including early years registered childminders) that are newly registered and/or achieve an Ofsted grading of 'Good' or 'Outstanding'². To ensure sufficient childcare, Peterborough City Council allows settings with a Requires Improvement outcome to continue to accept funded children, should parent/carers choose to take up a place there. Overall, 97% of funded two-year-olds and 94% of funded three and four-year-olds access their free early education entitlements in settings graded 'Good' or 'Outstanding'³. Quality of provision is a criterion for consideration where schools directly manage provision either through lowering their age range or community powers (section 27) or in the case of academies the trust's charitable objectives.

2.3 How does the Council manage the quality of provision?

Ofsted is the arbiter of quality through its inspection framework but Peterborough Council will, as part of its assessment of the childcare market, identify where improvements to quality could be made as part of any identified market development priorities. The Council will not support the development of any new provision, of any governance type, where 'Good' or 'Outstanding' provision is currently meeting the needs of local families.

The local authority provides tailored support, depending on the level of need of the provider, to both new and registered early years and childcare providers. Support is offered to all providers with a Requires Improvement Ofsted judgement, focusing on areas identified within their report. If a provider receives an Ofsted judgement of Inadequate, the local authority will work intensively with the provider, detailing a course of action. The provider must submit an action plan for improvement at the setting which must be agreed by the local authority, and a subsequent series of monitoring meetings and observations will take place over the following months to ensure satisfactory progress is made prior to re-inspection. It is the position of Peterborough City Council

² Section A3 of Early Education and Childcare (2018)

³ Department for Education (2019) <https://www.gov.uk/government/statistics/education-provision-children-under-5-years-of-age-january-2019>

that no new funded two, three or four-year-olds will start accessing their funded entitlement at a provider who has received an Inadequate judgement. Funding will only continue for existing children where the provider has demonstrated a commitment to improve practice and show that the provision has the leadership capacity to improve within a required timescale.

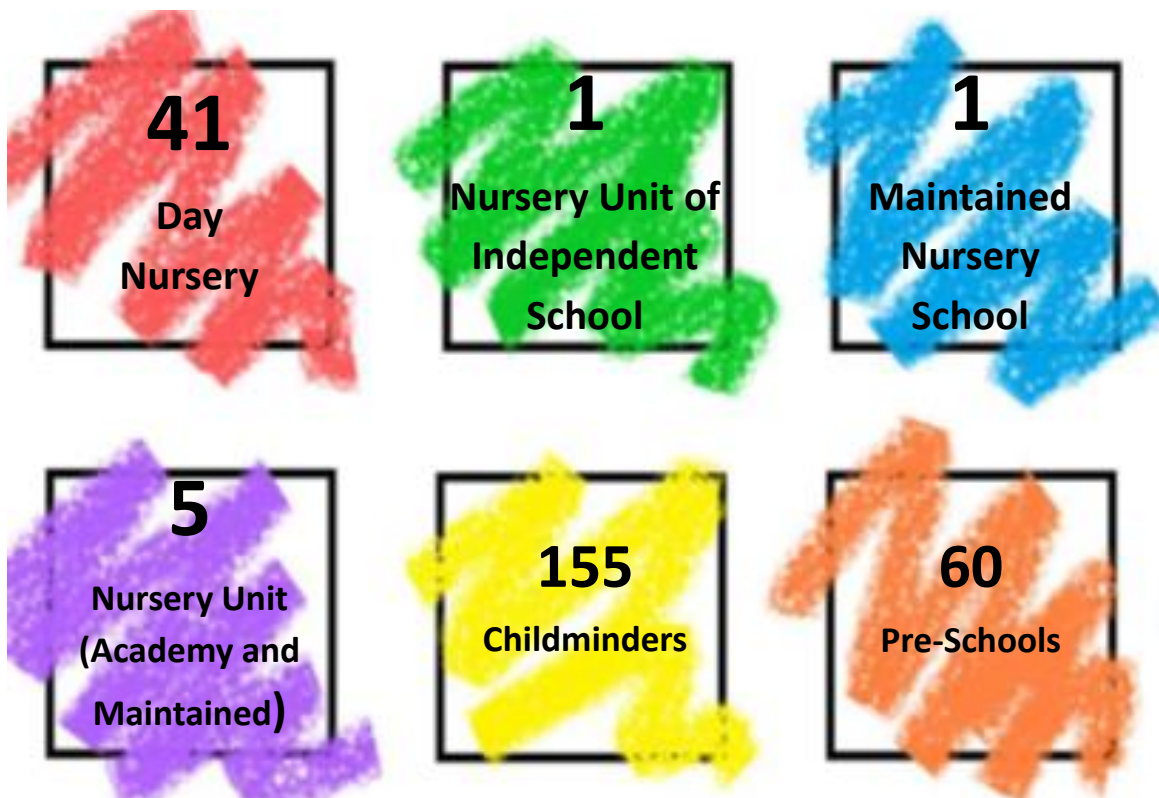
In certain circumstances it may be necessary to withdraw all government funding e.g. where an Ofsted report or Welfare Requirements Notice highlights concerns or where the Local Authority identify concerns regarding safeguarding, equalities or SEND that cannot be mitigated. In these circumstances, the local authority will gather the relevant sufficiency data to identify settings and childminders with available places, and will provide information, advice and assistance to parents and carers.

When required, designated Officers from the Early Years' Service will liaise with the regulator and other agencies to share relevant and proportionate information.

2.4 What types of provision are available?

In Peterborough there are a variety of Early Years and Childcare providers who offer places for children from birth upwards. The childcare market in Peterborough is largely served by Private, Voluntary and Independent (PVI) provision, with 92% of EY places available delivered by the PVI sector.

Early Years and Childcare in Peterborough as of 31st July 2019



Peterborough Council supports registered providers to have regard to the Special Educational Needs and Disability (SEND) Code of Practice and provides a wide range of training including annual SENCo courses. Specialist officers work with providers to develop exemplary inclusive practice, and to ensure that all children have the support they need to access a quality early years' experience.

All providers within Peterborough should have clear admissions policies that provide equality of opportunity and develop a working ethos that has regard for the Disability Discrimination Act (1995) and the Equalities Act (2010).

2.5 What does take up look like in Peterborough?

The percentage of two year olds benefitting from funded early education places has remained steady since 2016. This is in line with the national average.

The percentage of three year olds benefitting from universal funded early education places has remained fairly stable since 2016 but the percentage of four year olds accessing a place has dropped over the last four years.

| Percentage of 2, 3 and 4-year-old children benefiting from funded places (%) | | | | |
|--|------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| 2 year olds | | | | |
| Peterborough | 67 | 71 | 69 | 69 |
| East of England | 71 | 73 | 70 | 69 |
| England | 68 | 71 | 72 | 68 |
| 3 year olds | | | | |
| Peterborough | 91 | 90 | 87 | 91 |
| East of England | 95 | 93 | 94 | 93 |
| England | 93 | 93 | 92 | 92 |
| 4 year olds | | | | |
| Peterborough | 97 | 95 | 94 | 93 |
| East of England | 96 | 95 | 95 | 95 |
| England | 96 | 95 | 95 | 95 |
| <i>DfE Statistics (January 2019)</i> | | | | |

Since its introduction in September 2017, there has been an increase in the number of children benefitting from the extended entitlement (30 hours) across the county.

The cohort of children accessing funded hours increases throughout the academic year, peaking in the Summer funding period before falling in Autumn when children leave settings and take up a place in school reception. Development of places is a delicate balance between ensuring sufficient places are available in Summer, but ensuring provision remains sustainable in quieter Autumn funding periods.

2.6 How do we identify pressures in the Early Years and Childcare market?

The Early Years market is continually monitored and reviewed to ensure that there are sufficient early years and childcare places for all children who would like one. This ensures that the Council can identify where potential pressures may arise, and respond accordingly.

When assessing where more capacity in the childcare market is required, consideration is given to:

- occupancy levels and surplus capacity within existing provision
- child population using NHS data
- eligible population, by area
- housing development
- local knowledge which could influence supply and demand including physical barriers (e.g. rivers and main roads), and the service offer of individual providers.

A market position statement is published which sets out the priority early years' and childcare developments required across Peterborough. Through these statements, all providers, regardless of their governance model (e.g. childminder, private, voluntary, independent, school or academy), are invited to expand or develop new early years and childcare provision to meet the identified pressures. The Council is aware of the importance of implementing a successful business model from opening, therefore would work with new providers through the pre-opening process. The Council would also look to facilitate the expansion of existing 'Good' and 'Outstanding' provision in order to meet demand.

2.7 What are the current pressures? How are we responding?

The information below sets out early years places that are already in development or planned, but yet to open. This includes the following types of provision:

- Those which are currently being commissioned by the Council to run from its own premises
- Those linked to new schools to be run by the sponsor or commissioned by the sponsor
- An expansion of existing early years settings
- Those planned due to a lowering of school age range

- Other new, privately, voluntary or independently run settings of which the Council has been informed

Stanground South

What is due to open?

The provision at Oakdale Primary School had closed to allow for the school expansion. As part of this project there will be re-provision of 19 full time equivalent (FTE) EY places and 7 additional FTE EY places created. The provision is due to open in January 2020. One childminder is proposed in this ward.

What are the requirements for major new housing developments?

None

Bretton

What is due to open?

There is a proposed new day nursery provision at Coningsby Park creating up to 80 FTE places. This is due to open in January 2020. This is a private provider.

What are the requirements for major new housing developments?

None

Eye and Thorney

What is due to open?

There is a proposed new day nursery provision at Van Hage creating up to 30 FTE places. This is due to open in January 2020. This is a private provider.

What are the requirements for major new housing developments?

None

Park

What is due to open?

There is a proposed new day nursery provision on Broadway creating up to 38 FTE places. The provision is due to open in January 2020. This is a private provider.

What are the requirements for major new housing developments?

None

Hargate and Hempsted

What is due to open?

There is due to be a new provision opening at Hampton Lakes Primary School creating 26 FTE places. The provision is due to open in September 2020.

One childminder is proposed in this ward.

What are the requirements for major new housing developments?

Where new developments are underway, an early years childcare facility which can be used to provide childcare will be built within all new primary schools. A full range of childcare, including full day care, sessional provision and wrap around care will be required in the new communities.

There is new provision planned at the new school at Hampton Water. This is planned to create 26 FTE places. The provision is due to open in September 2022.

Glinton and Castor

What is due to open?

New building for the pre-school to re-provide 36 FTE existing places and create an additional 16 FTE places. Provision due to open in February 2021.

What are the requirements for major new housing developments?

None

Gunthorpe

What is due to open?

One childminder is proposed in this ward.

What are the requirements for major new housing developments?

Where new developments are underway, a community space which could be used to provide childcare provision will be built within all new primary schools. A full range of childcare, including full day care, sessional provision and wrap around care will be required in the new communities.

New provision at Manor Drive Primary Academy creating 30 FTE places. The provision is due to open in September 2022.

Wittering

What is due to open?

One childminder is proposed in this ward.

What are the requirements for major new housing developments?

None

2.8 Useful Links

Childcare Act (2006)

http://www.legislation.gov.uk/ukpga/2006/21/pdfs/ukpga_20060021_en.pdf

Childcare Act (2016)

<http://www.legislation.gov.uk/ukpga/2016/5/enacted>

Disability Discrimination Act (1995)

<http://www.legislation.gov.uk/ukpga/1995/50/contents>

Early Years and Childcare Local Provider Agreement

<http://www.peterborougheducationnetwork.co.uk/page/?title=Provider+agreement&pid=142>

Early Years Funding Information

<http://www.peterborougheducationnetwork.co.uk/page/?title=Settings&pid=48>

Equalities Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Family Information Service

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/family.page?familychannel=0>

Ofsted

<https://www.gov.uk/government/organisations/ofsted>

Market Position Statement

<https://www.peterborough.gov.uk/residents/nurseries-and-childcare/childcare-sufficiency/>

Medium Term Financial Strategy 2019-2021/22

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

Parents' Guide to the Early Years Foundation Stage Framework

https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/EYFS_Parents_Guide.pdf?inline=true

Statutory Framework for the Early Years Foundation Stage

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Chapter 3: Primary and Secondary Provision

3.1 What is the national policy?

Section 14 of the Education Act (1996) places local authorities under a general duty to provide a school place for every child living in their area of responsibility who is of statutory school age and whose parents want their child educated in the state-funded sector.

The Education and Inspections Act (2006) placed additional duties on local authorities to ensure fair access to educational opportunity, to promote choice for parents and secure diversity in the provision of schools. The Act also placed an explicit duty on LAs for the first time to respond formally to parents seeking changes to the provision of schools in their area, including new schools.

The Education Act (2011) changed the arrangements for the establishment of new schools by introducing a presumption that when local authorities set up new schools, they will be academies (including free schools). It also made changes to the legislation relating to school land, to increase the Secretary of State's ability to make land available for free schools.

The Academies Act (2010) made it possible for all publicly funded schools in England to acquire Academy Status, including primary and special schools. Becoming an academy provides schools with increased autonomy over their curriculum, budget and staffing.

3.2 What are the Council's responsibilities?

The Council continues to respond positively to the changes in national policy direction, working closely with existing and potential education providers and the Regional Schools Commissioner (RSC) to promote diversity, choice and quality in education provision across the County.

The Council is committed to working in partnership with all education providers, regardless of status. In its role as a champion for children, young people and their families, the Council continues to provide advice, guidance and support to:

- promote educational development and school improvement
- challenge the lowest performing schools to deliver improved outcomes

The Council also acts as a critical friend; raising concerns over educational performance and outcomes directly with schools, and where these are not addressed by the schools leadership and governors, requesting Ofsted undertakes an inspection.

The Council believes that all education provision should be inclusive, attractive and welcoming, whilst promoting safeguarding. It should also enable children, young people and their families to access a range of support, advice and positive activities which includes transport beyond the statutory walking distances and in cases where there is not an available walking route to and from their designated school.

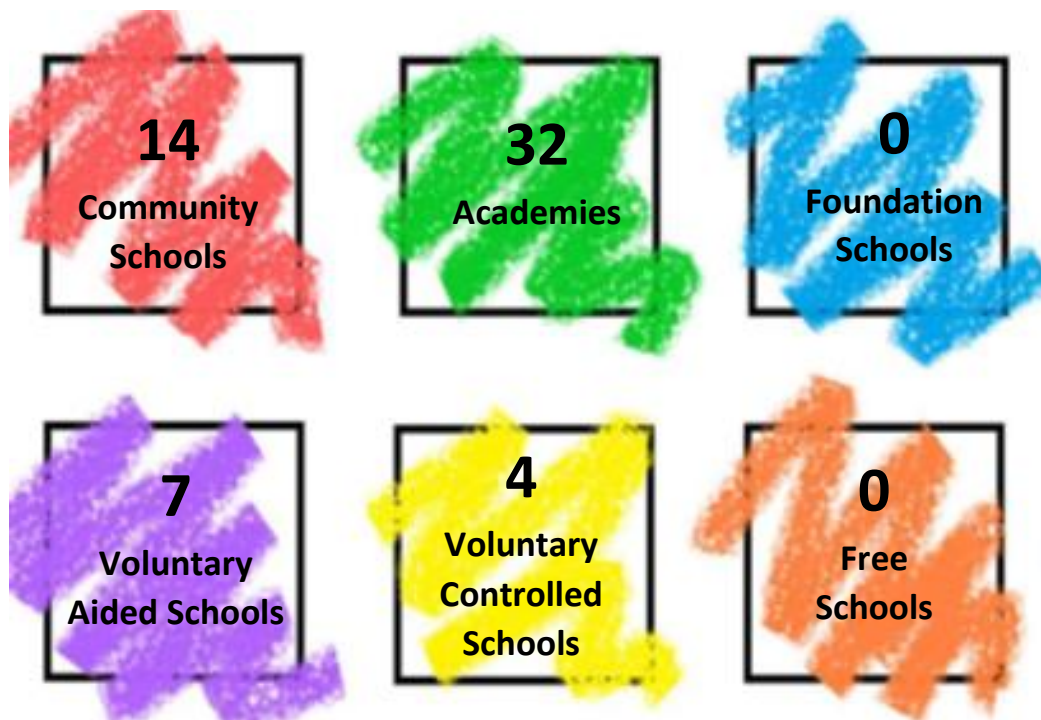
Breakfast/After School and Holiday Clubs

Breakfast Clubs, After School Clubs and Holiday Clubs also play an important role in ensuring that sufficient childcare is available outside of school hours. The Council therefore monitors the availability of provision to ensure that sufficient places are accessible for parents who want them. Where there is a need for additional places which cannot be met by existing providers a Market Position Statement will be published.

3.3 What types of primary provision are available?

There are currently 57 primary schools in Peterborough.

Primary Schools in Peterborough as of 31 August 2019



Over the last 15 years new primary schools have mainly been opened in response to the need arising from the development of large urban extensions; for example St Michael's

in Cardea and Hampton College (Primary Phase) in Hampton. Over the next 15 years this trend is set to continue with a new primary school set to open in Manor Drive and primary schools to open to serve the Great Haddon development.

In line with national trends Peterborough has seen a steady rise in the number of primary schools converting to, or being opened as, an academy.



3.4 What types of secondary provision are available?

There are currently 13 secondary schools and one University Technical College in Peterborough.



In line with national trends Peterborough has seen a steady rise in the number of schools converting to, or being opened as, an academy.

3.5 How do we commission school places?

The Council uses a number of data sources and a forecasting methodology to identify pressures, see Appendix A for more detail. The different pressures on available education places require a range of approaches to commissioning school places.

Planning areas

In urban areas, the impact of pupil forecasts on available provision is considered more widely than at the level of individual schools, reflecting the fact that there is often greater choice for parents when several settings or schools are located in close proximity. This also allows the Council to provide sufficient places, without creating surplus capacity. To support this approach the Council groups schools within planning areas. These:

- include schools in close proximity
- link primary schools to their catchment or designated secondary schools
- take account of federations and partnerships between schools
- take account of natural barriers and constraints on journeys between schools
- have been agreed with the Department for Education (DfE) and form the basis of the Council's annual school capacity return (SCAP) to government

A full list of the Peterborough planning areas and the schools within each of them is included in Appendix B. This will be kept under review as the Council responds to demographic changes and housing development proposals.

There are currently three ways to establish a new mainstream school:

- Central Route: this requires an application from a Multi Academy Trust (MAT) directly to the Department of Education (DfE). The DfE will decide whether or not to approve the application. Costs are the responsibility of the DfE.
- Presumption Route: the Council publishes a specification for a school and invites MATs to apply to run that school. This requires an application to the Council. The DfE will decide whether or not the preferred sponsor recommended by the Council will be successful. Costs are the responsibility of the Council.
- Voluntary Aided (VA) route: anyone, including a Diocese or council, may publish a proposal for a new VA school in response to a clear demand for places that the new school would provide. In December 2018 the DfE launched a capital fund to support the establishment of new VA schools, which would meet 90% of the capital costs of the new school. The final 10% would be met by the applicant, developer or other stakeholder. The Council would be the decision maker as to whether or not the proposals, for which funding is approved by the DfE, should proceed to opening.

Where new schools are commissioned to meet basic need local authorities are responsible for the pre-opening start-up and post-opening diseconomy of scale costs. Given the uncertainty of future funding, and the current burden of revenue expenditure, the Council will first utilise the national Free Schools Programme, and will only consider commissioning new schools under its presumption route where there is no possible alternative. Hampton Lakes Primary has been established using this method. The Council can influence this process by encouraging quality providers with a good and proven track record to submit bids to the DfE.

If the Council believes that a new school is required but no free school proposal is approved then it would follow the presumption route. The Council would advertise the opportunity widely to ensure there is a strong field of high quality applications.

In existing areas, where the Council is responding to demographic change, the option of providing a new school may not necessarily be the right approach educationally. In these circumstances the preference is to work with existing schools and Trusts to expand provision, where possible in 'Good' or 'Outstanding' schools. For example, the recent expansion at Lime Academy Parnwell was carried out in partnership with the Lime Trust.

3.6 What are the primary pressures? How are we responding?

Central Primary

What pressures have been identified previously? How have we acted upon them?

Historically this planning area has had a very mobile population. Current admissions data (July 2019) shows 728 Reception pupils on roll, this cohort at birth was 963. There are some children choosing to attend schools outside the central planning area and the trend for families to move away from the area before children start school is continuing.

Pupil numbers in the area have increased significantly over the past few years. However, a peak in Reception numbers occurred in 2018/19 and the number of children starting in Reception is now predicted to fall steadily over the forecast period. As the peak moves through the primary school phase there continues to be a forecast shortage of capacity in some Key Stage 2 year groups over the coming years.

An expansion of Lime Academy Parnwell from 1.5FE (315 places) to 2FE (420 places) was completed and handed over to the school in February 2019.

