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| SCRUTINY COMMISSION FOR RURAL COMMUNITIES | Agenda Item No. 4 |
| 14th JANUARY 2013 | Public Report |

Report of the Executive Director of Children's Services

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EDUCATIONAL ATTAINMENT / SCHOOL TRANSPORT IN RURAL AREAS

1. PURPOSE

- 1.1 The committee requested a report to cover the following areas –
- Main demographic pressures on the schools and likely changes in pupil numbers in the future.
 - An overview of primary and secondary examination results for 2012 including a comparison with other city schools
 - Measures to encourage good schools to be better schools

2. RECOMMENDATIONS

- 2.1 The commission is requested to review the information presented and request further explanation/information if required to understand the delivery of education in the rural communities in Peterborough.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

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

4. BACKGROUND

- 4.1 There are 9 maintained primary schools within the rural area of Peterborough and one secondary school (which has academy status).
- Barnack Primary (Voluntary Controlled)
 - Castor Primary (Voluntary Aided)
 - Eye Primary (Voluntary Controlled)
 - John Clare Primary (Community)
 - Newborough Primary (Voluntary Controlled)
 - Northborough Primary (Community)
 - Peakirk cum Glinton Primary (Voluntary Aided)
 - The Duke of Bedford Primary (Community)
 - Wittering Primary (Community)
 - Arthur Mellows Village College (Academy)
- 4.2 The rural area covers a significant amount of land – there are 14.5 miles between Wittering in the West and The Duke of Bedford in the East.

5. KEY ISSUES

School Places

- 5.1 The population of the villages increased by 14% between the 2001 and 2011 censuses. The main

area of growth has been at Eye and the primary school has been extended to accommodate this increase.

- 5.2 The pressure on rural school places is not as acute as in urban area of Peterborough however the impact of the growth in the city has meant places in the rural schools are now filled with pupils from the urban area. In addition, capacity is also filled by pupils moving to schools from outside of Peterborough. This is particularly the case from Lincolnshire. Places cannot be reserved in schools for pupils within catchment. The government has a strong view that parental preference should apply to school admissions and any parent should be able to apply for a place in any school. Where surplus places exist, an application must be granted no matter where the parents live.
- 5.3 In the primary sector, aside from Wittering, many year groups in rural schools are full but only 11 children live are on waiting lists for their catchment of the school. Typically, rural schools exceed their published admission number (PAN) to accommodate children from within catchments as waiting lists tend to be small. Schools cannot do this in Key Stage 1 as infant class size legislation applies restricting class sizes to 30.
- 5.4 Wittering Primary School takes service children from the Wittering base and the village. It was extended to three form entry (90 pupils per year) in 2001 when the Ministry of Defence planned to increase personnel levels at the base. This decision was reversed and since then there has always been a high number of surplus places at the school. The Publish Admission Number has been lowered with developments such as the children centre. However only recently we have been informed by the Ministry of Defence that Wittering is to be retained as a military base and will begin to take in Army personnel in the very near future. We will work with the MoD to plan for any growth in numbers.
- 5.5 The table below shows the position with Primary schools places in 2014 and 2015 based upon known children in catchment –

| 2014 in catchment 4 year olds | Number on Roll | Capacity (2014) | Reception PAN (2014) | 2014 in catchment 4 year olds | 2014 surplus / (shortfall) | 2015 in catchment 4 year olds | 2015 surplus / (shortfall) |
|-------------------------------|----------------|-----------------|----------------------|-------------------------------|----------------------------|-------------------------------|----------------------------|
| Barnack | 136 | 157 | 23 | 2 | 21 | 3 | 20 |
| Castor | 145 | 157 | 22 | 16 | 6 | 8 | 14 |
| Eye | 346 | 420 | 60 | 68 | -8 | 55 | 5 |
| John Clare | 101 | 105 | 15 | 7 | 8 | 11 | 4 |
| Newborough | 203 | 210 | 30 | 16 | 14 | 12 | 18 |
| Northborough | 195 | 210 | 30 | 6 | 24 | 10 | 20 |
| Peakirk | 191 | 210 | 30 | 18 | 12 | 11 | 19 |
| The Duke of Bedford | 188 | 210 | 30 | 30 | 0 | 26 | 4 |
| Wittering | 283 | 420 | 60 | 56 | 4 | 60 | 0 |
| Totals | 1788 | 2099 | 300 | 219 | 81 | 196 | 104 |

