

**MINUTES OF A MEETING OF THE CHILDREN & LIFELONG LEARNING SCRUTINY
PANEL HELD IN THE BOURGES & VIERSEN COMMITTEE ROOM, TOWN HALL,
PETERBOROUGH**

22 OCTOBER 2008

Present: Councillors Walsh (Chairman), Allen, C Burton, Benton, Khan, Saltmarsh and Wilkinson

Co-opted Members Maggie Kirkbride Parent Governor Representative
Frank Smith

Officers in Attendance: John Richards Executive Director of Children's Services
Mel Collins Assistant Director, Learning & Skills
Elaine Fulton Assistant Director, Commissioning and Performance
Jonathan Lewis Assistant Director, Resources
Maureen Phillips Assistant Director, Families and Communities
Stephen Sutherland Principal Lawyer
Jenny Spratt Head of Early Years and Childcare Services
Gary Perkins Head of Schools (Primary)
Carol Archer Head of Schools (Secondary)
Brian Howard Secondary Schools Phase Project Manager
Prity Patel Principal Lawyer
Paulina Ford Performance Scrutiny and Research Officer
Lindsay Tomlinson Governance Support Officer

1. Apologies

Apologies were received from Councillor S Day. Councillor C Burton attended as substitute.

2. Declarations

Councillor Walsh declared a non-prejudicial interest in agenda item 7, Secondary Schools Review Phase 2 – South of the City by virtue of her role as a governor of Stanground College.

3. Minutes of the meeting held on 10 September 2008

The minutes of the meeting held on 10 September 2008 were approved.

4. Children's Trust Arrangements

Peterborough's Children and Young People's Strategic Partnership (CYPSP) had been established in January 2005 as the local vehicle delivering the Children Act 'duty to cooperate'. The members of the Partnership had worked together to develop the framework for children's trust arrangements in Peterborough and its implementation in line with the statutory requirement to have the Children's Trust in place by 2008.

Peterborough's Children's Trust had been established in April 2008, governed by a Memorandum of Agreement which set out partnership and collaborative working arrangements. The Children's Trust Partnership Board would be supported by a number of sub-groups to maximise the impact on outcomes for children, young people and families in the city. The Memorandum of Agreement stated that the partners would bring together their staff,

funding and other assets in order to improve children and young people's wellbeing. It established scope for the pooling of funds in the future to accelerate the delivery of the Trust's priorities and better outcomes for children and young people.

Central to the duties of the Children's Trust Partnership were the joint assessment of needs across the city, identification of key priorities, joint decisions on the use of funds, staff and other assets and shared ownership and interrogation of performance against key priorities and targets – the elements of 'joint commissioning'. The Children's Trust Partnership was supported in its key strategic functions by the Commissioning and Performance Division within the city council's Children's Services department. A performance management framework and supporting partnership structure was required that would enable the Children's Trust Partnership to demonstrate a real impact on the priority outcomes articulated in the Children and Young People Plan and Local Area Agreement.

A key part of the work was to develop the role of the Children and Lifelong Learning Scrutiny Panel in supporting and scrutinising the work of the Children's Trust Partnership. It was proposed that a series of reports be presented to future Scrutiny Panel meetings, focusing on key priority areas and interrogating the strategy and actions in place or proposed for each area of priority or poor performance.

Observations and questions were raised and discussed including:

- There is no mention of how inequalities will be tackled.
- This is fundamental to our work – in each of the 5 outcomes we can establish where there are inequalities and show plans to tackle them.
- Delivery is key – how do we know we are narrowing the gap?
- A later report on the agenda will show statistical data for educational achievement. We are committed to showing through the performance management framework how the gap is being narrowed.
- It is the role of the Scrutiny Panel to monitor and scrutinise this issue.
- Has the Trust met yet? If so, what decisions have been made?
- There have been 4 meetings so far this year. The minutes of the meetings can be shared with the Scrutiny Panel.
- The Trust has been invaluable in helping keep momentum for the integrated service for disabled children. It has helped agree a way forward and formed a shadow management board.
- What is being done to encourage GPs to become engaged with the Trust?
- We have met with GPs involved in practice based commissioning to talk to them about the Trust.
- Is there any possibility of changing the name?
- It can be called whatever the Trust decides, so long as it is clear that whatever it is called, it is our statutory children's trust. Any suggestions from Panel members of alternative names can be considered by the Trust.

ACTION AGREED

The Panel noted the report and agreed that the Scrutiny Panel members will receive for information purposes the minutes of the meetings of the Children's Trust.

5. The Engagement of Children and Young People in Peterborough

Engagement was about providing children and young people with the means to have an input into decisions that affected their lives, giving them an opportunity and outlet for their view and to ensure that they were used in a meaningful way to shape the provision offered to them. In order to promote sustainable engagement, it was important that the results of engagement

and consultation activities were reported back to those children and young people who were involved.