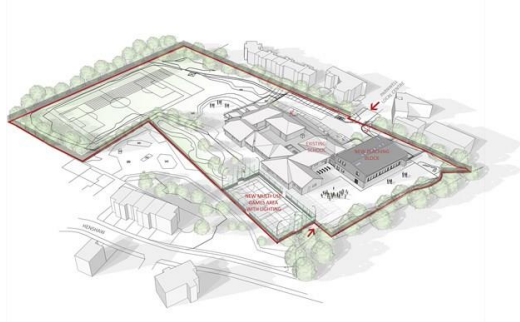
What are we doing now? What will be needed within the future?

In order to manage the predicted shortage of places in Key Stage 2 classes over the forecast period the place planning team will work with schools on over admitting and providing temporary accommodation, if required; as the shortage of places is not forecast to continue permanently.

Surplus capacity in the south of the Central planning area may be used to alleviate the pressure in the Stanground/Fletton/Woodston planning area (please see the Stanground/Fletton/Woodston planning area information for further details).

What are the requirements for major new housing developments?

None



Lime Academy Parnwell

North Primary

What pressures have been identified previously? How have we acted upon them?

The North planning area has historically had a stable population with the birth cohort size moving into primary schools without much fluctuation.

Paston Ridings has generally had a lot of surplus capacity. This was mainly due to concerns about the quality of education. However, the school was rated 'Good' by Ofsted in February 2018 so it likely parental preference trends will begin to reverse.

The planning area currently has a combined Published Admission Number (PAN) of 450. The forecast predicts that by 2023 the planning area will have a deficit of places in Reception, Year 1 and Year 2. In particular, Paston Ridings will be over capacity in Reception from September 2020. This is due to the pressure from the new housing development at Paston Reserve which is forecast to ultimately generate 418 primary aged children.

In addition, there is currently a planning application for the first phase of the Norwood development to the east of Paston Reserve. This planning application is for 870 houses; but the site is designated in the Local Plan for a total of 2000 houses. There is planned to be a 3FE (630 place) primary school built to serve this development.

What are we doing now? What will be needed within the future?

No actions required

What are the requirements for major new housing developments?

Manor Drive Primary is a proposed new 2FE (420 place) school on the Paston Reserve site to serve the needs of the development. A free school bid was submitted and approved as part of the Wave 12 programme. The school is now in the pre-opening phase and the target opening date is September 2022. It can then potentially open concurrently with the new secondary school, which will be constructed on the same site and which is

also required to serve this major development area. The secondary school bid received its approval in the recent DfE announcement on wave 13 of the Free Schools programme.

Negotiations are underway to secure developer contributions for the 3FE (630 place) primary school to serve the proposed Norwood development.

Stanground/Fletton/Woodston Primary

What pressures have been identified previously? How have we acted upon them?

The school population is rising rapidly in this planning area and there will be a lack of Reception places from September 2022 (this includes the capacity created by the expansions below). This is mainly due to the large development of over 1600 dwellings at Cardea, Stanground nearing completion as well as a number of significant infill developments occurring across the planning area.

What are we doing now? What will be needed within the future?

Woodston Primary School has recently been expanded from 2FE (420 place) to 3FE (630 place), the expansion was handed over to the school in August 2019.

Oakdale Primary School has recently been expanded from 1FE (210 place) to 2FE (420 place), this was completed in July 2019. For the academic year 2018/19 there was temporary accommodation provided in order to cater for an additional Reception class. Therefore, there are now two classes of children in both the Reception and Year 1 year groups.

Spare capacity to the south of the Central and West planning areas may need to be used to mitigate the deficit.

What are the requirements for major new housing developments?

None

The Ortons

What pressures have been identified previously? How have we acted upon them?

The population of the Ortons has remained fairly stable over the past few years. Generally about 20 to 30 more children than in the birth cohort arrive in Reception. The forecast for the next five years predicts a steady rise, this is highly likely to be due to the construction of 320 dwellings in Orton Wistow's catchment and a number of infill developments across the planning area. By September 2021 there will be a deficit of Reception places and by September 2023 there will be a deficit of places across year groups in this planning area.

What are we doing now? What will be needed within the future?

Ormiston Meadows Primary's (2003) site could be expanded from 1.5FE (315 place) to 2FE (420 place) to accommodate future growth in pupil numbers. However, no work is planned at the moment.

What are the requirements for major new housing developments?

None

The Hamptons

What pressures have been identified previously? How have we acted upon them?

Hampton is a new township that started being constructed in the 1990s. Pupil numbers have exceeded all original forecasts. There are 3 primary schools with a total of 1680 places for the development so far; the original S106 agreement allowed for 840. A further 3,050 dwellings are planned for Hampton East. This development is split into Hampton Gardens, Hamptons Water, Hampton Hamlets, Hampton Beach and Hampton Woods. Hampton Gardens, Hampton Hamlets and Hampton Water are currently under construction.

What are we doing now? What will be needed within the future?

Hampton Lakes, a new primary school which will ultimately serve Hampton Gardens and Hampton Beach, opened with 30 Reception places in September 2019 on the site of Hampton College. It will move to its permanent accommodation from September 2020.

What are the requirements for major new housing developments?

There is currently a proposal under consultation by the Roman Catholic Diocese of East Anglia for a new 3FE/630 place Roman Catholic primary school to be built on the Hampton East development.



Hampton Lakes Primary

Rural West

What pressures have been identified previously? How have we acted upon them?

The Rural West planning area comprises of a number of villages which between them have six primary schools. There is continued housebuilding in the village of Helpston so John Clare Primary has been under pressure from within its own catchment area to provide additional places in recent years. Wittering Primary takes children from the local RAF base and consequently has high pupil mobility. It has insufficient in-catchment pupils to fill the school and is increasingly taking out of catchment pupils because of shortfalls elsewhere. Barnack Primary has a low number of in-catchment pupils and in January 2019 it received a Requires Improvement Ofsted rating which may explain why the numbers on roll have fallen.

What are we doing now? What will be needed within the future?

In response to the within catchment pressure, and as a temporary measure, the PAN of John Clare Primary has recently been increased from 15 to 20 taking the overall number of places available from 105 to 140. If key planning applications for further house building in the village are approved officers will work on a proposal for a permanent expansion scheme at John Clare Primary. This would need to be approved by the Peterborough City Council Capital Programme Board. This scheme would increase capacity to 210 places, a timescale for this is yet to be determined.

What are the requirements for major new housing developments?

None

Rural East

What pressures have been identified previously? How have we acted upon them?

There is continued housebuilding in the village of Eye, designated a 'Key Service Centre'/'Large Village' in the Peterborough Local Plan submission. Expansion is also underway in neighbouring Thorney (another 'Key Service Centre'/'Large Village') and in Newborough. There is currently a deficit of Reception places in this planning area.

Eye Primary mostly serves the village of Eye. It is a popular school and has been under pressure from within its own catchment area to provide additional places in recent years. There has been an arrival rate of approximately 100% over the past few years, meaning that the vast majority, if not all, children growing up in the catchment area seek a place at the school.

For September 2019, 68 Reception children were offered a place at Eye Primary; these were all in catchment children. This arrangement to over admit for the academic year 2019/20 is for one year only and is possible by making better use of existing accommodation. The school wishes to continue to over admit and meet the demands of its local community in subsequent years and within the constraints of existing

accommodation can admit 70 pupils each year providing additional revenue support can be provided. Additional accommodation will be required to meet the need which will be generated by new housing developments. A proposal is being prepared for the Peterborough City Council Capital Programme Board.

What are we doing now? What will be needed within the future?

Officers are currently consulting with Members, local developers and other key stakeholders to identify next steps to increase places at Eye Primary.

What are the requirements for major new housing developments?

None

3.7 What are the secondary pressures? How are we responding?

Secondary North

What pressures have been identified previously? How have we acted upon them?

Secondary North is served by three secondary schools with a combined PAN of 744. Over the next ten years there is forecast to be a small surplus of places on entry to Year 7 each year. Ken Stimpson over admitted approximately 60 pupils in Year 7 in September 2018 and have done again in September 2019.

What are we doing now?

The limitations of Ken Stimpson's current accommodation means that over admitting cannot continue. Officers are currently working with the school and Members on the viability of a permanent expansion. A permanent build is unlikely to be completed before September 2021 and will be dependent on the outcome of proposals suggested below for dealing with the forecast shortfall of places in the central planning area ahead of the opening of the Manor Drive Secondary School in September 2022.

What are the requirements for major new housing developments?

None

Secondary Central

What pressures have been identified previously? How have we acted upon them?

The schools in the Secondary Central Planning area currently have a combined PAN of 1125. For admissions in September 2019 1033 places have been offered. In September 2020 there is forecast to be a shortage of 35 places in Year 7. This is set to rise until there is a forecast deficit of 4FE (120 places) in Year 7 in this planning area in September 2024.

An expansion project to Thomas Deacon Academy was completed in August 2018. This provides the option for the school to take an extra 30 pupils in each year. Officers are currently in discussions with the Academy Trust about using this capacity from September 2020.

The permanent accommodation to expand Jack Hunt from 10FE (1500 places) to 11FE (1650 places) will be ready for September 2019. The school agreed to increase their PAN to 330 places in Year 7 from September 2018 in anticipation of the build being completed. Discussions are also taking place with the school to admit an additional bulge class into Year 7 in September 2021 (12FE/360 places for one year only). It will also be necessary ahead of the opening of the new Manor Drive Secondary School in 2022 (see below) to secure further additional capacity. Although in the north planning area, discussions have been taking place with the sponsors of the Queen Katherine Academy about it also taking a bulge class into Year 7 in September 2021 for one year only.

Following these measures, any further shortfall in places are likely to be small and can be managed across the secondary school sector as a whole through over-admission.

What are we doing now?

Manor Drive Secondary Academy is a new planned 6FE (900 place) school to be built on the Paston Reserve development. 3FE (450 places) of this will be used to mitigate the effect of the development. The other 3FE (450 places) will provide some capacity to meet the demand from the rest of the City. This school was approved into pre-opening stage through Wave 13 of the Free School bid process. The LA is now working with the DfE and the 4C's Trust to start the single capital project for the secondary and primary school on the development. The opening date is currently planned to be September 2022. Delivery of the secondary school for 2022 will support the LA in managing a potential shortfall of around 4-5FE (120-150 places) of year 7 places forecast City-wide in September 2022.

What are the requirements for major new housing developments?

Paston Reserve is a large development on the eastern edge of Peterborough. Building on site has been underway for a number of years. Norwood has been designated for residential development in the Local Plan, a planning application for part of this site has been submitted to the Council; this is currently under consideration. Manor Drive Secondary Academy will be required to mitigate the effects of both of these developments.

Secondary South

What pressures have been identified previously? How have we acted upon them?

Secondary South is served by five secondary schools with a combined PAN of 1080. The secondary population in the Secondary South planning area is set to rise rapidly over the next 10 years. This is partly due to the population peak moving through to the secondary phase of education but will be exacerbated by the continued development of the Hamptons urban extension and the completion of the large development at Cardea, Stanground. There will be a deficit of places in Year 7 from 2019/20 and by 2023/24 a deficit of places in all year groups.

The Council jointly commissioned (with Cambridgeshire County Council) a new school to serve the 11-18 age range at Hampton Gardens. It opened in September 2017 for Year 7 pupils initially and will grow year on year from the bottom upwards over the following 5 years. Although this is a Peterborough school, run by Hampton Academies Trust, since its opening it has also become the catchment secondary school for Yaxley village in Cambridgeshire.

What are we doing now?

Manor Drive Secondary Academy is a new planned 6FE (900 place) school to be built on the Paston Reserve development. 3FE (450 places) of this will be used to mitigate the effect of the development. The other 3FE (450 places) will provide some capacity to meet the demand from the rest of the City. This school was approved into pre-opening stage through Wave 13 of the Free School bid process. The LA is now working with the DfE and the 4C's Trust to start the single capital project for the secondary and primary school on the development. The opening date is currently planned to be September 2022. Delivery of the secondary school for 2022 will support the LA in managing a potential shortfall of around 4-5FE (120-150 places) of year 7 places forecast City-wide in September 2022.

What are the requirements for major new housing developments?

S106 developer contributions for a secondary school on the Great Haddon development have been secured. The first houses on this development are forecast to be built in 2022. Opening of this school will be linked to the pace of development.



Hampton Gardens Secondary School

3.8 Useful Links

Academy and Free School Presumption

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706171/Academy and free school presumption departmental advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706171/Academy_and_free_school_presumption_departmental_advice.pdf)

Admissions to Secondary School

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/starting-secondary-school-in-year-7/>

Admission to Primary School Information

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions/starting-school-in-reception/>

Medium Term Financial Strategy 2019-2021/22

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

Ofsted

<https://www.gov.uk/government/organisations/ofsted>

Chapter 4: Post 16 Provision

4.1 What is the national policy?

The Education and Skills Act (2008) increased the minimum age at which young people in England can leave learning.

Since 2015, young people have been required to continue in learning or training until age 18. Raising the participation age does not mean young people must stay in school; they can choose from one of the following options:

- full-time educations, such as school, college or home education
- apprenticeships, work-based learning
- part-time education or training if they are employed, self-employed or volunteering for at least 20 hours a week

4.2 What are the Council's responsibilities?

The local authority has the duty to encourage, enable and assist young people to participate in education or training. It therefore has the responsibility to:

- Secure sufficient education and training for young people who wish to travel into their area to learn
- Secure sufficient suitable education and training provision for all young people in the area who are over compulsory school age but under 19 or aged 19 to 25 and an Education, Health and Care (EHC) plan is maintained
- Secure sufficient suitable education and training for young people subject to youth detention

4.3 What types of provision are available?

The Post 16 offer in Peterborough is delivered by a range of providers:

- schools with a 6th form
- maintained and private special schools for young people with SEND whose needs cannot be met within the range of support or specially resourced provision offered by mainstream providers
- independent schools
- independent private providers
- apprenticeship providers
- further education colleges
- Greater Peterborough UTC

Changes to post 16 provision have been proposed at a national level. In March 2019, the Department for Education (DfE) announced a review of post-16 vocational qualifications, excluding A-level and T-levels, in England. Consultation around these changes is planned in two stages. The first concluded in March 2019, but the second stage is planned for December 2019.

The proposed changes are to withdraw approval for funding for:

- Qualifications that the DfE deems meet its criteria for pre-existing qualifications
- Qualifications that have not demonstrated any market demand for the past two years
- Qualifications with low enrolments

Proposed timetable for changes to take effect (Department for Education, 2019)

| Date | Proposal |
|------------------------|---|
| August 2020 | Funding approval withdrawn from pre-existing qualification |
| August 2021 | Funding approval withdrawn from qualifications with low or no enrolments |
| September 2023 onwards | Removal of approval for funding from qualifications as determined by the review and in line with the rollout of T Levels. |

4.4 How do we commission Post 16 places?

In recent years the role of the Council with regard to post-16 provision has moved away from being the commissioner of learner places, to working with schools and colleges in an influencing role, with a strategic overview of provision and needs.

The Council recognises that the providers of post-16 education and training are autonomous institutions free to determine their own curriculum and to attract students within a free market. Likewise, providers recognise the statutory responsibility placed on LAs to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. Each provider is responsible for delivering a high quality learning experience promoting young people’s successful progression to 19 and beyond in the light of current legislation, including the raising of the participation age to 18. The Council is committed to ensuring that the needs of all Peterborough’s young people are met, while recognising that post-16 education and training provision is ultimately determined by learner choice. This requires cooperation and collaboration between all parties.

4.5 What are the pressures? How are we responding?

Provision within sixth forms and further education colleges in Peterborough is forecast to remain static over the next few years so it is assumed that historic travel to learn patterns will remain unchanged.

What has happened?

The Greater Peterborough UTC opened in September 2016 for 500 students aged 14-19 offering specialist technical programmes alongside traditional study of the core key academic subjects.

Hampton Gardens School currently operates a small Sixth Form as part of wider joint Post 16 provision with Hampton College. Sixth Form capacity will be expanded in 2022, when the first students progress from the school's own Year 11 into Year 12.

What is happening now?

There are no immediate pressures on Post-16 capacity in Peterborough. Consequently, the City of Peterborough Academy is the first secondary school in the area to operate without a sixth form. The planned Manor Drive Secondary Academy is also only going to offer secondary provision.

4.6 Useful Links

Apprenticeships

<https://www.gov.uk/topic/further-education-skills/apprenticeships>

Education and Skills Act (2008)

http://www.legislation.gov.uk/ukpga/2008/25/pdfs/ukpga_20080025_en.pdf

Ofsted

<https://www.gov.uk/government/organisations/ofsted>

Review of Post 16 qualification at Level 3 and below in England

https://consult.education.gov.uk/post-16-qualifications-review-team/post-16-level-3-and-below-qualifications-review/supporting_documents/Post%2016%20level%203%20and%20below%20qualifications%20review%20%20Consultation%20Document.pdf

UCAS

<https://www.ucas.com/further-education>

Chapter 5: SEND Provision

5.1 What is the national policy?

The Children and Families Act (2014)

The Children and Families Act (2014) aims to ensure that all children, young people and their families are able to access the right support and provision to meet their needs. The Act outlines the Code of Practice for children and young people with special educational needs and disabilities (SEND).

Special Educational Needs Code of Practice (2015)

The Code of Practice sets out a general presumption of mainstream education for children with SEND. In addition, it states parents of children with an Education, Health and Care Plan (EHCP) and young people with such a Plan have the right to seek a place at a special school, special post-16 institution or specialist college.

There are a number of other key pieces of legislation which are used to guide practice.

These include:

- Mental Capacity Act (2005)
- Equalities Act (2010)
- Working Together to Safeguard Children (2018)
- Care Act (2014)
- NHS Five Year Forward View (2014)
- Think Autism: an update to the Department of Health strategy (2014)
- Transforming Care - Building the right support (2015)

5.2 What are the Council's responsibilities?

Section 14 of the Education Act 1996 places local authorities under a general duty to provide a school place for every child living in their area of responsibility, irrespective of their needs. This may be in mainstream or specialist provision.

Health services, the local authority and their partners are required to:

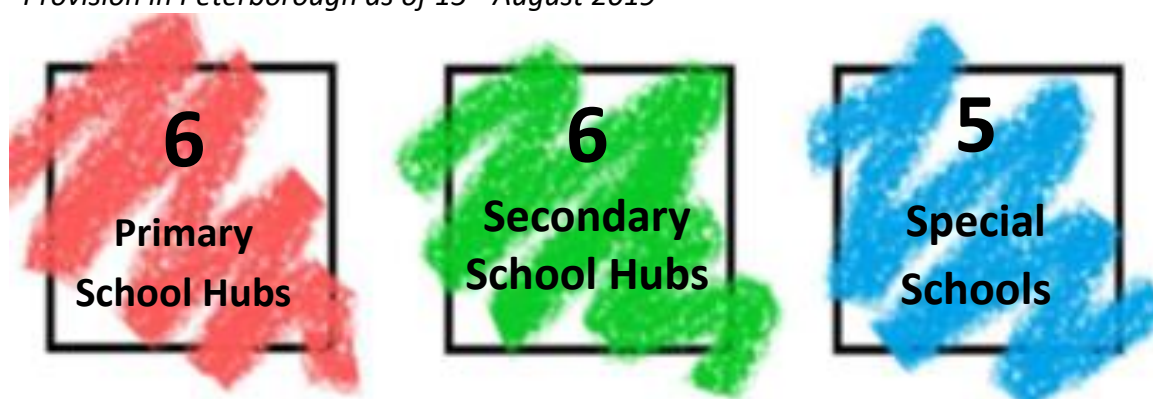
- Include children, young people and their parents/carers in decision making at individual and strategic level
- Work cooperatively together both at a strategic level when developing, buying and managing services and also at an individual level when agreeing support to families including the production of Education, Health and Care plans (EHCPs) for children and young people

The Children and Families Act (2014) also places a duty on every Local Authority to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND).

5.3 What types of provision are available?

The Local Authority is committed to inclusion and will endeavour to support children in mainstream schools wherever possible. However, there are a number of special education providers for those children and young people for whom mainstream education is not considered appropriate.