- 5.6 Eye and Thorney are both identified as key areas in the growth strategy. There has already been significant house building at Eye, as a result of which the capacity of the primary school has been increased from 336 to 420.
- 5.7 As a result of the relatively small number of families involved, there is often a greater fluctuation in pupil numbers for rural areas compared to urban areas. This, combined with the need to provide in-catchment places, can make place planning more difficult in rural areas
- 5.8 As new homes are built the numbers will increase. Contributions for education provision will be required from all housing developments in the rural areas. It may be necessary to look at temporary accommodation in the short term if numbers go beyond the capacity of these two schools. Both Eye and The Duke of Bedford have space to expand if numbers and developer contributions justify this. Building surplus places is expensive and schools are now funded via a national funding formula that only allocates funding based upon children attending. Therefore

creating small classes for a few extra children is not viable.

- 5.9 Birth data shows low numbers for the other primaries but Northborough takes about 13% of its pupils from Lincolnshire and pupils are travelling increasing distances to these schools because of the shortage of places nearer to home.
- 5.10 Arthur Mellows Village College is now an Academy and continues to be a very popular successful school. It is oversubscribed in every year group and will be oversubscribed for the Year 7 intake for September 2013. By applying its oversubscription criteria those within catchment will be offered places above those mainly living in the north of Peterborough who would prefer this school over those in that area. The number of pupils gaining places from Lincolnshire and the north of Peterborough changes every year depending on the number of in-catchment children also seeking a place. The school attracts a considerable number of Lincolnshire children into its 6th Form.
- 5.11 The situation relating to the growth of Wittering is of concern as AMVC is full in all year groups. Some children living in the AMVC catchment currently choose to attend Stamford schools as they can be closer to home. As a result, the surplus places have been filled by pupils from the North of the City.

Education Attainment

- 5.12 Appendix 1 gives the performance of rural primary schools in Peterborough in comparison to the City Schools and to England as a whole. The table outlines results for those pupils who are in Year 6 (age 11) and are from Key Stage 2 tests taken in May annually.
- 5.13 At this age, the expected level of attainment for these pupils is at least Level 4 of the National Curriculum. In addition, it is expected for pupils to have made progress by at least 2 levels from the end of KS1 (age 7) to the end of KS2 (age 11). The information in appendix 1 looks at the 3 floor targets (i.e. the target for schools to achieve as a minimum) for
- The percentage of children achieving Level 4 or above.
 - The percentage of children achieving two levels of progress from key stage 1 in English.
 - The percentage of children achieving two levels of progress from key stage 1 in Maths.
- 5.14 Where schools are below the required level in two of these areas, they are considered to be vulnerable by the Department for Education. Where schools are below all 3 measures, they are considered below the floor and it is expected that significant intervention would take place by the local authority.
- 5.15 As the information shows, the performance of schools in the rural area is strong. The School Improvement Team within the local authority is working intensively with those schools in the vulnerable category to drive up standards and improve the outcomes for children.
- 5.16 There is only one rural secondary school in Peterborough. However a proportion of children from within the rural area access both Peterborough city schools (particularly those have a particular ethos e.g. faith) and those schools outside of the borders of Peterborough. Appendix 2 gives the performance of Arthur Mellows in comparison to the City Schools and to England as a whole. The table outlines results are for those pupils who are in Year 6 (age 11) and are from Key Stage 2 tests taken in May annually.
- 5.17 These results are for those pupils who were in Year 11 (age 16) during 2010-11, and are from GCSE Examinations taken in 2012.
- 5.18 The expected level of attainment for these pupils is at least Grade C and for pupils to have made progress by at least 3 levels from the end of KS2 (age 11) to the end of KS4 (age 16).
- 5.19 The measures reported on are for the proportion of students achieving:
- at least 5 A* - C grades, including English and mathematics;
 - The proportion of students making expected progress in English
 - The proportion of students making expected progress in mathematics