Provision in Peterborough as of 15th August 2019



5.4 How has the SEND population in Peterborough changed?

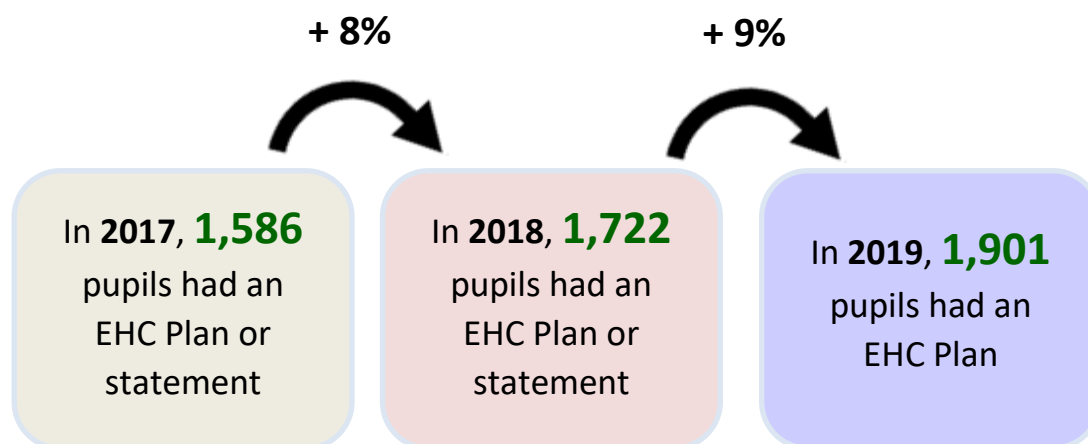
The number of pupils with special educational needs and disability (SEND) in England has increased for a third consecutive year representing 14.9% of the total pupil population. This is driven by increases in both the number of pupils with an EHC plan and with SEND support.

In Peterborough the percentage of the population with an EHC plan has remained constant over the last three years. The percentage of the population with an EHC plan in Peterborough is higher than both the East of England and national average.

| | Percentage of pupils with statements or EHC plans (%) | | |
|------------------------|---|------|------|
| | 2017 | 2018 | 2019 |
| Peterborough | 3.3 | 3.3 | 3.3 |
| East of England | 2.8 | 2.9 | 3.1 |
| England | 2.8 | 2.9 | 3.1 |

National Statistics: Special Educational Needs in England (January 2019)

The number of children with an EHC Plan has risen due to the sustained rapid population growth that Peterborough has experienced. The rise in the number of children with an EHC Plan in Peterborough is shown below.



5.5 How do we identify pressures?

National Statistics

The Department for Education publishes national statistics on an annual basis. This is collated using the information provided as part of the school census on pupils with special educational needs (SEN) and SEN provision in schools. This provides further analysis by primary type of need, and the trends over time.

5.6 How do we commission places for pupils with SEND?

The Children and Families Act 2014 says local authorities must integrate educational provision and training provision with health and social care provision, where it promotes wellbeing and improves the quality of provision for children or young people with SEND.

Local authorities and NHS clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provisions for children and young people aged 0 - 25 with SEND. Joint commissioning may involve services that we already run, or buying services from organisations. Reviewing and monitoring of services is ongoing and involves service users and providers.

Similar to the central route for establishing new mainstream schools, the DfE operates a central programme for opening new special schools or new alternative provision. Councils can bid to the DfE, outlining a school specification. If this is approved, the Council runs a competition to find the best provider to run the school.

5.7 What are the pressures? How are we responding?

What pressures have been identified previously?

The growth in the number of pupils with SEND, and with an EHC Plan means that additional places will be required across the 0 to 25 age range with significant investment required to deliver these. In the next five years, this is likely to have the greatest impact on the secondary sector and potentially Post 16 due to the Council's responsibility under the Children and Families Act to ensure provision for young people with special educational needs and disabilities up to the age of 25.

What are we doing now?

The Government has committed £215 million of capital funding to help local authorities create new school places and improve existing facilities for children and young people with SEN and disabilities. This funding can be invested in mainstream schools and academies, special units, special schools, early years settings and further education colleges, or to make other provision for children and young people aged from 0 to 25.

The Council is using this and other funding to create 40 more special school places in the City. Options for this are currently being considered at Heltwaite and Marshfields Special Schools.

5.8 Useful Links

Care Act (2014)

<http://www.legislation.gov.uk/ukpga/2014/23/contents/enacted>

Equalities Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

NHS Five Year Forward View (2014)

<https://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf>

Ofsted

<https://www.gov.uk/government/organisations/ofsted>

SEND Code of Practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Capital Plan

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/family.page?familychannel=8-6>

SEND Information and Advice Support Service

https://ccc-live.storage.googleapis.com/upload/www.cambridgeshire.gov.uk/residents/children-and-families/SEND_Information_Advice_and_Support_Service.pdf?inline=true

The Children and Families Act (2014)

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

The Mental Capacity Act (2005)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85028/vcs-serviceproviders.pdf

Think Autism: an update to the Department of Health strategy (2014)

<https://www.gov.uk/government/publications/think-autism-an-update-to-the-government-adult-autism-strategy>

Transforming Care - Building the right support (2015)

<https://www.england.nhs.uk/learning-disabilities/natplan/>

Working Together to Safeguard Children (2018)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Appendix A: Demographic Forecast Methodologies

A.1 Early Years and Childcare

Future demand for pre-school provision is assessed on the basis of the number of children born and estimates and forecasts of resident 0-4 year olds in the unitary authority each year. Data on the number of births is obtained from the Office for National Statistics, and counts of children aged 0 to 4 years that are registered with a doctor are obtained from NHS Provide. Using this data, estimates and forecasts of 0-4 year olds are produced. Translating this information into a pattern of demand for childcare is difficult as families can choose to take up provision close to their workplaces rather than to their home and take up rates for childcare places are different depending on family circumstance. Therefore, the data is only considered together with a broader Childcare Sufficiency Assessment.

A.2 Primary and Secondary Provision

For school pupil place planning the Council currently uses the forecasts which are provided to the Department of Education for the statutory School Capacity Survey (SCAP).

Business Intelligence are currently working on producing catchment forecasts for Peterborough primary and secondary aged pupils. They are due to be first finalised in January 2020. These will allow the Council to plan for school places using the forecast number of children living in each school catchment.

The statement below sets out how the SCAP forecasts are produced.

Sources of data

- Pupil numbers already on roll come from the January annual school census, **January 2019**.
- Primary forecasts of reception numbers are based on numbers of children under school age living in catchments derived from **NHS Provide data**. To complete this piece of work Cambridgeshire County Council sent Provide a detailed look-up table / gazetteer so that children aged 0-4 (**as at November 2018**) could be allocated to school catchment areas. The Council then received a data table which lists school and numbers of children in each year group 0-4.
- **Admissions for autumn 2019** are based on actual admissions data as at the end of the second round of applications under the Peterborough City Council's school admissions process.
- Intakes for 2023/24 are based on **forecast numbers of births** taken from a three year average of births for the previous three years.

Data about future house-building is taken from an assessment of the Peterborough City Council Annual Monitoring Report (AMR) and **published five year land supply report**.

Processing data

Cambridgeshire Business Intelligence has developed for Peterborough City Council a combined pupil forecasting model, which has been in use since 2018. Together with the improved model there are set written procedures for updating and rolling forward the model with new data:

- Raw data for school roll, 0-4s and births were entered into the model and subject to a quality assurance process (see below).
- By default year-groups are assumed to move through schools with an average of the net gains and losses experienced within the schools over the past three years. Where there was a significant reason to vary this methodology (for example because of erratic or exemption year group change in one of three of the past years) then this decision was made by the pupil forecaster and recorded.
- The model was adjusted to take into account changes in school organisation. For example the opening of new schools.
- Intake at four years old is forecast on the basis of the relationship between the numbers of children recorded as living in the primary school catchment in the 0-4 data, and the average of actual intakes at that school from the previous three years. Real-time information from schools and the Admissions Team on the expected September 2018 intake (allocations) is also incorporated in the forecasts.
- Intake at 11 years old is forecast on the basis of the relationship between the numbers of 10-year-old pupils in the primary schools normally feeding to a secondary school and the average of actual intakes at that school from the previous three years. Admissions system data on allocations to school places from the second round of admissions for the September 2019 intake is also incorporated into the forecast.

Housing developments

Individual school forecasts are adjusted for expected major changes in house-building within the school catchment, i.e., the beginning or completion of a large housing estate. Housing additions are based on trajectories provided by the Peterborough City Council planning department each year. A number of major housing developments have planning permission and are planned to get underway in the local authority area over the next five years.

Cross border movement

Cross border movement is accounted for by reviewing previous trends in arrival and transfer rates and applying a three year average. Assumptions are checked with neighbouring authorities where significant cross border movements are known, particularly between Cambridgeshire and Peterborough.

A.3 Useful Links

Cambridgeshire Insight

<https://cambridgeshireinsight.org.uk/>

Appendix B: School planning areas

| School Name | Planning Area Name |
|---------------------------------|-----------------------------|
| The King's Cathedral School | Central Primary |
| Thomas Deacon Academy | Central Primary |
| Welland Academy | Central Primary |
| Gladstone Primary Academy | Central Primary |
| Dogsthorpe Academy | Central Primary |
| St Thomas More Catholic Primary | Central Primary |
| Fulbridge Academy | Central Primary |
| The Beeches Primary | Central Primary |
| All Saints CofE Primary | Central Primary |
| Dogsthorpe Infant | Central Primary |
| Queen's Drive Infant | Central Primary |
| Bishop Creighton Academy | Central Primary |
| Newark Hill Academy | Central Primary |
| Lime Academy Parnwell | Central Primary |
| Lime Academy Abbotsmede | Central Primary |
| Discovery Primary | North Primary |
| William Law CofE Primary | North Primary |
| Norwood Primary | North Primary |
| Paston Ridings Primary | North Primary |
| Welbourne Primary | North Primary |
| Werrington Primary | North Primary |
| Gunthorpe Primary | North Primary |
| Eyrescroft | West Primary |
| Highlees | West Primary |
| Sacred Heart RC | West Primary |
| West Town Primary | West Primary |
| Middleton Primary | West Primary |
| Longthorpe Primary | West Primary |
| Thorpe Primary | West Primary |
| Ravensthorpe Primary | West Primary |
| Lime Academy Watergall | West Primary |
| Ormiston Meadows | The Ortons |
| Leighton Primary | The Ortons |
| Winyates Primary | The Ortons |
| St John's Church School | The Ortons |
| St Botolph's C of E Primary | The Ortons |
| Orton Wistow Primary | The Ortons |
| Braybrook Primary | The Ortons |
| Brewster Avenue Infant | Fletton/Woodston/Stanground |
| Nene Valley Primary | Fletton/Woodston/Stanground |
| Old Fletton Primary | Fletton/Woodston/Stanground |
| Woodston Primary | Fletton/Woodston/Stanground |
| Heritage Park | Fletton/Woodston/Stanground |

| | |
|---------------------------------|-----------------------------|
| Oakdale | Fletton/Woodston/Stanground |
| Stanground St Johns | Fletton/Woodston/Stanground |
| St Augustine's C of E | Fletton/Woodston/Stanground |
| St Michael's C of E | Fletton/Woodston/Stanground |
| Southfields | Fletton/Woodston/Stanground |
| Hampton College | The Hamptons |
| Hampton Hargate | The Hamptons |
| Hampton Vale | The Hamptons |
| Barnack | Rural Primary West |
| Castor | Rural Primary West |
| John Clare | Rural Primary West |
| Northborough | Rural Primary West |
| Peakirk-cum-Glinton | Rural Primary West |
| Wittering | Rural Primary West |
| Duke of Bedford | Rural Primary East |
| Eye | Rural Primary East |
| Newborough | Rural Primary East |
| Arthur Mellows Village College | Secondary North |
| Ken Stimpson Community School | Secondary North |
| Queen Katharine Academy | Secondary North |
| City of Peterborough Academy | Secondary Central |
| Greater Peterborough UTC | Secondary Central |
| Jack Hunt School | Secondary Central |
| Kings (The Cathedral) School | Secondary Central |
| St. John Fisher Catholic School | Secondary Central |
| Thomas Deacon Academy | Secondary Central |
| Hampton College Academy | Secondary South |
| Hampton Gardens Academy | Secondary South |
| Nene Park Academy | Secondary South |
| Ormiston Bushfield Academy | Secondary South |
| Stanground Academy | Secondary South |

Appendix C: Capital Funding

C.1 Capital Programme

The Council, as part of its annual budget-setting process, sets out its three-year capital spending projections.

The Council has priorities for how it allocates funding. These include:

- Health and safety improvements to avoid school closures
- Investment in the provision of sufficient school places in line with the Council's statutory duties (referred to commonly as meeting basic need)
- Implementing statutory changes, for example, increasing the age range a school serves
- Implementing the recommendations of a review of education provision
- Implementing new statutory duties or education policy changes where no funding is available
- Reducing schools' maintenance costs, prioritising schools in the worst condition
- Improving schools' environmental performance, prioritising those with the most inefficient buildings

The very nature of capital planning necessitates alteration and refinement to proposals and funding during the planning period. Therefore whilst the early years of the Strategy provide robust, detailed estimates of schemes, the later years only provide indicative forecasts of the likely infrastructure needs and revenue streams for the Council.

A copy of the Council's current capital programme can be found using this link:

<https://www.peterborough.gov.uk/council/budgets-spending-and-performance/our-finances/>

C.2 Education and Skills Funding Agency (ESFA)

The ESFA which is part of the DfE, provides all funding for free schools including capital funding. Once approved, free schools are given an ESFA contact who will work with them to acquire a suitable site for the school. The ESFA will pay for the purchase and lease of the building or land as well as any building work or refurbishment that needs to be done.

A list of all open and approved free schools and academies can be found using this link:

<https://www.gov.uk/government/publications/open-academies-and-academy-projects-in-development>

In addition, the Council will work with academies and free schools to seek to secure capital funds from the ESFA to help address condition and suitability needs.

C.3 Developer Contributions

When a new development is being built the Council will seek Community Infrastructure Levy (CIL) or S106 contributions from the developer to provide the required education infrastructure in order to ensure the effect of the development is mitigated.

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| | |
|--|-------------------|
| CHILDREN AND EDUCATION SCRUTINY COMMITTEE | AGENDA ITEM No. 5 |
| 13 JANUARY 2020 | PUBLIC REPORT |

| | | |
|--------------------------------|--|--------|
| Report of: | Wendi Ogle –Welbourn, Executive Director, People and Communities | |
| Cabinet Member(s) responsible: | Cllr Lynne Ayres Cabinet member for Children’s Services, Education, Skills and the University | |
| Contact Officer(s): | Jo Procter, Head of Service- Cambridgeshire & Peterborough Safeguarding Boards | 863765 |

CAMBRIDGESHIRE & PETERBOROUGH SAFEGUARDING CHILDREN BOARD ANNUAL REPORT 2018-19

| R E C O M M E N D A T I O N S | |
|---|---------------------------|
| FROM: Russell Wate QPM – Chair of Cambridgeshire & Peterborough Safeguarding Children Partnership Board | Deadline date: N/A |
| It is recommended that the Children and Education Scrutiny Committee receive and note the content of the annual Cambridgeshire and Peterborough Safeguarding Children Board Annual 2018-2019 report | |

1. ORIGIN OF REPORT

1.1 The report is submitted to the Children and Education Scrutiny Committee following sign off and publication of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 18/19 in October 2019.

There is a statutory requirement under the Children & Social Work Act 2017 that Safeguarding partners publish an annual report detailing the work of the Board.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of the report being brought to the Children and Education Scrutiny Committee is to ensure members are fully aware of the work and progress of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

The report covers the period from April 2018-March 2019 and was published in October 2019.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council: Children’s Services including a) Social Care of Children; b) Safeguarding; and c) Children’s Health.

2.4 *How does this report link to the Corporate Priorities*
This report directly relates to the safeguarding of children in Peterborough

- 2.5 *How does this report link to the Children in care Pledge?*
 The report covers the safeguarding of children and young people. It contributes to establishing how far the Council
- Meets its statutory responsibilities towards safeguarding looked after children

3. **TIMESCALES**

| | | | |
|---|-----------|--|--|
| Is this a Major Policy Item/Statutory Plan? | NO | If yes, date for Cabinet meeting | |
| Date for relevant Council meeting if applicable | | Date for submission to Government Dept. (<i>Please specify which Government Dept.</i>) | |

4. **BACKGROUND AND KEY ISSUES**

- 4.1 The annual report includes information on the work that has been undertaken by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board in the period April 2018- March 2019.

Partner agencies, including Peterborough City Council, contributed to the information contained within the annual report.

The annual report highlights the significant events during the last year, summarises both the work of the Safeguarding Children Board and the work of the sub committees. It highlights areas of good practice and presents statistical information about safeguarding performance.

The annual report was approved by the Safeguarding Children Partnership Board in October 2019 and was subsequently published on the Boards website (www.safeguardingcambspeterborough.org.uk) and shared on social media.

Members are requested to note the contents of the report

5. **CONSULTATION**

- 5.1 Partner agencies, including Peterborough City Council, contributed to the information contained within the annual report.

6. **ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 The annual report highlights the significant events during the last year, summarises both the work of the Safeguarding Children Partnership Board and the work of the sub committees. It highlights areas of good practice and presents statistical information about safeguarding performance.

The report has been brought to the Children and Education Scrutiny Committee for information purposes.

7. **REASON FOR THE RECOMMENDATION**

- 7.1 There are no recommendations for the Committee to consider – the report is for information only

8. **ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 There was no reason to consider alternative options. It is a statutory responsibility of the Safeguarding Children Partnership Board to produce an annual report.

9. **IMPLICATIONS**

Financial Implications

9.1 There are no financial implications arising from the report

Legal Implications

9.2 There are no legal implications arising from the report

Equalities Implications

9.3 There are no equalities implications arising from the report

Rural Implications

9.4 There are no rural implications arising from the report

Carbon Impact Assessment

9.5 *n/a*

10. BACKGROUND DOCUMENTS

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

10.1 The majority of statistics contained within the annual report are from the Safeguarding Children Partnership Board dataset.

Partners provided information (including data) from their agencies which was used to formulate the annual report.

11. APPENDICES

11.1 Appendix 1 – Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 18/19



Foreword

BY DR RUSSELL WATE QPM, INDEPENDENT CHAIR CAMBRIDGESHIRE AND PETERBOROUGH SAFEGUARDING PARTNERSHIP



It gives me great pleasure to present to you the Cambridgeshire and Peterborough's Safeguarding Children Board annual report for the period April 2018 – March 2019. The report outlines both the activity and the contribution of the Board and its partners that has taken place during the last year. There have been numerous changes and restructures in all of our key agencies including both local authorities, the police and aspects of health agencies. It is a real testimony to the high regard that agencies have for safeguarding that this is always at the forefront of their changes, the want to continue to protect our children and young people. I would like to thank all of the Board members, and their organisations, especially the front-line staff, for the hard work they have carried out to keep children and young people safe from harm in Cambridgeshire and Peterborough.

The purpose of these local arrangements as stated in Working Together 2018 is to support and enable local organisations and agencies to work together in a system where:

- children are safeguarded and their welfare promoted
- partner organisations and agencies collaborate, share and co-own the vision for how to achieve improved outcomes for vulnerable children
- organisations and agencies challenge appropriately and hold one another to account effectively
- there is early identification and analysis of new safeguarding issues and emerging threats
- learning is promoted and embedded in a way that local services for children and families can become more reflective and implement changes to practice
- information is shared effectively to facilitate more accurate and timely decision making for children.

You will see in the report that we have worked well through our priorities for the year. Some of these priorities we share with our partner boards, for example we have and continue to work very closely with the Countywide Community Safety Partnership. This ensures no duplication and that we support each other's work going forward.

Within the time period covered by this report we have not published a Serious Case Reviews (SCR) but we have been working on a number during the year that will be published in the next reporting period. We have already in these cases embedded the learning that has arisen from the review.

The Children and Social Work Act 2017 and the publication of Working Together 2018, meant that we have had to think how we do things differently as Safeguarding boards, change to be called multi-agency partnerships, with these arrangements having to be published by the end of June 2019. I am pleased to say that the board and its partners have already put in place plans for these changes. We have already combined the safeguarding children boards for both areas. We have put in place an Executive Board.

In the last year a lot of activity has taken place on implementing a partnership Child Sexual Abuse strategy. To help to launch and implement these we held a very successful conference in the spring of 2018. Our challenge now is to make sure these are embedded further in our front-line practitioners' daily work.

Finally, I would like to thank Jo Procter and all of her team for their unstinting commitment to the work of the Board and keeping children in Cambridgeshire and Peterborough safe.

A handwritten signature in black ink, appearing to be 'RW' or similar initials.

Dr Russell Wate QPM

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*The lady really listened to me, lots of people heard
my story before but no one had listened*

Quote from a young person

About the Board



Leadership and Governance

Legislatively there have been a number of changes within the safeguarding arena for both children and adults at risk:

- The Children and Social Work Act 2017, brings in Working Together 2018 that abolishes Local Safeguarding Children Boards and provides new ways of working in partnership
- The Care Act 2014 has established the need to have Safeguarding Adult Boards in each local authority Area

The changes of the legislative acts coupled with ongoing demands and a need for increased joint working between the two local authorities across the County of Cambridgeshire and the City of Peterborough, have led to a joint Children’s Board and a joint Adult’s Board.