- 5.20 Arthur Mellows is a high performing school which is performing above government expectations and this was recognised in their last Ofsted Inspection.
- 5.21 Appendix 3 outlines the current early years provision, all of which are run by the private, voluntary or independent sector.
- 5.22 The Local Authority's approach to improving standards in schools across the city is through the following activities –
- Formal “Standards Performance and Safety” Warning Notices and more informal Letters of Concern are issued to schools which are performing below ‘floor standards’. Likewise academy sponsors are challenged where they are not performing. These actions require schools to document how they will improve or else the LA reserves the right to take further action if appropriate at that time which may include formal intervention or structural solutions to improve standards. The focus is now very much on a ‘no excuses’ culture.
 - Highlighting weaknesses and evaluating improvement plans in all primary schools with head teachers and governors;
 - We are currently collated expected results for schools next year (targets) and these will be challenged and may lead to intervention in their own right.
 - Undertaking focused and targeted work with school leaders and teachers in schools which are causing concern, tailored to the needs and weaknesses of the school;
 - Working with school leaders and governors by undertaking LA reviews of whole schools or departments;
 - Preparing schools and governors for the rigour of the revised Ofsted Inspection Framework, and the changes implemented in September 2012;
 - Providing advice, support, challenge and intervention around the tracking of pupil progress and the identification of target groups for whom progress has not been fast enough.
 - Reviewing where a ‘sponsored’ academy might provide the necessary stimulus to a school to improve standards especially where performance is below national expectations for a significant period of time.
 - The authority is currently reviewing a number of options around strategies to support learning across the city who have English as an additional language.
 - Focussed work is also underway around SEN through the ‘Achievement for All Programme’ which 30 schools have signed up for and more generally on strategies to raise standards.
 - The authority is a member of the Peterborough Learning Partnerships which brings together schools to offer staff within schools high quality professional development to improve standards. The partnership consists of 3 strands – leadership for learning, curriculum for learning and behaviours for learning;

Capital Improvements in Rural Schools

- 5.23 A key priority for the council in recent years has been the need to meet the statutory requirement to deliver school places to meet the growing demographic. However, despite this need, there has continued to be significant investment into rural school buildings. Overall, the schools are in good condition and of good suitability for the modern curriculum. The key capital investment in schools is outlined below -
- Barnack – there is a development in the village and S106 funding available to meet the needs of growing demand for school places. A two classroom extension is currently underway.
 - Castor – has had investment in recent years around building a new hall and converting the old hall for other uses. Significant roofing work has also been undertaken. There is a need to replace the boiler at the school and this is being explored as part of the energy performance management contracts.
 - John Clare – a mobile has been replaced with a new building housing the pre-school and a new reception classroom. In addition, some consequential improvements have taken place including a biomass boiler.

- Eye – a scheme has recently been completed to increase intake capacity from 48 to 60 to support the growth within the village. 3 classrooms were built at a cost of around £900k.
- Newborough – the school was rebuilt several years ago at the cost of around £2.5m.
- Wittering – like Castor, there is a need to replace the boiler at the school and this is being explored as part of the energy performance management contracts.
- Peakirk cum Glinton – there has for some time been thoughts about rebuilding the school. The Local Authorities made an application to Priority Schools Building Project but was unsuccessful. Other opportunities will continue to be explored to draw down resources to modernise the school.

Transport Policy and Rural Schools

5.24 There are currently 126 primary aged pupils attending rural schools who access free transport to school via the Local Authority. 842 pupils attending AMVC also access free transport (see table below). In total, the Local Authority spends around £3m a year on home to school transport. This includes transportation of children with severe special educational needs.

| School | Accessing free transport |
|---------------------|--------------------------|
| Barnack | 36 |
| Castor | 12 |
| Eye | 2 |
| John Clare | 2 |
| Newborough | 17 |
| Northborough | 32 |
| Peakirk cum Glinton | 1 |
| Duke of Bedford | 14 |
| Wittering | 10 |
| Arthur Mellows | 842 |
| Total | 968 |

5.25 There are 3 reasons why pupils access free transports to rural schools –

- This is because they either live in the area but the route to school is not a safe walking route
- They live within catchment of their school but live over 2 miles (for pupils up to 8) or 3 miles (for those pupils over 8) away from the school
- They were directed there through lack of a school place in their catchment school and they live over 2 miles (for pupils up to 8) or 3 miles (for those pupils over 8) away from the school.