Legislation indicates that each board should have three statutory partners with a shared and equal duty to make arrangements to work together to safeguard and promote the welfare of all children and safeguarding adults at risk in a local area. The new arrangements bring together the statutory safeguarding partners (Health (CCG), Police and local authority) to form an Executive Safeguarding Partnership Board. The structure combines the governance arrangements at a senior level to look at safeguarding arrangements holistically across both the children’s and adults safeguarding arena

Bringing together adults and children’s safeguarding on a countywide level ensures that safeguarding issues are looked at holistically in a “think family approach” and also provides a forum for transitional arrangement’s to be discussed and agreed



Figure 1: Diagram of Cambridgeshire and Peterborough safeguarding partnership structure

The Executive Safeguarding Partnership Board has strong and meaningful links with other groups and boards who impact on child and adult services. The safeguarding arrangements have been established in the context of wider statutory partnership arrangements that are in place across Cambridgeshire and Peterborough. The relationships have been strengthened by the implementation of an Inter Board protocol and a comprehensive mapping of themes. This ensures that all aspects of safeguarding are taken into account by the other statutory boards and there is a co-ordinated and consistent approach to safeguarding vulnerable people.

The Chair of the Executive Safeguarding Partnership Board is also a member of other strategic and statutory partnerships within Cambridgeshire and Peterborough which include the Health and Wellbeing Board, the Community Safety Partnerships and the MAPPAs Strategic Management Board. They also chair the MASH Governance Board. In addition, the Head of Service for the Safeguarding Partnership Boards is a member of the Domestic Abuse Governance Board and the Children and Families Joint Commissioning Board.



Cambridgeshire and Peterborough Safeguarding Partnership Boards

The two Safeguarding Partnership Boards (adults and children's) sit below the Executive Safeguarding Partnership Board (see Figure 1). The Safeguarding Partnership Boards are responsible for progressing the Executive Safeguarding Partnerships Board's business priorities through the business plan; authorising the policy, process, strategy and guidance to effectively safeguard children and adults at risk. The two Safeguarding Partnership Boards scrutinise, challenge and maintain an overview of the state of children's and adults safeguarding in Cambridgeshire and Peterborough; undertaken through quality assurance activity, learning and development programmes and commissioning and overseeing Child Safeguarding Practice Reviews / Safeguarding Adult Reviews / multi-agency reviews (as required.) The Safeguarding Partnership Boards have wider partner membership to include probation, health providers, education, voluntary sector, faith communities and housing.

Below the two (adults and children's) Partnership Safeguarding Boards are a range of sub groups and task and finish groups. These groups are responsible for a range of areas, including policies, training, consultation and quality assurance. The function of these groups are detailed below.

- Two consultation and development forums (one for adults and one for children's) responsible for securing the "voice" of practitioners and ensuring that learning is used to inform and improve practice. These groups have wider partner membership to include probation, health providers, education, voluntary sector, faith communities and housing.
- Two Quality and Effectiveness Groups (QEG), one for adults and for children's. Chaired by the Head of Service for the

Safeguarding Partnership Boards, the group's membership includes senior managers from the safeguarding partners and other relevant agencies that have responsibility for safeguarding performance within their organisation. These groups scrutinise safeguarding effectiveness and co-ordinate improvement activity by; quality assurance activity (both single and multi-agency), performance management information and overseeing of action plans.

- A single countywide Children's Case Review Group, that examines children's cases and a countywide Safeguarding Adults Review group which deals with adult's case reviews.
- Task and finish groups are established to progress themed areas, e.g. child sexual abuse, criminal exploitation. Each group is responsible for producing resource packs for practitioners which include strategies/ guidance, training, leaflets and tools.

- The structure also includes those forums who have a "dotted line" to the Safeguarding Boards (Education Safeguarding Group, Child Protection Information Network).

Independent Safeguarding Partnership Service

The work of the various Boards and groups within the governance arrangements is overseen by the Independent Safeguarding Partnership Service. The service is managed by the Head of Service and includes roles that cover both adults and children's agendas. Some of the roles are specialised in quality assurance and improvement, exploitation, training, communication and there are more general adult and children's leads and dedicated administrative roles. The service ensures that there is robust, countywide independent scrutiny and oversight of multi-agency practice.

*I'm not as angry now as I used to be and I have
more friends*

Quote from a young person

Work of the Safeguarding Board



Quality Effectiveness Group (QEG)

Monitors the individual and collective effectiveness of the Children Safeguarding Partnership Board partners and has a strong quality assurance function undertaking audits, focus groups and surveys. The annual themed audit programme (quality assurance planner) includes both single and multi-agency audits and are linked to the board's priorities. QEG advises and supports the board in achieving the highest safeguarding standards and promoting the welfare of children in Peterborough and Cambridgeshire by evaluation and continuous improvement. During the twelve months covered by this report the following audits have taken place:

- **Child Sexual Abuse in the Family Environment Audit.** Examined 8 cases using the methodology of a Joint Targeted Area Inspection (JTAI) format for Cambridgeshire only.
- **Child Exploitation Audit.** 30 cases audited against a JTAI framework.
- **Cultural Competence Audit.** Dip sample of 20 cases audited against the initial audit tool and benchmarking exercise of 2015. Reviewed against initial findings.
- **Cambridgeshire Local Authority Designated Officer Audit.** 37 cases audited against an audit tool assessment.

At the conclusion of all audit activity a briefing is prepared highlighting the implications for safeguarding practice across all agencies in terms of roles and responsibilities for safeguarding children at risk of abuse and neglect.

If I was in trouble I would tell a police man or lady. They would catch the bad person
Quote from a young person

All of the audits have resulted in recommendations and learning for practice. Lessons learned from auditing have been and will continue to be cascaded through the Safeguarding Board Workshops during 2019 and professional briefings on the Safeguarding Board's website.

All of the audits have resulted in Action Plans and learning for practice cascaded through the safeguarding Board Workshops and professional briefings.

Additionally, QEG reviewed and monitored single agency performance in relation to safeguarding children and young people within the quarterly performance report, contributed to by all partner agencies. For 2019, this process has been strengthened and partners will be required to present a report and have a discussion regarding individual performance relating to the board's priorities for 2019 – 2020.

Child Exploitation

Significant changes have taken place to include wider child criminal exploitation (CCE) across both authority areas.

The focus has not gone from Child Sexual Exploitation (CSE) but there is now a pressing need to ensure all our processes and policies incorporate Gangs and County Lines.

Extensive mapping has taken place across both authority areas to understand the scale of the issue, combine multi-agency intelligence and information and implement response plans appropriate to the risk identified.

The statutory safeguarding referral form has undergone a complete refresh to simplify the information required and in the case of CCE or CSE being identified will link users through to complete the Risk management Tool.

The tool is used to populate the Missing and Child Exploitation (MACE) tracker in the case of Cambridgeshire and "liquid logic" in the case of Peterborough. This information is in turn used to drive business at MACE Operational meetings.

Missing, Exploited and Trafficking (MET) Hub

The MET hub now sits across both authority areas

There is now a broader understanding of themes and trends effecting the whole county and this single document is used as the driver for activity at MACE Operational Groups.

All children deemed to be at “significant” risk are discussed and plans scrutinised to ensure that every opportunity is taken to reduce that risk.

*They helped me to go back and live with my
mum and dad*

Quote from a young person

CCE Strategic Task and Finish Group

The group has been developed to replace the CSE Strategic Group and is currently redeveloping the separate CSE and CCE Strategy into a single working strategy.

The group are focussing on what “offers” are in place at each specific risk level identified by the Risk Management Tool and will seek to close any gaps identified. This piece of work will establish an agreed “core” offer of services across the partnership.

Exploitation Training and community events

Our training offer has undergone a complete overhaul to now incorporate “Gangs and County Lines”

Community Events have taken place across the county predominantly in the evenings to capture the widest audiences possible. The purpose of the events is to provide parents and carers with relevant and up to date information to give them an understanding of issues faced by children and signpost them to specific information.

Future Developments

The wider partnership has been successful in a number of areas to secure funding to tackle wider exploitation and ensure focus at every level of risk identified.

Work is continuing to develop specific teams to work with those children deemed at “significant risk” and we await a response if we have been successful with our funding bid to work with children deemed to be at “emerging” risk. This work will also include parents and carers.

Multi Agency Training and Development

The Cambridgeshire and Peterborough Children Safeguarding Partnership Board continues to provide a comprehensive and highly regarded multiagency safeguarding children training programme. Additional resources including: leaflets, briefings, e learning links, Apps and training packages are available on the CPCSPB website for professionals, parents and children. Safeguarding Board Training is monitored and reviewed within the Quality Effectiveness Group and for 2019 this function and role will move to the Training Subgroup.

Over the twelve months from January 2018 to December 2018, 1,986 professionals attended the Children’s Safeguarding Board training.

Workshops. It is a priority of the children Quality Effectiveness Group (QEG) that workshops on the latest themes and lessons learned should be facilitated by the CPCSPB on a termly basis. Specialist Training Workshops are a conduit for sharing safeguarding information, localised experiences, networking and are highly regarded by practitioners as an ‘excellent’ training resource. Workshops to date have included:

- **Lessons learned workshops.** Themes from recent multi-agency audits and findings from serious case reviews were presented and discussed. Four workshops took place during September 2018, with 108 practitioners and managers attending.
- **Effective Support (Threshold Document) workshops.** Both Cambridgeshire and Peterborough share the same threshold document for exploring how to support children and families effectively in terms of; sign posting, early help and child protection. The Effective Support document was launched at the end of 2018 with seven workshops taking place and 297 practitioners attending.
- **The Lived Experience of the Child.** During the safeguarding board auditing activity and within local serious case reviews (SCR) of 2018, a repetitive theme of ‘the voice of the

child' was consistently found to be omitted from; risk analysis, assessments, referrals and plans. A task and finish group was set up to develop practitioner guidance and a training pack. The pack and guidance was launched via 7 workshops that took place at the start of April 2019. 173 professionals attended.

Training Sessions. Training sessions during 2018 were evaluated highly by professionals with 99 % rating, both the delivery of the training and the aims and learning outcomes of the training as being 'good to excellent'.

Salient comments from attendees include

- *The context of real life cases was helpful*
- *Excellent multi-agency training. Learned a lot from the training and of the other professionals attending*
- *Main message that I think I have always taken back with me is "to have professional curiosity" this itself makes one be suspicious and look further into other family members notes, etc.*

In terms of impact of the training on practice 83% of practitioners felt that they had learned a lot and that 89% felt that the training was completely relevant to their safeguarding role.

- **Confidence** - 92% of attendees felt that after the training their confidence had improved.
- **Knowledge**- 96% of attendees felt that after the training their knowledge had improved
- **Skills and Practice**- 93% of attendees felt that after the training their practice skills had improved

Conference. One of the major learning points from two serious case reviews across the region was on the theme of child sexual abuse. As a result of those findings the LSCB developed a child sexual abuse strategy and relaunched the promotion of the inclusion of the 'brook traffic light tool' to help practitioner assessments. To launch the strategy and training pack along with the lessons learned a conference was held at the Deaf Blind UK centre in June 2018 titled 'Child Sexual Abuse'. 138 professionals attended. Feedback from the event included:

- *"Thank you this was an excellent conference. Excellent speakers."*
- *"Outstanding conference. I learn a lot of useful tips I will be able to incorporate into my professional attitude towards CSA and related factors."*

Single Agency Training

CPCSPB has a duty to ensure that single agency safeguarding children training is; robust, up to date with the latest research and lessons learned and is fit for purpose, to ensure that the children's workforce is well equipped, informed and trained to deal with safeguarding issues for children and young people. During the year 4 courses have been validated successfully.

Raising awareness of the role of the CSPB and safeguarding issues across communities

Promoting awareness is an ongoing activity held throughout the year by the board and its members.

Over the past 12 months, the Safeguarding Board website has been further developed to include new briefings and resources for practitioners, updated guidance and can be translated into over 100 different languages in order to provide accessible information to all communities across Cambridgeshire and Peterborough.

All children can be abused even if you are rich

Quote from young person

The safeguarding board also continues to use social media to raise awareness of the work of the board and share messages of local and national importance.

February 2019 was Safeguarding Awareness Month for both the Children and Adults Boards focused on raising the awareness of the general public, we included messages about:

- What is safeguarding?
- signs of abuse
- how to make a referral

- public information – leaflets, websites and signposting to appropriate services
- What is an Adult Safeguarding Partnership Board / Children Safeguarding Partnership Board?

Who would I go to if I wanted to feel safe – my mum, my friends and my teacher
Quote from a young person

A communications strategy and tactical plan was developed, building the campaign around social media messages with other activities taking place to complement it. The strategy also formed the basis of the awareness month resource pack which included:

- Banners for Email footer, Newsletter
- Social Media assets
- Leaflets, postcard & posters
- Hashtags
- Social Media messages



A whole host of agencies took part in Safeguarding Awareness Month, to raise awareness, by producing a short film giving safeguarding messages, having information stands and holding drop in events.

Within the Board, there was:

- The community survey, extended to include safeguarding awareness month to gather as many responses as possible.
- Requests for radio interviews by the local media
- Creation of safeguarding easy carry cards and posters for staff and the general public
- Facebook and Twitter had a new message each day throughout the month on safeguarding. For **Facebook** the message with the biggest reach (**3880 users**) was “We all have a role to play in protecting children, young people and adults at risk from abuse and neglect. But right now, some people do not report concerns. Help us to help those in need of support and speak up about abuse”. This was also the most successful message for **Twitter** with a reach of **5256 users**.

Over the month we reached 76,725 users via social media, and from twitter polls ascertained that 91% of respondents said that safeguarding was everyone’s responsibility and 71 % of the general public knew what the children and adults board’s do.

Learning Culture

The Children Safeguarding Partnership Board (CSPB) and the Adult Safeguarding Partnership Board (ASPB) create a culture of openness and facilitate effective and regular challenge to all partner agencies. The Boards do this by the Independent Safeguarding Partnership Service (ISPS) reviewing, scrutinising and challenging local safeguarding arrangements. Findings from Serious Case Reviews / Safeguarding Adult Reviews and auditing activity are cascaded back to practitioners and agencies to embed the learning back into practice. The chart below shows how the ASPB and the CSPB identifies learning as part of evidence informed practice.

Learning Framework

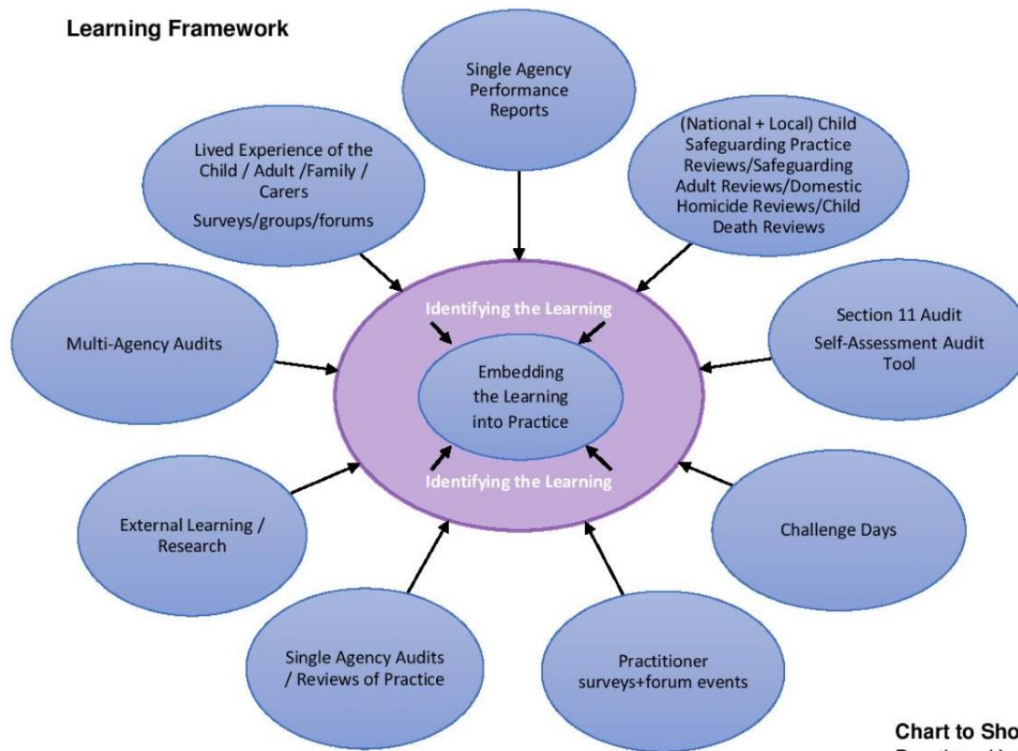


Chart to Show: Evidence Based Practice : How Cambridgeshire and Peterborough Children and Adult Boards Identifies Learning

The Serious Case Review Group

The overall purpose of the group is to consider cases and determine whether a Serious Case Review should be undertaken and ensure that key learning is effectively disseminated. Serious Case Reviews are undertaken where:

1. abuse or neglect of a child is known or suspected; and
2. either –
 - a. the child has died; or
 - b. the child has been seriously harmed and there is cause for concern to the way in which the authority, their Board partners or relevant persons have worked together to safeguard the child.

In line with Working Together to Safeguard Children (2015), all reviews of cases meeting the SCR criteria should result in a report which is published and readily accessible on the LSCB's website for a minimum of 12 months. Thereafter, the report should be made available on request. This is important to support national sharing of

lessons learnt and good practice in writing and publishing SCRs.

There were no Serious Case Reviews published during the year, but a Multi Agency Learning Review was published. There have been Serious Case Reviews commissioned which will be published in 2019, outside of the timescale of this annual report. . These will be reported on in the next annual report. When reports are published and where referrals do not meet the criteria for a Serious Case Review we implement learning through training and workshops, this happened in 2018 and we continue to do so in 2019.

Also as a direct result of the learning from the reviews The Effective Support for Children and Families in Cambridgeshire and Peterborough (thresholds) document, the Referral form, Resolving Professional Differences (Escalation Policy) the CSA (Child Sexual Abuse) strategy, the Neglect strategy were all reviewed and updated with Partner Agency involvement, together with the promotion of the use of the Brook Traffic Light tool during 2018.



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| CHILDREN AND EDUCATION SCRUTINY COMMITTEE | AGENDA ITEM No. 6 |
| 13 JANUARY 2020 | PUBLIC REPORT |

| | | |
|--------------------------------|--|------------------|
| Report of: | Executive Director, People and Communities Wendi Ogle Welbourn | |
| Cabinet Member(s) responsible: | Cabinet Member for Education, Skills and University Councillor Ayres | |
| Contact Officer(s): | Dee Glover Headteacher Peterborough Virtual School for CiC | Tel. 07917133152 |

ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2017 – 2018

| R E C O M M E N D A T I O N S | |
|---|---------------------------|
| FROM: Executive Director, People and Communities, Wendi Ogle Welbourn | Deadline date: N/A |
| <p>It is recommended that the Children and Education Scrutiny Committee:</p> <ul style="list-style-type: none"> • Notes the content of the report. • Raise any queries they have with the lead officer. | |

1. ORIGIN OF REPORT

1.1 This report has been requested by members of the Children and Education Scrutiny Committee.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CiC) for the academic year 2017/18. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who were in the care of Peterborough City Council for a year or more as at 31 March 2018 and is taken from the Statistical First Release published by the Department for Education (DfE) on 11th April 2019.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including :

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report links to Corporate Priority 2.2 : To promote high aspirations, and seek to secure the best outcomes, for those children and young people

2.4 How does this report link to the Children in care Pledge?

This links to the Children in Care Pledge under:

1. **Respect** - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.

3. **TIMESCALES**

| | | | |
|---|-----------|----------------------------------|-----|
| Is this a Major Policy Item/Statutory Plan? | NO | If yes, date for Cabinet meeting | n/a |
|---|-----------|----------------------------------|-----|

4. **BACKGROUND AND KEY ISSUES**

- 4.1 The annual report attached at Appendix 1 includes information on the work that has been undertaken by Peterborough Virtual School in the period September 2017- July 2018. It includes information on attainment , inclusion, quality of provision ,Personal Education Plans (PEPs) ,Pupil Premium Plus and PVS Priorities for 2018-19
Members are requested to note the contents of the report

5. **CONSULTATION**

- 5.1 N/A

6. **ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 Children and Education Scrutiny Committee Members have the Annual Report on the attainment of CiC, as well as the issues that can inhibit progress, for example periods out of education, reduced timetables and the emotional wellbeing of children. This ensures that Committee members are informed, but can also challenge where necessary.

7. **REASON FOR THE RECOMMENDATION**

- 7.1 There are no recommendations for the committee to consider .The report is for information only.

8. **ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 There are no alternative options to be considered.

9. **IMPLICATIONS**

Financial Implications

- 9.1 None

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None

Rural Implications

- 9.4 None

Carbon Impact Assessment

- 9.5 PVS has reduced car journeys by using alternative technology to participate in out of city

meetings.
PVS has planted trees at the Forest School site.