5.26 The Peterborough home to school transport policy specifies the following -

- Assistance with transport will only be given to and from the nearest pick-up point for public or other transport; it is not to be assumed that 'home to school' necessarily means door to door (unless the child is not capable of getting to the nearest pick-up point)
- A parent or carer is responsible for ensuring their child's safety to a bus pick-up point including the crossing of any roads.
- The maximum distance pupils will be expected to make their own way to a pick-up point is one mile, unless determined otherwise by Children's Services
- Wherever possible, transport assistance is provided through the issuing of a bus pass for use on public transport or other contracted route. The normal arrangements for transport provide for a return journey to and from school at the beginning and end of each statutory school day. For journeys on public transport, there may be a restriction on the hours of use of the tickets issued
- If transport is provided because the pupil was 'directed' to a school because no places

were available at a school closer to the home address and then a place is offered at a preferred school; transport will be withdrawn if that place is refused.

- If transport is awarded because of a 'direction', the pupils name will be added to the catchment school waiting list, even if that school was not listed as a preference. If an offer of a place at the catchment school is refused, transport will be withdrawn (Primary only).

- 5.27 Underpinning the priorities of Peterborough's Local transport plan, the city council will encourage children to walk, cycle, or travel by bus to school for their health, educational, and social development. The city council aims to reduce the number of school journeys by car which add to traffic congestion, pollution, and danger for those children who do walk or cycle to school. In 2012, Peterborough introduced a cycle purchase scheme where a one off grant was made available to pupils eligible for free transport to purchase a bike and safety equipment of £200. In addition, to encourage cycling, a £30 a term allowance is available to secondary age pupils.
- 5.28 Home to school distance is measured by the shortest, safe walking route from the gate or access to the pupil's home to the nearest gate or access to the school along which a child, accompanied as necessary, may walk or cycle with reasonable safety. The route may include footpaths, bridleways, bridges, under-passes, and any other pathways as well as recognised roads. If a parent claims that the walking or cycling route to school is unsafe, an assessment of that route will be considered by the Passenger Transport Operations Team in association with the Network Management Team. Any safety assessments will be made with the assumption that pupils will be accompanied by a responsible adult.
- 5.29 As a result of the geography of rural Peterborough, there will always be a need to transport children particularly of secondary age from the villages into the Arthur Mellows Village College.

6. IMPLICATIONS

6.1 *None*

7. CONSULTATION

7.1 *N/A*

8. NEXT STEPS

8.1 *None*

9. BACKGROUND DOCUMENTS

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

9.1 A range of local school data, early years information and national DfE data.

10. APPENDICES

- 10.1 Appendix 1 – Rural Primary Schools Education Performance
Appendix 2 – Rural Secondary School Education Performance
Appendix 3 - Early Years and Childcare provision in the rural areas of Peterborough