Implications for Children in Care and Care Leavers

- 9.6 The implication for children in care and care leavers is that they can be confident that PVS will provide the highest level of support in whatever area ensuring they have every opportunity to reach their potential, whatever that might be.

10. BACKGROUND DOCUMENTS

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

- 10.1 N/A

11. APPENDICES

- 11.1 Appendix 1 – Peterborough Virtual School Annual Report 2017-2018

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Peterborough Virtual School

Virtual School Head Teacher Report

**Peterborough Children in Care
Academic Year 2017 / 18**

Contents

| Section | Title | Page |
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| 14. | Priorities for 2018-19 | 18 to 19 |

1. Purpose of the report

The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2017/18. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who were in the care of Peterborough City Council for a year or more as at 31 March 2018 and is taken from the Statistical First Release published by the Department for Education (DfE) on 11th April 2019

1.1 Context

The concept of the VSH and VS for CIC was first introduced in the government White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Improving the educational outcomes for children looked after is a priority for national and local government. Local authorities and their directors of children's services are the corporate parents for CIC; they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Statutory guidance published in February 2018 extended the VSH role to be a source of advice and information for children previously in care to help their parents to advocate for them as effectively as possible. Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher is line-managed and supported by the Senior School Standards and Effectiveness Adviser (Primary). In Peterborough, the VSH is Dee Glover who has been in post since November 2013.

2. Role of the Virtual School

The Virtual School should be evaluated by the extent to which it contributes to diminishing the difference between the outcomes of CIC and all children locally and that CIC do at least as well as CIC nationally. We strive to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs)
- Monitoring and challenging schools to make the most effective use of the Pupil Premium Plus Grant
- Tracking academic progress, attendance, and exclusions of CIC
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and challenging their settings to provide them with additional support
- Ensuring Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- Providing support and challenge to schools to ensure that academic standards are raised for CIC
- Ensuring effective transition between schools or specialist providers
- Encouraging a culture that supports our young people to have high aspiration about their futures and removes barriers to further education
- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools
- Celebrating CIC achievements and ensuring schools and carers do the same.
- Supporting the delivery of the Children in Care Pledge

2.1 Structure of the Virtual School

| |
|--|
| Permanent staff |
| Virtual School Headteacher |
| Secondary Education Coordinator |
| Primary Education Coordinator |
| Post 16 Education Coordinator |
| Pupil Premium Funded Posts |
| Secondary Support Teacher – in partnership with Ormiston Bushfield Academy |
| Specialist Teacher of Maths Primary – in partnership with Ravensthorpe Primary |
| Specialist Teacher of Literacy Primary – in partnership with Nene Valley Primary |
| Early Years Advisor – (commissioned from Early Years Team) |
| Part-time Educational Psychologist – (seconded from EP Service) |
| Part-time Business Support Officer |

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a small team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings.

3. Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information and skills to enable them to fulfil their role in contributing to their educational outcomes.

3.1 Designated Teacher Training

Two training sessions specific to PEP completion were held for Designated Teachers, both in and out of city. The sessions aimed to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning.

3.2 Social Worker Training

New CiC social workers are referred to the VS for training in the completion of PEPs. To improve the offer, fortnightly PEP clinics are now held with VS staff available for training and advice.

3.3 Foster Carer Training

Training sessions were offered to foster carers, covering PEP completion and supporting learning at different key stages. These sessions are intended to equip carers with the skills necessary both to challenge schools and support the children in their care.

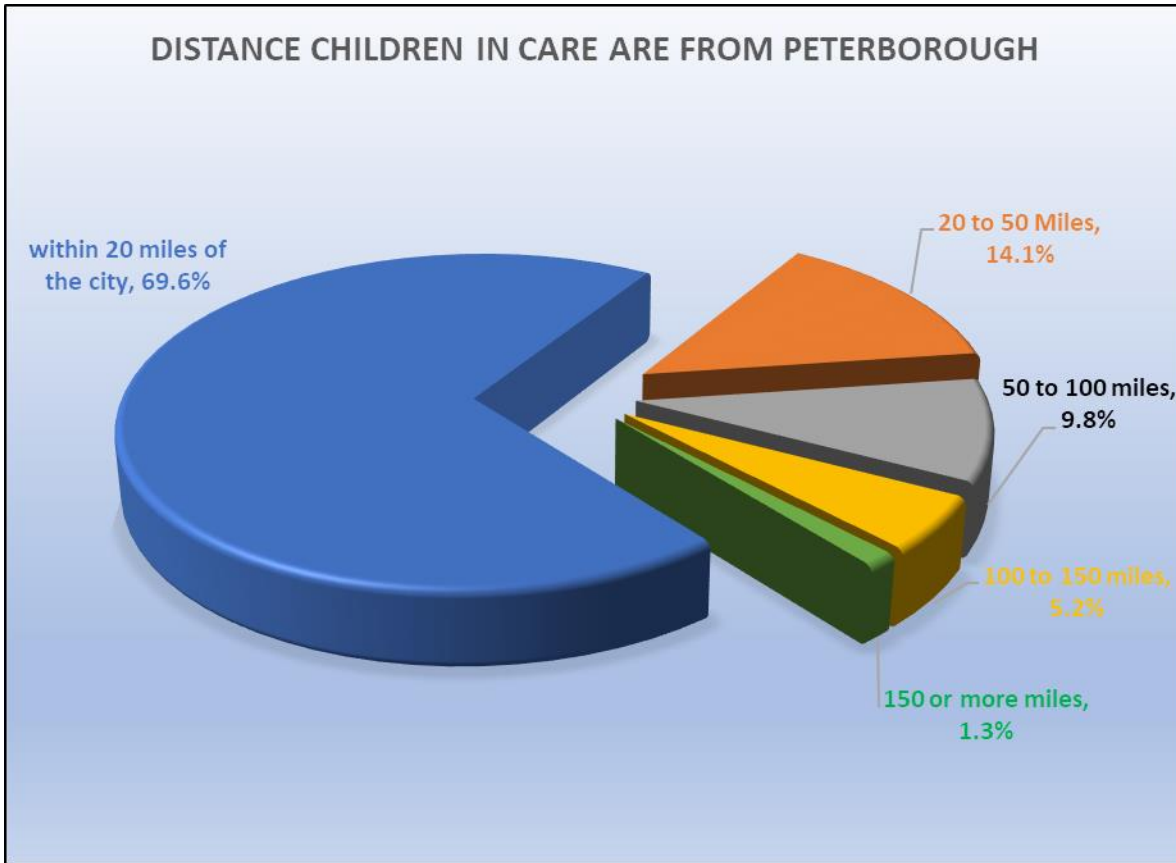
3.4 School Governor Training

The VSH delivered training to designated school governors providing guidance, and setting expectations for their role as champions of children in care in their schools.

4. Cohort Characteristics

The PVS roll is ever changing with children entering and leaving care on a daily basis. The cohort, in terms of Year Group distribution has a greater proportion of children and young people who are in the last 3 years of secondary school. The number of children coming into care from Year 9 onwards impacts on attainment at KS4. 30.4% of children are placed more than 20 miles out of the city. SDQ scores, identifying the wellbeing of children, are a concern for all our children and are an area for development to support interventions.

| Peterborough Virtual School Roll | Number of children/young people |
|---|--|
| Total number on school roll (<i>preschool to Year 13</i>) | 346 |
| Statement of SEN or EHCP | 87 |
| Number of schools/education settings attended | 166 |
| Unaccompanied Asylum Seeking Children (UASC) | 21 Total UASC |
| | <i>1 in year 2</i> |
| | <i>4 in year 11</i> |
| | <i>12 in year 12</i> |
| | <i>4 in year 13</i> |



5. Early Years

The DfE does not publish outcomes for this age group so comparisons to national and statistical neighbours is not possible. In addition, the reception cohort in Peterborough has been particularly small in recent years with no pupils in 2016-17 and only 3 children this year.

Of those 3, VS retrieval of data identified that 1 achieved a 'Good Level of Development'. The other 2 children have an EHCP (Education Health Care Plan) for complex health and learning needs and whilst making good progress remain below expected levels of development.

6. Key Stage 1

6.1 Key Stage 1 - Cohort

| CONTEXT | Virtual School | National (CLA) | Gap |
|----------------|----------------|----------------|--------|
| Item | Value | Value | |
| Cohort | 6 | 1,700 | n/a |
| Gender (Boys) | 50.0% | 55.0% | -5.0% |
| SEN Support | 33.3% | 39.0% | -5.7% |
| EHCP/Statement | 16.7% | 12.0% | +4.7% |
| CLA 1 year+ | 100.0% | 100.0% | 0.0% |
| Educated in LA | 50.0% | 67.0% | -17.0% |
| SDQ average | 15.3 | 13.7 | +1.6 |

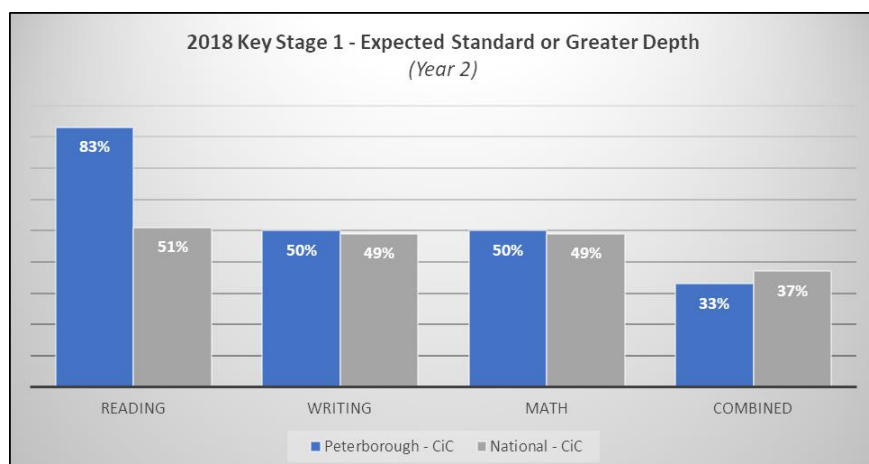
There is a lower percentage of CiC pupils with SEN Support in Peterborough than national but that is still 2 of the 6 six pupils in the cohort. If you add in the 1 pupil with an Education, Health and Care Plan (EHCP) that brings the total KS1 pupils with SEND up to 50% which is in-line with national for this key stage.

50% of the students are male, just below national. Only 50% of the Peterborough CiC pupils are educated in the LA which is 17% less than national for this key stage. All pupils, whether educated within or outside the LA are at good or outstanding schools except one who is at a recent academy convertor so has no Ofsted grade. The child with an EHCP is taught at a special school.

The average 'Strength and Difficulties Questionnaire' (SDQ) score is of more concern for Peterborough CiC pupils in comparison to the average national SDQ score, although both are higher than the desired 1 to 10 band.

6.2 Key Stage 1 – Assessments

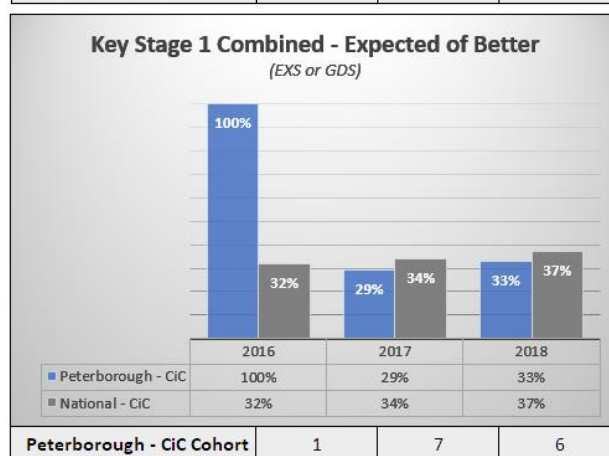
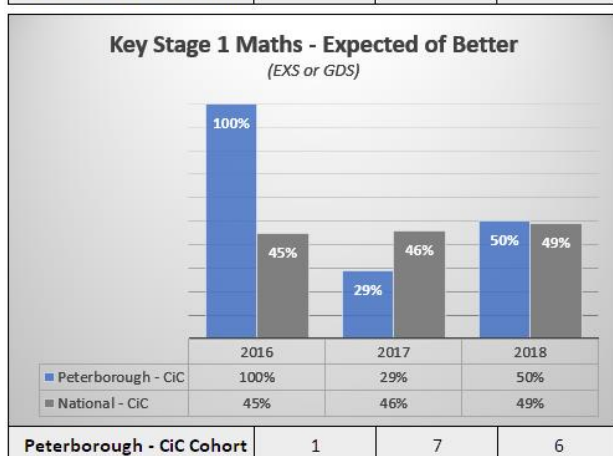
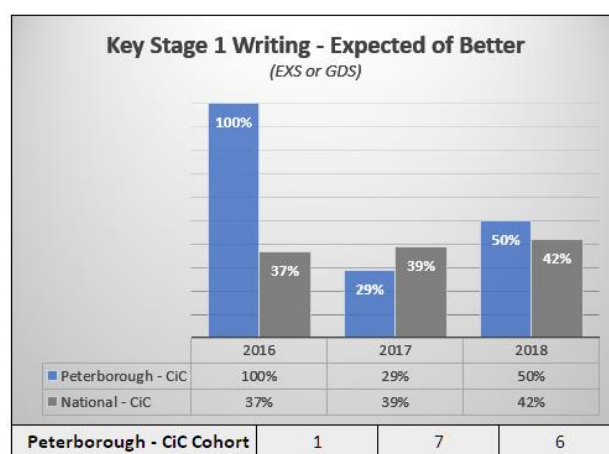
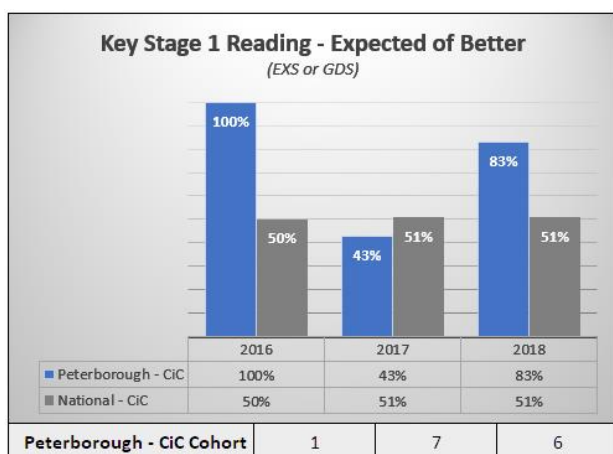
Cohort Size is 6 Pupils



It was a positive year for key stage 1 with reading particularly strong at 83% and writing and maths both just above national. The combined subject score was below national by 4% but if one of the SEN support pupils, who had strong scores in reading and maths, had also achieved the writing standard that would have brought the combined up to 50%.

One pupil also achieved the greater depth standard in all subjects which meant the Peterborough CiC percentage was 6% above national in reading and 9% above national in writing and maths.

6.3 Key Stage 1 – Trend



There has been a good improvement in attainment from last year with a similar size cohort. In individual subjects the improvement is between 20% to 40% and the comparison to national going from all below to all above. The combined subject score has remained about the same and equates to 2 pupils in both years. It is just below the national figure. Although 2016 shows as 100% across the board it was a cohort of a single pupil.

7. Key Stage 2

7.1 Key Stage 2 - Cohort

| CONTEXT | Virtual School | National (CLA) | Gap |
|----------------|----------------|----------------|--------|
| Item | Value | Value | |
| Cohort | 9 | 3,120 | n/a |
| Gender (Boys) | 33.3% | 55.0% | -21.7% |
| SEN Support | 33.3% | 36.0% | -2.7% |
| EHCP/Statement | 33.3% | 22.0% | +11.3% |
| CLA 1 year+ | 100.0% | 100.0% | 0.0% |
| Educated in LA | 22.2% | 66.0% | -43.8% |
| SDQ average | 10.3 | 14.1 | -3.8 |

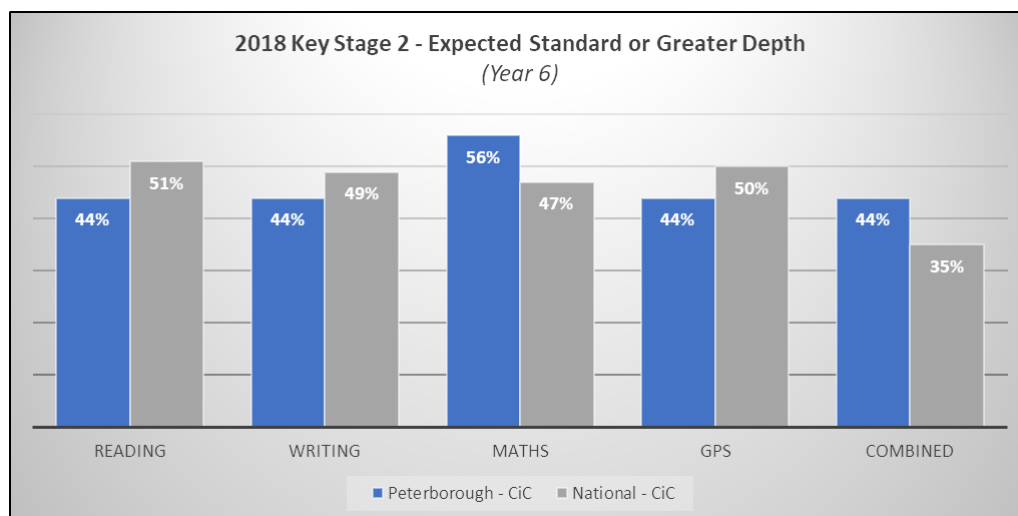
There is a smaller percentage of Peterborough CiC pupils with SEND support than national but more with EHCP's. When combined together the total with SEND is greater than national and equates to 2/3 of the Key Stage 2 pupils.

A lower number of the Peterborough pupils are male compared to national at 33% compared to 55%. Significantly fewer pupils are educated in the LA than nationally at only 22% and this is by far the lowest number of all the key stages. 7 of the 9 pupils are in good or outstanding schools, with 1 of that number in the pupil referral unit (PRU). 1 is at a newly converted academy so there is no Ofsted rating and 1 is at a school requiring improvement.

The average SDQ scores at this key stage is less concerning than the national average and is indeed close to the desired 1 to 10 range.

7.2 Key Stage 2 – Assessments

Cohort Size is 9 Pupils



Reading and writing are lower than the national figure by 7% and 5% respectively but the maths results is 9% higher. Despite the lower figures for reading and writing the crucial combined figure as a very positive 9% better than national. The greater depth standard was better than national in all subjects except reading.

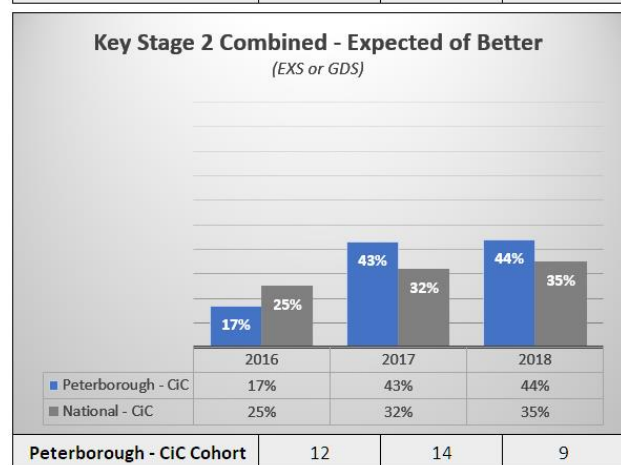
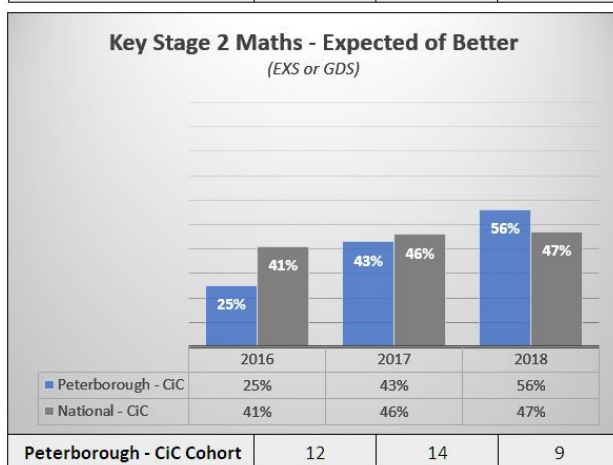
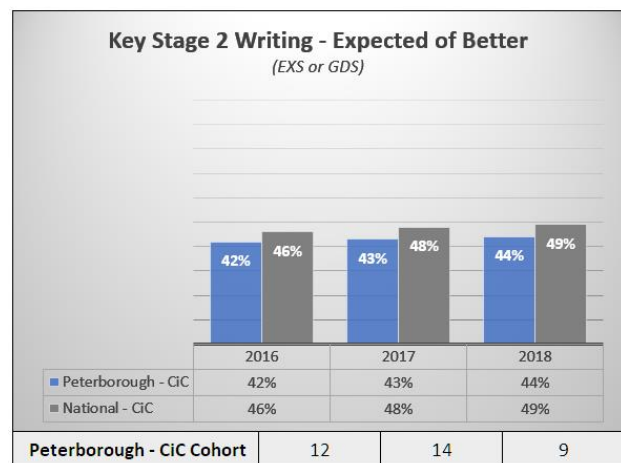
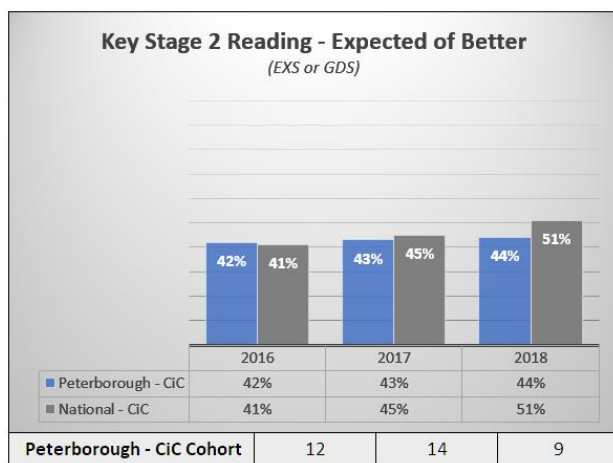
3 of the pupils who didn't meet expected in any subject had a statement or EHCP and 2 had SEN support. 1 of those with SEN support is also the pupil at the PRU and has no scores for any of the tests except maths where he met the expected standard.