Appendix 1 – Rural Primary Schools Education Performance

| School | 2007/2008 | | 2008/2009 | | | | 2009/2010 | | | | 2010/2011 | | | | 2011/12 | | | |
|----------------------------|-----------|----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|-----------|-----------|-----------|------------|
| | L4+ E&M | "Status" | L4+ E&M | Eng Prog | Mat Prog | "Status" | L4+ E&M | Eng Prog | Mat Prog | "Status" | L4+ E&M | Eng Prog | Mat Prog | "Status" | L4+ E&M | Eng Prog | Mat Prog | "Status" |
| | 60% Floor | | 60% Floor | 87% Floor | 86% Floor | | 60% Floor | 87% Floor | 86% Floor | | 60% Floor | 87% Floor | 86% Floor | | 60% Floor | 92% Floor | 90% Floor | |
| Barnack P | 86% | none | 93% | 100% | 93% | none | 88% | 100% | 93% | none | 81% | 90% | 100% | none | 85% | 92% | 92% | none |
| Castor P | 73% | none | 80% | 90% | 90% | none | 100% | 93% | 86% | none | 93% | 80% | 93% | none | 79% | 95% | 86% | none |
| Eye P | 75% | none | 81% | 92% | 85% | none | 69% | 85% | 85% | vulnerable | 60% | 80% | 67% | vulnerable | 65% | 70% | 92% | none |
| John Clare P | 73% | none | 79% | 89% | 79% | none | 75% | 81% | 67% | vulnerable | 100% | 92% | 100% | none | 91% | 100% | 100% | none |
| New borough P | 76% | none | 69% | 86% | 81% | vulnerable | 68% | 63% | 67% | vulnerable | 79% | 89% | 86% | none | 89% | 83% | 89% | vulnerable |
| Northborough P | 77% | none | 81% | 71% | 88% | none | 87% | 84% | 90% | none | 81% | 86% | 93% | none | 89% | 100% | 96% | none |
| Peakirk cum Ginton P | 87% | none | 93% | 83% | 93% | none | 92% | 78% | 91% | none | 76% | 96% | 89% | none | 86% | 96% | 89% | none |
| The Duke of Bedford P | 88% | none | 85% | 96% | 92% | none | 88% | 94% | 94% | none | 69% | 83% | 83% | vulnerable | 92% | 84% | 96% | none |
| Wittering P | 80% | none | 82% | 76% | 91% | none | | | | boycott | 83% | 93% | 95% | none | 76% | 96% | 92% | none |
| Rural Average | 80% | | 82% | 86% | 88% | | 82% | 84% | 85% | | 77% | 88% | 90% | | 84% | 91% | 93% | |
| City Average | 68% | | 68% | 86% | 83% | | 67% | 87% | 84% | | 69% | 85% | 83% | | 73% | 90% | 85% | |
| Overall LA Primary Average | 70% | | 69% | 86% | 84% | | 67% | 86% | 84% | | 69% | 86% | 83% | | 74% | 90% | 86% | |
| National | 73% | | 72% | 81% | 80% | | 73% | 84% | 82% | | 74% | 84% | 83% | | 79% | 89% | 87% | |

| School | FSM | EAL | MENA | SEN | Ofsted | |
|----------------------------|-------|-------|------|------|-----------------|----------------------|
| Barnack P | 11.4% | 5.7% | 2.9% | 4.9% | 21 June 2011 | Outstanding |
| Castor P | 7.8% | 5.8% | 4.4% | 1.3% | 12 May 2011 | Good |
| Eye P | 14.5% | 6.8% | 3.6% | 2.2% | 4 December 2012 | Requires improvement |
| John Clare P | 3.9% | 2.0% | 0.0% | 3.9% | 9 February 2012 | Good |
| New borough P | 3.7% | 5.2% | 0.0% | 1.0% | 2 November 2011 | Satisfactory |
| Northborough P | 9.7% | 1.5% | 0.0% | 1.5% | 1 December 2009 | Satisfactory |
| Peakirk cum Ginton P | 6.5% | 2.2% | 1.7% | 0.5% | 14 June 2012 | Good |
| The Duke of Bedford P | 9.1% | 3.8% | 1.7% | 3.2% | 10 July 2012 | Satisfactory |
| Wittering P | 4.7% | 0.8% | 1.4% | 1.2% | 16 March 2011 | Good |
| Rural Average | 8.4% | 3.8% | 1.9% | 2.0% | | |
| City Average | 22.2% | 38.8% | 8.3% | 2.6% | | |
| Overall LA Primary Average | 20.8% | 35.2% | 7.6% | 2.5% | | |