The grammar, punctuation and spelling (GPS) results mirrored those of reading and writing at 6% below national however, of those pupils the percentage achieving the greater depth standard was 33%, a full 19% higher than national. This subject doesn't appear in the calculation for the combined judgement which is just reading, writing and maths.

7.3 Key Stage 2 – Progress

Progress from key stage 1 was below the expected zero line in all subjects, as indeed was the case for national CiC.

7.4 Key Stage 2 – Trend



The 2018 cohort was about 25% smaller than in previous years but the trend has been upward in reading and writing, all be it at a shallow gradient. The exception is maths which has been making strong improvements from the 25% of 2015 to 56% for 2018.

8. Key Stage 4

8.1 Key Stage 4 - Cohort

| CONTEXT | Virtual School | National (CLA) | Gap |
|----------------|----------------|----------------|--------|
| Item | Value | Value | |
| Cohort | 29 | 5,200 | n/a |
| Gender (Boys) | 48.3% | 56.0% | -7.7% |
| SEN Support | 31.0% | 22.0% | +9.0% |
| EHCP/Statement | 17.2% | 20.0% | -2.8% |
| CLA 1 year+ | 100.0% | 100.0% | 0.0% |
| Educated in LA | 48.3% | 63.0% | -14.7% |
| SDQ average | 15.3 | 13.8 | +1.5 |

Unlike the previous key stages, it is SEN support which is higher than national for Peterborough with EHCP at 3% less than national. The combined figure for SEND is however 6% greater than national and only just below half the key stage 4 pupils. There are 4 pupils in alternative provision with an unrecorded SEN status

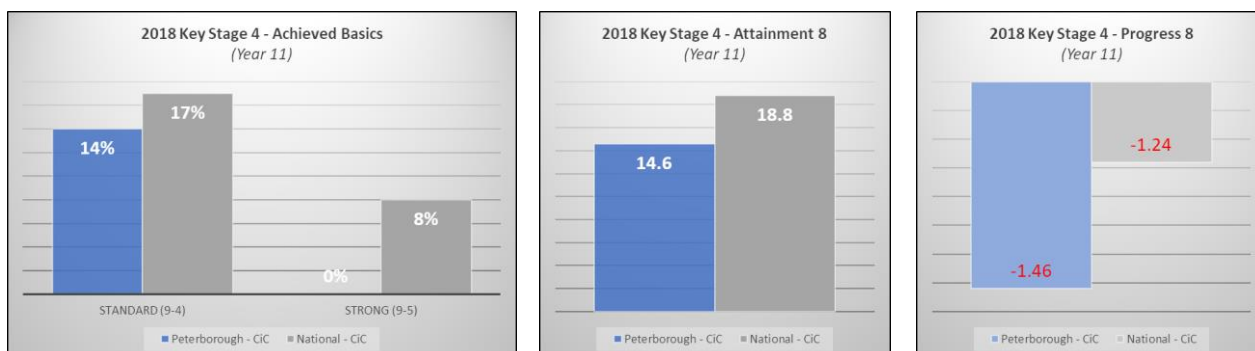
The number of male pupils is lower at 48% than the national figure of 56%. The figure for pupils educated in the LA is 48% but, as with the other key stages it is less than the national figure which in this case is 63%.

Of the 29 pupils in the cohort, 24 attended good or outstanding schools, 4 were at alternative provision or independent schools with no published Ofsted judgement and 1 was at a school that requires improvement. As well as the 4 pupils in alternative or independent provision, 2 were at the pupil referral unit and 9 were at special schools. This means only half of the key Stage 4 pupils were in mainstream schools at the time of examinations.

The average SDQ score is high at 15.3 and higher than national at 13.8 indicating a level of social and emotional health which would inhibit learning. Both are well above the desirable 1 to 10 band.

8.2 Key Stage 4 – Assessments

Cohort Size is 29 Pupils



The ongoing changes to the year 11 examination have had a major impact on all pupils at the end of key stage 4. The grading system is changing, in a rolling programme, from the old A* to G into to a numeric 9 to 1 scale. In addition, many qualifications that were perhaps better suited to less academic students have been removed from the Attainment 8 benchmarking measure.

The Peterborough cohort has achieved 14% in the basic measure, which is the expected standard in english and maths, compared to 17% for national. None of the Peterborough pupils got the stronger 9-5 basic measure. The grade 4 is roughly equivalent to the lower end of the old C grade and grade 5 the top end of the old grade C.

With regard to attainment 8 the Peterborough students are at 14.8 compared to the 18.8 for national. Attainment 8 is the total of the best 8 eligible subjects so 8 passes at grade 4 would be 40. Unfortunately, many subjects aren't now eligible to be included.

The progress measure from key stage 2, which is known as progress 8, is just below the expected zero level at -1.46 for Peterborough compared to -1.24 for national.

8.3 Key Stage 4 – Trend

| Achieved Basics | KEY STAGE 4 | | | |
|---------------------------|----------------|--------------|----------------|--------------|
| | 2017 | | 2018 | |
| | Standard (9-4) | Strong (9-5) | Standard (9-4) | Strong (9-5) |
| Peterborough - CiC Cohort | 31 | | 29 | |
| Peterborough - CiC | 19% | 3% | 14% | 0% |
| National - CiC | 17% | 7% | 17% | 8% |

Because of the previously mentioned changes to key stage 4, it is currently difficult to compare year on year. DfE have recalculated figures for 2017 to allow a rough comparison but 2016 can't be equated to the current grades.

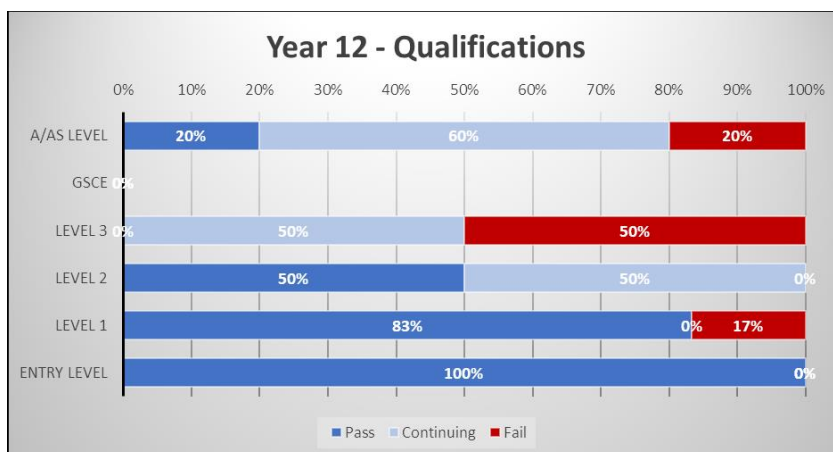
Comparing 2017 to 2018, Peterborough has declined slightly and national is the same.

| Attainment 8 | KEY STAGE 4 | | Progress 8 <i>(Progress from KS 2 to KS4)</i> | KEY STAGE 4 | |
|---------------------------|-------------|------|--|-------------|-------|
| | 2017 | 2018 | | 2017 | 2018 |
| Peterborough - CiC Cohort | 31 | 29 | Peterborough - CiC Cohort | 22 | 21 |
| Peterborough - CiC | 20.3 | 14.6 | Peterborough - CiC | -1.07 | -1.46 |
| National - CiC | 19.3 | 18.8 | National - CiC | -1.17 | -1.24 |

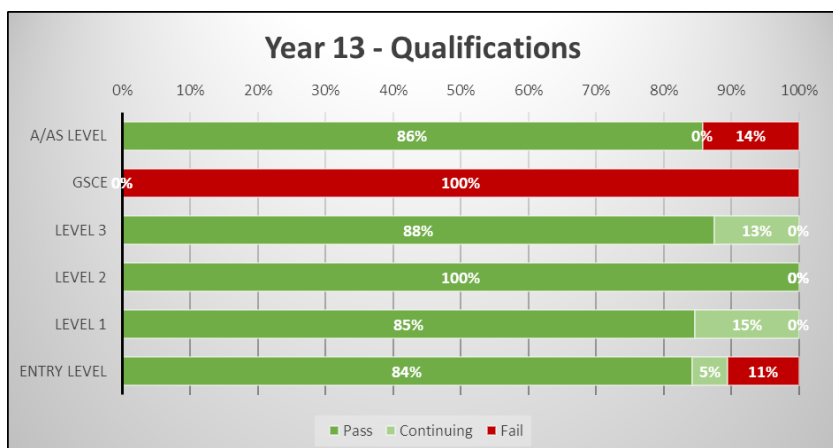
When looking at the attainment 8 measure, both Peterborough and national have decreased between 2017 and 2018 and the same is true for progress 8. However it was an extremely challenging cohort with several care placement changes in the months before the examinations.

9. Post 16

The 30 Year 12 pupils continuing in education have taken or are continuing to study in a wide range of subjects including Bricklaying, Animal Management, Geography and Maths with qualifications levels from entry level to A/AS Level. Many are on a two year course.



As with Year 12, the 36 students in Year 13 are studying a wide range of courses from Business Studies to Sociology and the same range of levels from Entry Level to A/AS Level. Although some are continuing with their courses, many will have finished their chosen subjects at the end of the academic year.



10. Inclusion

10.1 Absence

| Indicator | Peterborough | England | Statistical Neighbour Average |
|---|--------------|---------|-------------------------------|
| Percentage of lessons missed due to authorised absence | 4.2% | 3.2% | 3.2% |
| Percentage of lessons missed due to unauthorised absence | 1.1% | 1.3% | 1.4% |
| Percentage of lessons missed due to overall absence | 5.4% | 4.5% | 4.6% |
| Percentage of looked after children who were persistent absentees | 11.5% | 10.6% | 10.4% |

Authorised absence for CiC pupils in Peterborough is just above the national and statistical neighbours average by 1%. For unauthorised absence it is just below. When combined, the figure for overall absence is 5.4% which is slightly higher than the national and statistical neighbour comparisons.

Persistent absence mirrors the other figures, with Peterborough 1% higher than the other comparators.

10.2 Exclusions

| Indicator | Peterborough | England | Statistical Neighbour Average |
|---|--------------|---------|-------------------------------|
| Percentage of looked after children with at least one fixed period of exclusion | 12.77% | 11.83% | 12.68% |

The exclusion figures relate to 2017 because exclusion data is published a year behind attainment data by the DfE.

Peterborough is slightly above national for pupils with at least 1 fixed term exclusion but is in-line with its statistical neighbours. The difference to national is about the same as for absence at 1%.

No Peterborough Child in Care was permanently excluded from school in 2016/17.

10.3 Alternative Provision

| Establishment Type | Number |
|---|--------|
| Number on school roll (<i>preschool to Year 13</i>) | 306 |
| Number in independent schools | 13 |
| Number in LA Special School in city | 26 |
| Number in LA special school out of city | 15 |
| Number in PRU in city | 9 |
| Number in PRU out of city | 1 |
| Number with EHCPs/Statements of SEN | 36 |

Key Stage 4 pupils are more likely to attend AP. The VS acknowledges the additional vulnerability of learners in AP and provides more intensive monitoring visits for these pupils. In academic year 2017–2018, 4 students had to move care placements in the March prior to the examinations and PVS was unable to source education provision, offering on-line tuition as an alternative.

11. Quality of Provision

11.1 Percentage of Children Attending Provision Types by Year Groups

| | % CIC attending school judged to be good or better | |
|---------|--|---------|
| | Peterborough | England |
| Year 2 | 83% | 87% |
| Year 6 | 78% | 82% |
| Year 11 | 83% | 61% |

A lower percentage of Peterborough's CIC attend schools judged good or better in Year 2 and Year 6 than the percentage of CIC in England attending schools judged good or better. In Year 1, a greater percentage of Peterborough's CIC are taught in schools judged good or better than the percentage of CIC in England attending schools with this judgement. More intensive monitoring visits are carried out where Peterborough CIC attend provision that is not judged to be at least good. No Peterborough CIC in either Year 2, Year 6 or Year 11 were taught in provision judged to be inadequate.

11.2 Comparing Outcomes against Quality of Provision at Key Stage 1

Good or Outstanding Provision:

(5 Peterborough Children)

| Subject | Level | Virtual School | National (CiC) | | Gap |
|---------|-------|----------------|----------------|-------|--------|
| | | Value | Value | Value | |
| Reading | ≥EXS | 80.0% | 52.0% | | +28.0% |
| | GDS | 0.0% | 9.0% | | -9.0% |
| Writing | ≥EXS | 40.0% | 43.0% | | -3.0% |
| | GDS | 0.0% | 4.0% | | -4.0% |
| Maths | ≥EXS | 40.0% | 49.0% | | -9.0% |
| | GDS | 0.0% | 6.0% | | -6.0% |

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

| Subject | Level | Virtual School | National (CiC) | | Gap |
|---------|-------|----------------|----------------|-------|--------|
| | | Value | Value | Value | |
| Reading | ≥EXS | 100.0% | 45.0% | | +55.0% |
| | GDS | 100.0% | 8.0% | | +92.0% |
| Writing | ≥EXS | 100.0% | 36.0% | | +64.0% |
| | GDS | 100.0% | 3.0% | | +97.0% |
| Maths | ≥EXS | 100.0% | 45.0% | | +55.0% |
| | GDS | 100.0% | 7.0% | | +93.0% |

When comparing national CiC pupils attending 'Good' or 'Outstanding' schools to those attending 'Requires Improvement' or 'Inadequate' schools then the pupils at Good/Outstanding schools seem to do better at Key Stage 1. This is not the case for Peterborough but with only a single pupil at a school other than Good/Outstanding this isn't a valid measure.

11.3 Comparing Outcomes against Quality of Provision at Key Stage 2

Good or Outstanding Provision:

(7 Peterborough Child)

| Subject | Level | Virtual School | National | Gap |
|----------------|----------------|----------------|----------|-------|
| | | Value | Value | |
| RWM | ≥EXS/Exp. Std. | 42.9% | 36.0% | +6.9% |
| | GDS/High Score | 0.0% | 2.0% | -2.0% |
| Reading (test) | ≥Exp. Std. | 42.9% | 51.0% | -8.1% |
| | High Score | 14.3% | 14.0% | +0.3% |
| Writing (TA) | ≥EXS | 42.9% | 50.0% | -7.1% |
| | GDS | 14.3% | 6.0% | +8.3% |
| Maths (test) | ≥Exp. Std. | 57.1% | 48.0% | +9.1% |
| | High Score | 14.3% | 8.0% | +6.3% |

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

| Subject | Level | Virtual School | National | Gap |
|----------------|----------------|----------------|----------|--------|
| | | Value | Value | |
| RWM | ≥EXS/Exp. Std. | 100.0% | 29.0% | +71.0% |
| | GDS/High Score | 0.0% | 2.0% | -2.0% |
| Reading (test) | ≥Exp. Std. | 100.0% | 49.0% | +51.0% |
| | High Score | 0.0% | 9.0% | -9.0% |
| Writing (TA) | ≥EXS | 100.0% | 48.0% | +52.0% |
| | GDS | 0.0% | 5.0% | -5.0% |
| Maths (test) | ≥Exp. Std. | 100.0% | 44.0% | +56.0% |
| | High Score | 0.0% | 5.0% | -5.0% |

As with Key Stage 1, the single pupil attending a 'requires improvement' school did better than the 7 going to Good/Outstanding schools, the opposite of National. However as with the previous Key Stage, the performance of a single pupil can't be used as a reliable measure.

11.4 Comparing Outcomes against Quality of Provision at Key Stage 4

Good or Outstanding Provision:

(24 Peterborough Child)

| Subject | Level | Virtual School | National (CLA) | Gap |
|------------------|---------------|----------------|----------------|--------|
| | | Value | Value | |
| Avg. Att8 Score | | 17.5 | 22.3 | -4.8 |
| Avg. Prog8 Score | | -1.16 | -1.10 | -0.06 |
| Achieved Basics | Standard, 9-4 | 16.7% | 22.0% | -5.3% |
| | Strong, 9-5 | 0.0% | 10.0% | -10.0% |

Requires Improvement or Inadequate Provision:

(1 Peterborough Child)

| Subject | Level | Virtual School | National (CLA) | Gap |
|------------------|---------------|----------------|----------------|--------|
| | | Value | Value | |
| Avg. Att8 Score | | 4.0 | 22.1 | -18.1 |
| Avg. Prog8 Score | | -2.61 | -1.28 | -1.33 |
| Achieved Basics | Standard, 9-4 | 0.0% | 19.0% | -19.0% |
| | Strong, 9-5 | 0.0% | 8.0% | -8.0% |

Unlike the other Key Stages, at Key Stage 4 National the Ofsted grade of the school seems to have very little impact on attainment. In Peterborough the single pupil at an RI school achieved less well than the ones attending the Good / Outstanding school but as previously this is not a reliable indicator.

What does appear to be the case when looking at the National figures, is the quality of school which does seem to have an impact for younger pupils but as they progress through the education system the difference is less noticeable until at Key Stage 4 where the impact seems to be only slight.

12. Personal Education Plans (PEPs)

PEP compliance is consistently at 100%. PVS supports social workers and schools in the management of the PEP process, offering training and fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. The school improvement model implemented in September 2018 does not require VS staff to attend every PEP meeting. Rather VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

13. Pupil Premium Plus Grant

13.1 Revised Allocation

The Pupil Premium Plus Grant allocation for Financial Year 2017/18 was £558,600. This was based on a £2,300 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough Country Council.

13.2 Administration of the Grant

£418,572 was devolved directly to the educational settings where CIC attend. This amount includes the cost of partnership staff, Attachment Awareness training hub costs, and the Primary Forest School partnership. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £ 139,473 was used centrally (as set out in the conditions of the grant) to support the work and improvement of the VS.

| Allocation | Cost |
|---|------------------|
| Educational Psychologist | £ 35,000 |
| The continued use of an online PEP system for pre-school to Year 13 | £ 23,350 |
| Pearson Nimbl Resource tablets | £ 19,749 |
| An attendance data collection service to support VS Monitoring | £ 13,759 |
| On line tuition | £ 12,301 |
| Letterbox Club | £ 11,000 |
| Data support | £ 7,130 |
| Additional BSO hours | £ 6,973 |
| Alternative Provision – e.g. Families First | £ 5,211 |
| Early Years specialist | £ 5,000 |
| TOTAL | £ 139,473 |

Remaining PPG of £555, included funding for training events and PVS staff attendance at out of city PEP meetings.

14. Priorities for 2018- 2019

In partnership with CVS, further develop a school improvement approach to improving outcomes for children in care and children previously in care.

To work with partners to increase EET for Post 16 young people in care.

To improve the aspirational quality of PEPs, ensuring the child's hopes are incorporated, and to ensure that targets are specific and achievable between reviews

Continue to work with partners to raise attainment and accelerate progress for children in care across all key stages.

To develop cross-border working with Cambridgeshire Virtual School to more closely align practices in relation to PEPs, Pupil Premium and training programmes.

Dee Glover, Virtual School Head.

| | |
|--|----------------------|
| CHILDREN AND EDUCATION SCRUTINY COMMITTEE | AGENDA ITEM No. 7 |
| 13 JANUARY 2020 | PUBLIC REPORT |

| | | | |
|--------------------------------|--|-------------------|--|
| Report of: | Director of Law and Governance | | |
| Cabinet Member(s) responsible: | Cabinet Member for Digital Services and Transformation | | |
| Contact Officer(s): | Karen S Dunleavy, Democratic Services Officer | Tel. 01733 452233 | |

FORWARD PLAN OF EXECUTIVE DECISIONS

| R E C O M M E N D A T I O N S | |
|---|---------------------------|
| FROM: Senior Democratic Services Officer | Deadline date: N/A |
| <p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information. | |

1. ORIGIN OF REPORT

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

2. PURPOSE AND REASON FOR REPORT

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) Hold the Executive to account for the discharge of functions in the following ways:

- ii) By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions;

3. TIMESCALES

| | | | |
|---|-----------|----------------------------------|-----|
| Is this a Major Policy Item/Statutory Plan? | NO | If yes, date for Cabinet meeting | N/A |
|---|-----------|----------------------------------|-----|

4. BACKGROUND AND KEY ISSUES

4.1 The latest version of the Forward Plan of Executive Decisions is attached at Appendix 1. The

Forward 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 key decisions to be taken after 20 January 2020.

4.2 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.

4.3 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.

4.4 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.

5. CONSULTATION

5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.

7. REASON FOR THE RECOMMENDATION

7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 N/A

9. IMPLICATIONS

Financial Implications

9.1 N/A

Legal Implications

9.2 N/A

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 Appendix 1 – Forward Plan of Executive Decisions

PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS

PUBLISHED: 3 JANUARY 2020

FORWARD PLAN

PART 1 – KEY DECISIONS

In the period commencing 28 clear 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 Holdich (Leader); Cllr Fitzgerald (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Hiller; Cllr Seaton; Cllr Walsh; Cllr Allen and Cllr Farooq.

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 philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services Team one week before the decision is taken.

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.

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 Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to philippa.turvey@peterborough.gov.uk or by telephone on 01733 452460.

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 Democratic and Constitutional Services Manager 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 3 FEBRUARY 2020

| <i>KEY DECISION REQUIRED</i> | <i>DECISION MAKER</i> | <i>DATE DECISION EXPECTED</i> | <i>RELEVANT SCRUTINY COMMITTEE</i> | WARD | CONSULTATION | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i> |
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| No new items. | | | | | | | |

PREVIOUSLY ADVERTISED KEY DECISIONS

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| <p>1. Affordable Warmth Strategy 2019 – 2021 - KEY/17APR17/03 Recommendation to approve the Affordable Warmth Strategy 2019 – 2021</p> | <p>Councillor Walsh, Cabinet Member for Communities</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All wards</p> | <p>Relevant internal and external stakeholders.</p> <p>The draft strategy will be placed on PCC Consultation pages for 3 week consultation period</p> | <p>Sharon Malia, Housing Programmes Manager, Tel: 01733 863764 Email: sharon.malia@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>BRE Integrated Dwelling Level Housing Stock Modelling Report July 2016 Housing Renewals Policy 2017 – 2019</p> |

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| 141 | <p>2. ICT Infrastructure works for Fletton Quays – KEY/13NOV17/02 To agree to the procurement of ICT infrastructure works for Fletton Quays</p> | <p>Councillor Seaton, Cabinet Member for Finance</p> | <p>January 2020</p> | <p>Growth, Environment & Resources Scrutiny Committee</p> | <p>N/A</p> | <p>Relevant internal and external stakeholders</p> | <p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@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. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |
| | <p>3. Expansion and Remodelling of Marshfields School – KEY/11DEC17/03 To approve the proposed expansion and remodelling of Marshfields school</p> | <p>Cabinet Member for Children’s Services and Education, Skills and University</p> | <p>January 2020</p> | <p>Children and Education Scrutiny Committee</p> | <p>Dogsthorpe Ward</p> | <p>Relevant internal and external stakeholders. Public Consultation Meeting</p> | <p>Sharon Bishop, Capital Projects & Assets Officer Tel: 01733 863997 Email: Sharon.bishop@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. School Organisational Plan</p> |

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| 4. | <p>Extension to the Section 75 Agreement for Learning Disabilities Services - KEY/30APR18/01</p> <p>Extension of the existing staff and commissioned arrangements for a period of 12 months</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p> | <p>January 2020</p> | <p>Health Scrutiny Committee</p> | <p>All wards</p> | <p>Consultation with key stakeholders to agree this interim approach</p> | <p>Cris Green Tel: 01733 207164 Email: cris.green@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> |
| 5. | <p>Disposal of freehold in Centre of the City - KEY/12JUN18/01 To delegate authority to the Corporate Director of Growth and Regeneration to sell the property</p> | <p>Councillor Seaton, Cabinet Member for Finance</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Central</p> | <p>Relevant internal and external stakeholders</p> | <p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@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>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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| 143 | <p>6. To approve the awarding of contracts to external providers following a competitive tender exercise led by Cambridgeshire County Council - KEY/25JUNE18/02</p> <p>Cambridgeshire County has recently conducted a tendering exercise to establish a Dynamic Purchasing System for the provision Supported Living Services for Adults with a Learning Disability (Reference number: DN311905). Peterborough City Council is the named authority under this arrangement and would want to commission care and support packages (call-off).</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders</p> <p>Relevant consultations has been carried out with the service users, family carers, Health colleagues and care and support providers across Cambridgeshire and Peterborough.</p> | <p>Mubarak Darbar, Head of Integrated Commissioning,</p> <p>Tel: 07718654207, Email: mubarak.darbar@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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| 7. | <p>University Delivery Vehicle – KEY/3SEP18/02 Approval and setting up of an appropriate delivery vehicle with University project partners to move council assets to enable the delivery of the university.</p> | <p>Councillor Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Central</p> | <p>Relevant internal and external stakeholders</p> | <p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@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>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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| <p>8. Adoption of the “Dynamic Purchasing System” (DPS) procedure for Public Health contracts with Primary Care providers – KEY/10DEC18/01 To seek the approval to adopt the “Dynamic Purchasing System” (DPS) procedure for contracts with Primary Care providers for the duration of up to five years. The proposals have been approved by the Cambridgeshire and Peterborough Joint Commissioning Board.</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p> | <p>January 2020</p> | <p>Health Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Claire-Adele Mead Commissioning Team Manager- Primary care and Lifestyles Claire-Adele.Mead@cambridgeshire.gov.uk 07884 250909</p> <p>Val Thomas, Consultant in Public Health Val.Thomas@cambridgeshire.gov.uk 01223 703264/ 07884 183374</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>9. Clinical Waste Collections - KEY/18FEB19/01 Decision required to approve the new collection method for domestic sharps disposal.</p> | <p>Councillor Cereste, Cabinet Member for Waste, Street Scene and Environment</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Amy Nebel, Senior Waste and Recycling Officer amy.nebel@peterborough.gov.uk 01733 864727</p> | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> |
| <p>10. Recommissioning of the Unpaid Carers Contract – KEY/01APR19/01 The procurement of the unpaid carers service in collaboration with Cambridgeshire County Council and Cambridgeshire and Peterborough Clinical Commissioning Group (CCG) for the unpaid carers service across Cambridgeshire and Peterborough.</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Lee McManus, Commissioner, Cambridgeshire County Council & Peterborough City Council. Tel: 07785 721092. Email: lee.mcmanus@cambridgeshire.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>The decision will include an exempt annexe. By virtue of paragraph 1, Information relating to any individual</p> |

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| 11. | <p>Vehicle removal for Parking contravention – KEY/15APR19/02 To ask the Cabinet Member to approve the policy to implement a scheme to remove vehicles of persistent offenders in breach of parking restrictions in the City and to appoint the Local Authority Trading Company to act as the authorised agent of the policy.</p> | Councillor Walsh, Cabinet Member for Communities | January 2020 | Growth, Environment and Resources Scrutiny Committee | All Wards | <p>Details of any consultation to be decided.</p> <p>Relevant internal and external stakeholders.</p> | Adam Payton, PES Senior Officer, Parking Lead, 01733 452314 adam.payton@peterborough.gov.uk | Prevention and Enforcement Service Vehicle Removal For Parking Contraventions Policy and Guidance |
| 12. | <p>Award of contract for the refurbishment of the Town Hall North - KEY/29APR19/04 - Award of construction design and build contract with regard to the refurbishment of the Peterborough Town Hall North</p> | Councillor Seaton, Cabinet Member for Finance | January 2020 | Growth, Environment and Resources Scrutiny Committee | N/A | Relevant internal and external stakeholders. | Stuart Macdonald. Head of Property. Email: stuart.macdonald@peterborough.gov.uk Tel: 07715802489. | 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>13. Approval for contract to be awarded to Skanska to deliver design of Eastern Industries Access Phase 1 scheme - KEY/10JUN19/01 Approval for contract to be awarded to Skanska to deliver design of Eastern Industries Access Phase 1 scheme. The council has received funding (£550k) from the Cambridgeshire and Peterborough Combined Authority to deliver the scheme.</p> | <p>Councillor Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>East Ward</p> | <p>Relevant internal and external stakeholders.</p> <p>Consultation will take place with residents and key stakeholders at the relevant stage of the scheme.</p> | <p>Lewis Banks, Principal Sustainable Transport Planning Officer, 01733 317465, lewis.banks@peterborough.gov.uk</p> | <p>Cambridgeshire and Peterborough Combined Authority meeting notes confirming grant funding allocation. Also CMDN for award of contract to Skanska for provision of Professional Services under Peterborough Highway Services partnership.</p> |

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| <p>14. Approval for contract to be awarded to Skanska to deliver design of A1260 Nene Parkway Junction 15 Improvement scheme – KEY/10JUN19/02 Approval for contract to be awarded to Skanska to deliver design of A1260 Nene Parkway Junction 15 Improvement scheme. The council has received funding (£500k) from the Cambridgeshire and Peterborough Combined Authority to deliver the scheme.</p> | <p>Councillor Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>West Ward</p> | <p>Relevant internal and external stakeholders</p> <p>Consultation will take place with residents and key stakeholders at the relevant stage of the scheme.</p> | <p>Lewis Banks, Principal Sustainable Transport Planning Officer, 01733 317465, lewis.banks@peterborough.gov.uk</p> | <p>Cambridgeshire and Peterborough Combined Authority meeting notes confirming grant funding allocation. Also CMDN for award of contract to Skanska for provision of Professional Services under Peterborough Highway Services partnership.</p> |

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| 150 | <p>15. Sign-off on Pseudo Framework - KEY/22JUL19/02 - It is required for the Cabinet member to sign off tender documents prior to Invitation To Tender being published (ITT). The ITT is for Better Care Fund and Hancock-funded services for better integration of health and social care, winter pressures and Prevention services.</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> <p>Equality Impact Assessment</p> | <p>Graeme Hodgson, Commissioner. Tel. 07448 379944 Email: graeme.hodgson@cambridgeshire.gov.uk"</p> | <p>Service Specifications, Terms and Conditions of Pseudo Framework ITT.</p> |
| | <p>16. Approval of invest to save expenditure - KEY/22JUL19/03 - The decision required will enable the Council to purchase suitable homes within the local housing market for use as temporary accommodation for households at risk of homelessness. This proposal is predicated on an invest to save proposition based upon an attached business case.</p> | <p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders and Ministry of Housing Communities and Local Government</p> | <p>David Anderson Interim Development Director Tel: 01733 452468 Email: Dave.Anderson@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>17. Award of 9 Large Tail lift school transport routes to Aragon Direct Services - KEY/19AUG19/02 - Replacement routes due to current operator terminating contract to transport pupils with complex needs to Phoenix, Heltwate and Marshfields School</p> <p>151</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p> | <p>January 2020</p> | <p>Children and Education Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> <p>Parents of those currently receiving transport advised there will be a change of operator due to current operator terminating routes.</p> | <p>Bryony Wolstenholme - Team Manager, Passenger Transport Operations, Tel: 01733 317453, Email: bryony.wolstenholme@peterborough.gov.uk</p> | <p>Other documentation to follow once final costs confirmed and decision made on external testing of market</p> |

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| 152 | <p>18. Contract for remedial works by PCC to the Stanground Bypass – KEY/2SEP19/02 To approve works to the Stanground bypass and authorise the associated package of work to be issued to Skanska Construction UK Limited under the Council's existing agreement with SKANSKA dated 18th September 2013 (the Highways Services Agreement).</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Stanground South and Hargate and Hempsted</p> | <p>Relevant internal and external stakeholders</p> <p>Standard consultation for highway schemes.</p> | <p>Charlotte Palmer, Group Manager – Transport and Environment, charlotte.palmer@peterborough.gov.uk</p> | <p>To be determined.</p> |

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| <p>19. Uncollectable Debts in Excess of £10,000 – KEY/16SEPT19/01 To authorise the write-off of uncollectable debts shown as outstanding in respect of non-domestic rates, council tax, housing benefit overpayments and accounts receivable (sundry debt) accounts. All cases requested for write-off follow a lengthy process to recover the outstanding money, sometimes dating back many years. Only once all avenues have been exhausted will the council consider writing off debt.</p> | <p>Councillor Seaton, Cabinet Member for Finance</p> | <p>January 2020</p> | <p>Growth, Environment, & Resources Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Peter Carpenter, Acting Corporate Director Of Resources, Tel: 01733 452520, Email: peter.carpenter@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>20. Approval of funding for the provision of accommodation to reduce homelessness KEY/14OCT19/01 – Following Cabinet Decision JAN18/CAB/18 this is a new project to increase the supply of housing and address the demand for accommodation resulting from the increase in homelessness.</p> | <p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All</p> | <p>Relevant internal and external stakeholders.</p> <p>The issues associated with homelessness in Peterborough have been subject to significant discussion in various forums, including the Council's Adults and Communities Scrutiny, Cabinet and Full Council</p> | <p>Peter Carpenter, Acting Corporate Director of Resources Email: peter.carpenter@peterborough.gov.uk Tel: 01733 452520</p> | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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| 155 | <p>21. Sale of the freehold of the London Road Stadium and the Allia Business Centre - KEY/14OCT19/04 – Delegate the Authority to the Corporate Director of Growth and Regeneration to sell the property (this item is a resubmission of KEY/24JUN19/01).</p> | <p>Councillor Seaton, Cabinet Member for Finance</p> | <p>January 2020</p> | <p>Growth, Environment & Resources Scrutiny Committee</p> | <p>Fletton and Stanground</p> | <p>Relevant internal and external stakeholders.</p> | <p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@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. The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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| <p>22. Enforcement of householder duty of care – KEY/11NOV19/01</p> <p>To approve enforcement of householder duty of care by issue of Fixed Penalty Notice if an individual failed to comply with their duty of care under Section 34 (2A) of the Environmental Protection Action 1990 in England. To set the fixed penalty amount in line with current fine for environmental crime offences.</p> | <p>Councillor Irene Walsh, Cabinet Member for Communities</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Clair George - Acting Head of Prevention and Enforcement Service Tel: 01733 453576 Email: clair.georgepes@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>Government paper - Guidance for local authorities on household waste duty of care fixed penalty notices</p> |

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| 23. | <p>Enforcement of the Minimum Levels of Energy Efficiency in Domestic Private Rented Properties - KEY/25NOV19/01 The Energy Performance of Buildings (England and Wales) Regulations 2012 introduced the prohibition on letting privately rented domestic properties that have an Energy Performance Rating of F or G from 1 April 2018. The decision required is to authorise the use of this legislation and the level of fines imposed.</p> | <p>Councillor Irene Walsh, Cabinet Member for Communities</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards.</p> | <p>Relevant internal and external stakeholders.</p> | <p>Jo Bezant, PES Manager - Housing, 01733 863785, jo.bezant@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> |
| 24. | <p>Decision required to approve changes to the current street lighting policy - KEY/09DEC19/01 Decision is required to approve a programme of dimming regimes to the Council's street lighting.</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal stakeholders. No formal consultation required, there will be liaison with key stakeholders such as the emergency services and disability groups.</p> | <p>Amy Petrie, Principal Programme and Project Officer Tel: 01733 452272 Email: amy.petrie@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>25. Introduction of Civil Enforcement of Bus Lane and Bus Gate contraventions pursuant to the Transport Act 2000 - KEY/09DEC19/02 To ask the Cabinet Member to authorise the council to exercise its powers as an approved local authority under The Bus Lane Contraventions (Approved Local Authorities)(England) Order 2005 to issue civil penalties for breaches of Traffic regulation orders in relation to Bus Lanes or Bus Gates in Peterborough. Set the level of penalty charge payable for such an offence at £60, reduced to £30 if paid within 14 days. Join the Bus Lane Adjudication Service Joint Committee so arrangements are in place for an individual to appeal against the issue of a penalty charge notice. Authorise the use of approved devices (cameras) to carry out enforcement at sites where it is deemed necessary and the required infrastructure has been put in place.</p> | <p>Councillor Irene Walsh, Cabinet Member for Communities</p> | <p>December 2019</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal stakeholders. Cabinet member for Strategic Planning and Commercial Strategy and Investments will be consulted, as will members from any ward where a bus lane or bus gate is to be enforced.</p> | <p>Adam Payton, Senior PES Officer - Parking Lead, Tel: 01733 452314, Email: adam.payton@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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| 26. | <p>Acquisition of the former Silver Jubilee Public House, Heltwate, Bretton – KEY/09DEC19/04</p> <p>This site has fallen into significant disrepair and the Council is seeking to purchase it in order to take control of the site. This will help to curtail any antisocial behaviour that has been happening on the site and will ultimately bring the site back into use so that it can be an asset rather than a liability for the community.</p> | Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments | December 2019 | Growth, Environment and Resources Scrutiny Committee | Bretton | Relevant internal and external stakeholders. | Sharon Bishop, Capital Projects & Assets Officer Tel: 01733 863997 Email: Sharon.bishop@peterborough.gov.uk | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

| <i>KEY DECISION REQUIRED</i> | <i>DECISION MAKER</i> | <i>DATE DECISION EXPECTED</i> | <i>RELEVANT SCRUTINY COMMITTEE</i> | <i>WARD</i> | <i>CONSULTATION</i> | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i> |
|---|--|-------------------------------|--|-------------|--|--|--|
| <p>27. Amendment to Loan Facility - KEY/09DEC19/05 To approve the extension of a Loan Facility</p> <p style="text-align: right;">160</p> | Councillor David Seaton, Cabinet Member for Finance; | December 2019 | Growth, Environment and Resources Scrutiny Committee | All Wards | Detailed consultation was undertaken in the original decision to offer the loan facility | Peter Carpenter, Acting Corporate Director of Resources. Tel: 01733 452520. Email: peter.carpenter@peterborough.gov.uk | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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|---|-----------------------|-------------------------------|--|-------------|--|---|---|
| <p>28. Council Tax Base 2020/21 and Collection Fund Declaration 2019/20 - KEY/09DEC19/06 To set the council tax base for 2020/21 and to determine the collection fund balance for council tax and business rates in line with regulations. These values are required by the council to set its budget and council tax for 2020/21 and must also be distributed to the relevant major preceptors and MHCLG as appropriate for the same purpose by 31st January 2020.</p> | Cabinet | 13 January 2019 | Growth, Environment and Resources Scrutiny Committee | All Wards | Relevant internal and external stakeholders. | Bruce Bainbridge Finance Manager Tel: 01733 384583 Email: bruce.bainbridge@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>29. To enter into a lease of 50 new houses to be used by PCC for temporary accommodation for the homeless – KEY/23DEC19/01 PCC have been investigating ways in which the numbers of leasehold properties used to accommodate the homeless could be increased due the significant costs of B & B which costs the Council £386 per room per week. There is a programme of finding property to lease on the basis of 5 year leases at local housing allowance rates which is ongoing, however the supply is relatively limited. An opportunity has arisen to ‘bulk lease’ fifty properties for a period of 20 years (subject to a break option after ten years) which would substantially increase the supply of accommodation in a relatively short timeframe.</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>Dogsthorpe Ward and Gunthorpe Ward</p> | <p>Relevant internal and external stakeholders.</p> | <p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@nps.co.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 | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER |
|---|---|-------------------------------|--|------------------|--|---|---|
| <p>30. Approval to award a contract for the refurbishment of the current school building and to build a single storey block with flexible spaces at Marshfields School – KEY/23DEC19/02 Authorise the construction of a single storey building comprising three flexible bays to replace an existing temporary mobile together with some refurbishment of the existing school buildings at Marshfields School. The contract for construction will be awarded to the successful contractor from Lot 2 of the Peterborough City Council Construction Framework following the mini competition process.</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</p> | <p>February 2019</p> | <p>Children and Education Scrutiny Committee</p> | <p>East Ward</p> | <p>Relevant internal and external stakeholders</p> <p>A public consultation for residents, staff, pupils and ward councillors was held in January 2018. An update to the proposals will be sent to out to all parties once designs are finalised following the reduction in budget and therefore scope of works.</p> | <p>Sharon Bishop, Capital Projects and Assets Officer, sharon.bishop.pet erborough.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 | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER |
|------------------------------|--|--|-------------------------------|------------------------------------|------------------|---|---|---|
| 164 | <p>31. To approve the extension for the Peterborough City Council contract for Integrated Sexual and Reproductive Health (SRH) service that is due to end on 31st March 2020 for an additional six months to 30th September 2020 – KEY/23DEC19/03</p> <p>To approve the extension for the Peterborough City Council contract for Integrated Sexual and Reproductive Health (SRH) service that is due to end on 31st March 2020 for an additional six months to 30th September 2020.</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health;</p> | <p>January 2020</p> | <p>Health Scrutiny Committee</p> | <p>All Wards</p> | <p>Not applicable but there has been a full consultation as part of the procurement process for the new service</p> | <p>Charlene Elliott, Sexual Health Commissioner for Peterborough and Cambridgeshire, charlene.elliott@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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|------------------------------|---|---|-------------------------------|--|-------------|--------------------------|---|---|
| 165 | <p>32. Award of Garden Waste Treatment Contract- KEY/23DEC19/04 Approval required for the award of the Garden Waste Treatment Contract to the successful bidder after an OJEU compliant procurement process.</p> | <p>Councillor Marco Cereste, Cabinet Member for Waste, Street Scene and Environment</p> | December 2019 | Growth, Environment and Resources Scrutiny Committee | All wards | OJEU procurement process | Amy Nebel, Senior Waste and Recycling Officer 01733 864727 amy.nebel@peterborough.gov.uk | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person.</p> |
| | <p>33. Award of Food Waste Treatment Contract – KEY/23DEC19/05 Approval of award of food waste treatment contract which has been undertaken through an OJEU procurement process.</p> | <p>Councillor Marco Cereste, Cabinet Member for Waste, Street Scene and Environment;</p> | January 2019 | Growth, Environment and Resources Scrutiny Committee | All wards | OJEU procurement process | Amy Nebel, Senior Waste and Recycling Officer. 01733864727, amy.nebel@peterborough.gov.uk | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> |

| <i>KEY DECISION REQUIRED</i> | <i>DECISION MAKER</i> | <i>DATE DECISION EXPECTED</i> | <i>RELEVANT SCRUTINY COMMITTEE</i> | <i>WARD</i> | <i>CONSULTATION</i> | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i> |
|---|---|-------------------------------|--|-------------|--|--|--|
| 34. Disposal of land at 7-23 London Road, Peterborough - KEY/06JAN20/01 Approval to dispose of surplus land to a registered provider for redevelopment to social housing The disposal will be conditional on a successful planning consent; the application has yet to be made. | Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments | January 2020 | Growth, Environment and Resources Scrutiny Committee | Central | Relevant internal and external stakeholders. | Tristram Hill, Strategic Asset Manager, Tel: 07956 929198 Email: tristram.hill@peterborough.gov.uk | It is not anticipated that there will be any documents other than the report and relevant appendices to be published. There will be an exempt annex with details of the commercial transaction. |