Appendix 2 – Rural Secondary School Education Performance

| School | 2007/2008 | | | | 2008/2009 | | | | 2009/2010 | | | | 2010/2011 | | | | 2011/2012 | | | |
|----------------------------|------------|-----------|-----------|------------|------------|-----------|-----------|------------|------------|-----------|-----------|------------|------------|-----------|-----------|------------|------------|-----------------|-----------------|----------|
| | 5+ incl EM | Eng Prog | Mat Prog | "Status" | 5+ incl EM | Eng Prog | Mat Prog | "Status" | 5+ incl EM | Eng Prog | Mat Prog | "Status" | 5+ incl EM | Eng Prog | Mat Prog | "Status" | 5+ incl EM | Eng Prog | Mat Prog | "Status" |
| | 35% Floor | 72% Floor | 65% Floor | | 35% Floor | 72% Floor | 65% Floor | | 35% Floor | 72% Floor | 65% Floor | | 35% Floor | 72% Floor | 65% Floor | | 40% Floor | National median | National median | "Status" |
| Arthur Mellow s VC | 50% | 65% | 52% | vulnerable | 63% | 82% | 64% | none | 65% | 87% | 61% | none | 72% | 82% | 74% | none | | | | |
| City Average | 36% | | | vulnerable | 39% | 54% | 47% | vulnerable | 44% | 62% | 53% | vulnerable | 47% | 61% | 55% | vulnerable | | | | |
| Overall LA Primary Average | 37% | | | vulnerable | 41% | 56% | 49% | vulnerable | 46% | 64% | 54% | vulnerable | 49% | 65% | 58% | vulnerable | | | | |
| National | 48% | | | | 50% | 66% | 59% | | 54% | 71% | 63% | | 59% | 73% | 66% | | | | | |

Performance Tables published 28 January 2013

| School | FSM | EAL | MENA | SEN | Ofsted |
|----------------------------|-------|-------|------|------|--|
| Arthur Mellow s VC | 4.4% | 2.9% | 0.0% | 2.9% | Yet to be inspected - previously outstanding |
| City Average | 16.6% | 27.1% | 5.0% | 2.8% | |
| Overall LA Primary Average | 15.2% | 24.4% | 4.4% | 2.8% | |

Appendix 3 - Early Years and Childcare provision in the rural areas of Peterborough

| Setting | Grading | PVI/Maintained | Type | Places | Minimum Age | | Maximum Age | |
|---|----------------|-----------------------|------------------------|---------------|--------------------|-------|--------------------|--------|
| First Steps Nursery | Good | Private | Day Nursery | 54 | 0yrs | 2mths | 5yrs | 0mths |
| Flying Start Wittering Children and Family Services | Good | Voluntary | Day Nursery | 97 | 0yrs | 2mths | 4yrs | 11mths |
| Smiley Faces Day Nursery | Good | Private | Day Nursery | 37 | 0yrs | 3mths | 7yrs | 11mths |
| The Teddy Bears Inn Day Nursery | Good | Private | Day Nursery | 39 | 0yrs | 3mths | 5yrs | 0mths |
| Toddlers In Day Nursery | Good | Private | Day Nursery | 55 | 0yrs | 2mths | 5yrs | 0mths |
| Barnack Pre-school | Outstanding | Voluntary | Pre-school / Playgroup | 16 | 2yrs | 6mths | 4yrs | 3mths |
| Castor & Ailsworth Pre-school | Good | Voluntary | Pre-school / Playgroup | 25 | 2yrs | 6mths | 5yrs | 0mths |
| Eye Pre-school | Good | Voluntary | Pre-school / Playgroup | 26 | 2yrs | 9mths | 4yrs | 10mths |
| Glington Pre-school Playgroup | Good | Voluntary | Pre-school / Playgroup | 22 | 2yrs | 3mths | 4yrs | 10mths |
| Helpston Playhouse and Under Fives | Outstanding | Voluntary | Pre-school / Playgroup | 30 | 2yrs | 6mths | 4yrs | 0mths |
| Newborough Pre-school Playgroup | Good | Voluntary | Pre-school / Playgroup | 35 | 2yrs | 0mths | 4yrs | 11mths |
| Sunflower Seed | Good | Voluntary | Pre-school / Playgroup | 36 | 2yrs | 6mths | 11yrs | 0mths |
| Thorney Pre-school Playgroup | Satisfactory | Voluntary | Pre-school / Playgroup | 24 | 2yrs | 9mths | 5yrs | 0mths |

Day nurseries - 100% good ofsted grading

Pre-schools - 25% outstanding, 63% good (total of 88% good or above), 13% satisfactory, 0% inadequate

214 Pre-school Places

282 Day nursery places

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