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|------------------------------|---|--|-------------------------------|---|-------------|---|--|--|
| 167 | <p>35. The disposal of former playing fields at Angus Court, Westown, Peterborough - KEY/06JAN20/02 Approval to dispose of former playing fields and Angus Court</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>West</p> | <p>A number of consultation events for local residents have been held for both the proposed disposal of land at Angus Court and the creation of new facilities at Thorpe Lea Meadows. Planning approval was secured for the new facilities at Thorpe Lea Meadows. These works are now completed. Consultation and information events to discuss the Council's plans to dispose of land at Angus Court and the creation of a new public play area, were held at West Town Academy took place on 1 November 2018 and 7 March 2019</p> | <p>Tristram Hill, Strategic Asset Manager, Tel: 07956 929198 Email: tristram.hill@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>36. Renewal of the Council's Amazon Web Services provision for 01/04/2020 to 31/03/2021 - KEY/06JAN20/03</p> <p>The council uses the services of Amazon to host a large number of servers in the cloud. This provides the council with an effective ICT service which is:</p> <ul style="list-style-type: none"> • Stable; • Flexible; • Adaptable; • Resilient; • Best value and • Appropriate to the needs of the Council in the medium to long term. <p>The decision required is to authorise the procurement of continued services with Amazon for the year 20/21.</p> | <p>Councillor Mohammed Farooq, Cabinet Member for Resources and Digital Peterborough</p> | <p>February 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal stakeholders.</p> | <p>Colin Arnold, ICT Manager Tel: 01733 317985 Email: colin.arnold@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>37. Street Light Dimming – KEY/06JAN20/04 Recommendation to approve a trial of street light dimming between the hours of 21:00 and 05:00. It is anticipated that the trial will commence upon approval of the CMDN and complete on the 31/03/2020. If the trial is successful there is further recommendation that the dimming is fully adopted and implemented on the 01/04/2020. The dimming regimes are detailed below Residential lights (columns 6 meters in height and below) to be dimmed by 20% between the hours of 21:00 and 05:00 Traffic routes (columns greater than 6 meters in height) to be dimmed by 20% between 21:00 and 00:00 and 40% between 00:00 and 05:00</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders during the trial.</p> | <p>Amy Petrie, Principal Programme and Project Officer Tel: 01733 452272 Email: amy.petrie@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 | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER |
|------------------------------|--|---|-------------------------------|--|-------------------------------|--|---|---|
| 38. | <p>20 year Lease of 9 three bedroom properties in Walton - KEY/06JAN20/05 Agreement to lease 9 three bedroom properties to be used for temporary housing in Walton. These properties are yet to be built and subject to developer financing would be completed by January 2021</p> | <p>Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>December 2019</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>Paston and Walton Ward</p> | <p>Relevant internal and external stakeholders</p> | <p>James Price, Estate Surveyor, Tel: 07733003178 Email: james.price@nps.co.uk</p> | <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |

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| <p>39. Proposal to open a voluntary aided Roman Catholic primary school - KEY/06JAN20/06 To decide whether or not to approve the proposal by the Roman Catholic Diocese of East Anglia (RCDEA) to open a voluntary aided Roman Catholic primary school at Hampton Water, on the Hamptons East development</p> <p style="text-align: right;">171</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p> | <p>19 February 2020</p> | <p>Children and Education Scrutiny Committee</p> | <p>Hargate and Hempsted</p> | <p>Relevant internal and external stakeholders</p> <p>The RCDEA carried out a 6 week local consultation in September/October. Over 1100 responses were received. Subsequently, via statutory notice on 21 November 2019, the RCDEA formally proposed to the Council that a voluntary aided Roman Catholic primary should be established at Hampton Water. This launched a 4 week representation period which closes on 19 December 2019</p> | <p>Clare Buckingham: Strategic Education Place Planning Manager (Cambridgeshire & Peterborough), Email: Clare.buckingham@cambridgeshire.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>40. Contract Award for the Provision of Children and Family Centres in Cambridgeshire and Peterborough - KEY/20JAN19/01 - Approval to award a contract to the successful supplier following a compliant tender process</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p> | <p>March 2020</p> | <p>Children and Education Scrutiny Committee</p> | <p>All Wards.</p> | <p>Relevant internal and external stakeholders.</p> | <p>Pam Setterfield Children's, Commissioner 07920 160394</p> | <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> |
| <p>41. Northminster Car Park, Market and residential scheme – KEY/20JAN19/02 Proposed arrangements for delivery of planning consent for a redevelopment scheme at Northminster, Peterborough. It is proposed that Peterborough Investment Partnership are charged with obtaining a planning consent for this city centre regeneration scheme. This will use the same tried and tested model that was used to successfully deliver the Fletton Quays development.</p> | <p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p> | <p>January 2020</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Central</p> | <p>Relevant internal and external stakeholders.</p> | <p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@nps.co.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 | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER |
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| 42. | <p>Heltwate Expansion – KEY20JAN19/03 Expansion of Heltwate Primary School</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</p> | <p>July 2020</p> | <p>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</p> | <p>Bretton</p> | <p>Public Consultation to be held March 2020 prior to planning submission in April 2020</p> | <p>Sharon Bishop, Capital Projects and Assets Officer, 01733 863997, sharon.bishop@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> |
| 43. 173 | <p>Review of Fixed Penalty Notice Charging – KEY/20JAN19/04 Peterborough’s PSPO (Public Spaces Protection Order) areas have now been in place for two years. When PCC began levying FPN’s via Kingdom Ltd. it was decided to implement a limited discounted payment period. Currently via Kingdom Ltd. an offense incurs a financial penalty of £80.00. The proposal is to raise this to £100.00 which will end the discount period and align Peterborough with other local authorities. The financial aspect of the rationale agreed for bringing environmental enforcement in house has been predicated on fines of £100.00</p> | <p>Councillor Irene Walsh, Cabinet Member for Communities</p> | <p>January 2020</p> | <p>Adults and Communities Scrutiny Committee</p> | <p>All Wards</p> | <p>Relevant internal and external stakeholders.</p> | <p>Clair George, Head of Prevention and Enforcement Service, 07920 160733, clair.george@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> |

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>WARD</i> | <i>CONSULTATION</i> | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i> |
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| None. | | | | | | | |

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>WARD</i> | <i>CONSULTATION</i> | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i> |
|---------------------------------|------------------------------|--------------------------------------|---|--------------------|----------------------------|--|--|
| No new items. | | | | | | | |

PREVIOUSLY ADVERTISED DECISIONS

| DECISION REQUIRED | | DECISION MAKER | DATE DECISION EXPECTED | RELEVANT SCRUTINY COMMITTEE | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION |
|--------------------------|---|--|-------------------------------|---|---------------------|--|--|---|
| 176 | <p>1. A Lengthmans to be deployed on Lincoln Road Millfield - There will be a daily presence along Lincoln Road, the operative will litter pick, empty bins as well as report fly-tips and other environmental issues.</p> | <p>Councillor Cereste, Cabinet Member for Waste, Street Scene and Environment</p> | <p>December 2019</p> | <p>Growth, Environment & Resources Scrutiny Committee</p> | <p>Central Ward</p> | <p>Relevant internal and external stakeholders.</p> <p>Cross party task and finish group report which went to the Growth, Environment and Resources Scrutiny Committee and it was also approved at Full Council as part of the 2017-18 Budget.</p> | <p>James Collingridge, Head of Environmental Partnerships, Tel: 01733 864736 Email: james.collingridge@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> |

| DECISION REQUIRED | | DECISION MAKER | DATE DECISION EXPECTED | RELEVANT SCRUTINY COMMITTEE | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION |
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| 2. | <p>Inclusion of Investment Acquisition Strategy in the Council's Medium Term Financial Strategy (MTFS) - To recommend to Council that the Investment Acquisition Strategy be included in the Medium Term Financial Strategy to enable the Council to acquire investment properties</p> | Cabinet | 13 January 2020 | Growth, Environment and Resources | N/A | Relevant internal and external stakeholders | Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@peterborough.gov.uk | It is not anticipated that there will be any documents other than the report and relevant appendices to be published. |
| 177 | | | | | | | | |
| 3. | <p>Approval of Additional Powers to the Combined Authority (Transfer of Powers) - Approve additional powers for the Combined Authority via a Statutory Instrument for Adult Skills Commissioning.</p> | Councillor Holdich, Leader of the Council and Deputy Mayor of the Cambridgeshire and Peterborough Combined Authority | December 2019 | Growth, Environment and Resources Scrutiny Committee | All | All Councils in Peterborough and Cambridgeshire have to agree to the transfer | Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@peterborough.gov.uk | It is not anticipated that there will be any documents other than the report and relevant appendices to be published. Combined Authority Statutory Instrument Request |

| DECISION REQUIRED | | DECISION MAKER | DATE DECISION EXPECTED | RELEVANT SCRUTINY COMMITTEE | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION |
|--------------------------|--|---|-------------------------------|---|-------------|--|---|---|
| 5. | Food and Feed Service Plan 2019/20 - Decision required to approve Food and Feed Service Plan 2019/20 in line with Government guidance | Councillor Walsh, Cabinet Member for Communities | December 2019 | Growth, Environment and Resources Scrutiny Committee | N/A | Relevant internal and external stakeholders. | Stuart Brough, Business Compliance Manager, Tel: 07989 432151 Email: stuart.brough@pet-erborough.gov.uk | It is not anticipated that there will be any documents other than the report and relevant appendices to be published. |
| 16. | Amendment to Environmental Enforcement Contract - Amendment is required to the current environmental enforcement contract | Councillor Irene Walsh, Cabinet Member for Communities | December 2019 | Adults and Communities Scrutiny Committee | N/A | Relevant internal and external stakeholders | Clair George Acting Head of Service - Prevention and Enforcement Service Tel: 01733 453576 Email: clair.george@pet-erborough.gov.uk | It is not anticipated that there will be any documents other than the report and relevant appendices to be published. |

| DECISION REQUIRED | DECISION MAKER | DATE DECISION EXPECTED | RELEVANT SCRUTINY COMMITTEE | WARD | CONSULTATION | CONTACT DETAILS / REPORT AUTHORS | DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION |
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| <p>7. Approval of the leasehold disposal of a brownfield site to a care provider – A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p> | <p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p> | <p>December 2019</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Park Ward</p> | <p>Relevant internal and external stakeholders.</p> <p>A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p> | <p>Tristram Hill - Strategic Asset Manager, 07849 079787, tristram.hill@nps.co.uk</p> | <p>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</p> |
| <p>8. Approval of Funding for the BID project - To approve the provision of funding for the BID project</p> | <p>Councillor Seaton, Cabinet Member for Finance</p> | <p>December 2019</p> | <p>Growth, Environment and Resources Scrutiny Committee</p> | <p>Central Ward</p> | <p>No formal consultation has been done, a programme of business consultation is planned to take place</p> | <p>Jay Wheeler, Economic Development Manger and Dave Anderson Interim Development Director Tel: 01733 452468 Email: dave.anderson@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> |

PART 4 – NOTIFICATION OF KEY DECISIONS TAKEN UNDER URGENCY PROCEDURES

| <i>DECISION REQUIRED</i> | <i>DECISION MAKER</i> | <i>DATE DECISION EXPECTED</i> | <i>RELEVANT SCRUTINY COMMITTEE</i> | <i>WARD</i> | <i>CONSULTATION</i> | <i>CONTACT DETAILS / REPORT AUTHORS</i> | <i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i> |
|---------------------------------|------------------------------|--------------------------------------|---|--------------------|----------------------------|--|--|
| None. | | | | | | | |

DIRECTORATE RESPONSIBILITIES

RESOURCES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

City Services and Communications (Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls, Marketing and Communications, Tourism and Bus Station, Resilience)

Strategic Finance

Internal Audit

Schools Infrastructure (Assets and School Place Planning)

Waste and Energy

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

Corporate Property

PEOPLE AND COMMUNITIES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services and Safeguarding (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, People Resources and Corporate Property (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

Performance and Information (Performance Management, Systems Support Team)

LAW AND GOVERNANCE DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Democratic Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Electoral Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Human Resources (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

Information Governance, (Coroner's Office, Freedom of Information and Data Protection)

PLACE AND ECONOMY DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Development and Construction (Development Management, Planning Compliance, Building Control)

Sustainable Growth Strategy (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment) Opportunity Peterborough

Peterborough Highway Services (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads,

Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

PUBLIC HEALTH DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Health Protection, Health Improvements, Healthcare Public Heal

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Children and Education Scrutiny Committee Work Programme 2019/2020

Updated: 27 NOVEMBER 2019

| Meeting Date | Item | Indicative Timings | Comments |
|--|--|--------------------|--|
| | | | |
| 18 JULY 2019 <i>Draft Report 25 June</i> <i>Final Report 8 July</i> | Co-opted Member Report To agree to the appointment of co-opted members to the committee for the municipal year 2019/2020 Contact Officer: Paulina Ford, Senior Democratic Services Officer | 5 | |
| | Attendance of Sue Baldwin, Regional Schools Commissioner Contact Officer: Jonathan Lewis | 25 | Sue Baldwin unable to attend therefore Committee agreed to defer the report. |
| | Report on Heads of Schools Survey regarding funding cuts and impact on schools Contact Officer: Jonathan Lewis | 25 | |
| | Outcome Of Ofsted Inspection Of Peterborough Children's Services, Service Director Report And Portfolio Holder Report Contact Officer: Lou Williams | 25 | |
| | Annual Children's Social Care Statutory Complaints Report 2018/19 Contact Officer - Belinda Evans | 25 | |
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| | <p>Review Of 2018/2019 And Work Programme For 2019/2020</p> <p>To review the work undertaken during 2018/19 and to consider the work programme of the Committee for 2019/2020</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | 5 | |
| | <p>Forward Plan of Executive Decisions</p> <p>That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | 5 | |
| | | | |
| <p>11 SEPTEMBER 2019 <i>Draft Report 16 August</i> <i>Final Report 30 August</i></p> | <p>Best Start in Life Strategy</p> <p>Contact Officers: Helen Gregg</p> | 20 | |
| | <p>Annual Corporate Parenting Committee report</p> <p>Contact Officer: Nicola Curley</p> | 20 | |
| | <p>Report of the Service Director for Education incorporating Portfolio Progress Report for the Cabinet Member for Children's Services, Education, Skills and the University.</p> <p>Contact Officer: Jonathan Lewis</p> | 50 | |
| | <p>Monitoring Scrutiny Recommendations</p> <p>To monitor progress made on recommendations made at the previous meeting.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | 5 | |

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| | <p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | 10 | |
| | <p>Work Programme 2019/2020 To consider the Work Programme for 2019/2020</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | 5 | |
| | | | |
| <p>17 DECEMBER 2019 (was 14 November) <i>Draft Report 25 November</i> <i>Final Report 4 December</i></p> | <p>Proposal to Establish A New Voluntary Aided Roman Catholic Primary School in the Hamptons East Development</p> <p>Contact Officer: Jonathan Lewis / Claire Buckingham</p> | | |
| | <p>Update Report On SEND Local Area Inspection and SEND Joint Strategy</p> <p>Contact Officer: Jonathan Lewis</p> | | |
| | <p>Children and Education Scrutiny Committee Meeting Start Time 2020-2021</p> <p>Contact Officer: Paulina Ford</p> | | |
| | <p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> | | |

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| | Contact Officer: Paulina Ford, Senior Democratic Services Officer | | |
| | Work Programme 2019/2020 To consider the Work Programme for 2019/2020 Contact Officer: Paulina Ford, Senior Democratic Services Officer | | |
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| 18 DECEMBER 2019 (was 27 November) Joint Scrutiny of the Budget Meeting | Medium Term Financial Strategy 2020/21 to 2022/23 - Contact Officer: Peter Carpenter | | |
| | | | |
| 13 JANUARY 2020 <i>Draft Report 10 December</i> <i>Final Report 23 December</i> | Service Director's Report – Education The report to include: Educational Review Monitoring report and University update (including Education Organisation Plan inc. Post 16 Overview / Future provision planning and validated data Contact Officer – Jonathan Lewis | | |
| | Cambridgeshire & Peterborough Safeguarding Children Board Annual Report 2018-19 The purpose of the report is to ensure members are fully aware of the work and progress of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Contact Officer: Russell Wate / Jo Procter | | |

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| | <p>Annual Report Of Peterborough Virtual School For Children In Care 2017 – 2018</p> <p>The annual report includes information on the work that has been undertaken by Peterborough Virtual School in the period September 2017- July 2018. It also includes information on attainment, inclusion, quality of provision ,Personal Education Plans (PEPs) ,Pupil Premium Plus and PVS Priorities for 2018-19</p> <p>Contact Officer: Dee Glover</p> | | |
| | <p>Forward Plan of Executive Decisions</p> <p>That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | | |
| | <p>Work Programme 2019/2020</p> <p>To consider the Work Programme for 2019/2020</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p> | | |
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| <p>12 FEBRUARY 2020 Joint Scrutiny of the Budget Meeting</p> | <p>Medium Term Financial Strategy 2020/21 to 2022/23 -</p> <p>Contact Officer: Peter Carpenter</p> | | |
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| 5 MARCH 2020 <i>Draft Report 15 February</i> <i>Final Report 24 February</i> | Service Director Report: Children's Services and Safeguarding Contact Officer: Lou Williams | | |
| | Attendance of Sue Baldwin, Regional Schools Commissioner Contact Officer: Jonathan Lewis | | |
| | School Sprinklers Contact Officer: Brian Howard | | To be confirmed |
| | Best Start in Life Integrated Delivery Model Implementation Contact Officer: Wendi Ogle-Welbourn | | Requested by the Committee at its meeting on 11 September 2019 |
| | Peterborough Year of Reading Contact Officer: TBC | | |
| | Monitoring Scrutiny Recommendations To monitor progress made on recommendations made at the previous meeting. Contact Officer: Paulina Ford, Senior Democratic Services Officer | | |
| | Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee. | | |

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| | Contact Officer: Paulina Ford, Senior Democratic Services Officer | | |
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