Children and young people in Peterborough had the opportunity to be involved in a range of engagement initiatives including:

- School Councils
- The Youth Council
- The Children in Care Council
- Local Democracy Week
- UK Youth Parliament
- Young People's Interview Panels
- Youth Bank
- Children and Young People Plan consultation

Children's Services was currently assessed through the Annual Performance Assessment (APA) which provided scores against each of the 'Every Child Matters' outcome areas, one of which was 'Make a Positive Contribution'. The engagement of children and young people was a key element that was assessed under 'Make a Positive Contribution', and the many innovative engagement opportunities offered were central in contributing to the 3-star (good) rating received for this area in the 2007 assessment.

Recently, Ofsted had published their TELLUS3 survey, a major national survey of children currently in school years 6, 8 and 10. The results concerning engagement were very positive. 33% of young people had said that they thought young people's views were listened to in decisions in the local area, compared to only 26% nationally. Similarly, 63% of young people responding had said that they thought their views were listened to in the running of their school, compared to 59% nationally.

In order to maintain and develop the delivery of engagement activity there needed to be a stronger strategic framework for engagement. To address this, a revised Engagement Strategy was being developed in collaboration with a range of partner organisations who worked with children and young people.

The strategy aimed to increase and widen genuine participation of children and young people in the design, delivery and evaluation of services, through a co-ordinated approach with clear objectives:

- To promote a coordinated approach to all engagement children and young people's services within the city.
- To ensure that the engagement of children and young people is of a high quality and has a clear and measurable impact.
- To ensure vulnerable and hard to reach children and young people have an opportunity to engage in decisions that affect their lives.
- To support practitioners and everyone who works with children and young people to develop the right skills and knowledge to support positive engagement.
- To implement engagement opportunities that meet the needs of children and young people and provide positive activities that allow children and young people to shape the services they receive.

It was intended that the delivery of this strategy be monitored by the Children's Trust Partnership Board and its supporting partnerships.

The Scrutiny Panel welcomed to its meeting three young people who were involved in various initiatives around the engagement of children and young people including work on anti-bullying awareness, Total Respect training and the Children in Care Council. The Panel

members asked the young people about the work they were involved in, and expressed their thanks and congratulations to them for their presentation.

ACTION AGREED

The Panel noted the report.

6. Report on 2008 Examination Data from the Early Years Foundation Stage (EYFS) to Key Stage 4 (KS4)

The Scrutiny Panel received unvalidated examination data for Key Stages 1 to 4.

Key highlights were as follows:

- For the first time in four years there had been some improvements in KS1 results overall.
- Early un-validated KS2 data for English showed a 1% increase on the previous year
- In 2008 there had been major problems nationally regarding the marking of KS3 tests and data was still incomplete and un-validated. No KS3 data had been released nationally to date.
- Un-validated and incomplete KS3 data revealed increases in Level 5 English and maths on the previous year.
- There had been a 4% increase in writing outcomes.
- In KS 4 there had been an increase in 2008 in 5+A*-C GCSEs (60%) and 5+A*-C GCSEs including English and maths (40%) by 4% and 3% respectively.

Three schools, Bushfield, Voyager and St John Fisher, had been identified as National Challenge Schools and would receive additional support and funding.

The report highlighted a number of interventions and strategies to improve outcomes further in all Key Stages.

Observations and questions were raised and discussed including:

- It seems that we are good at making improvements where we have targets, but it appears that this can lead us to miss out elsewhere. For example improvement for girls in Key Stage 1 has dipped.
- We have looked at this issue and we are comparing the 2008 cohort of girls with the 2007 cohort which was very high achieving. The 2008 cohort compare favourably with 2006 and made as much progress from Reception to Year 6.
- There used to be some concern about the transition from primary school to secondary school with boys from certain areas being put in lower classes because of where they come from – is that still happening?
- So far as we are aware this does not happen – primary and secondary schools work very closely on each individual student, looking at their needs and strengths. Work is done to ensure that each student is put into the correct place and schools will review placements very early in the year to ensure no mistakes have been made.
- Where will the money come from for the Graduate Learner in day care initiative?
- The scheme is fully funded – training is paid for along with a bursary to the day care setting to pay for the individual's release.
- What is being done to retain good secondary school teachers and how are poor performing teachers dealt with?
- We are working closely with the Head of Human Resources looking at recruitment and retention of secondary school teachers. We work closely with school leaders in monitoring the quality of staff and teaching and we are robust in our management of this.

ACTION AGREED

The Panel noted the report.

7. Secondary Schools Review Phase 2 – South of the City

Bushfield Community College had been categorised in June 2008 as a National Challenge school by the DCSF. This meant that it had failed to meet the 5 A*-C GCSE floor target of 30% including English and Maths. The Chair of Governors and Principal of Bushfield Community College had written to the Executive Director of Children's Services expressing the governors' desire to convert the school to Academy status with effect from 1 September 2009, working with the Ormiston Education Trust as sponsor.

Peterborough City Council was presently consulting with the DCSF and Partnerships for Schools about the detailed requirements and implications of applying to convert Bushfield School to an Academy with effect from 1 September 2009 in its existing buildings.

Partnerships for Schools, who managed the Building Schools for the Future (BSF) programme had completed a consultation during summer 2008 to review the management of BSF waves 7 -15 (this included Stanground College and Orton Longueville School). The consultation had resulted in all authorities in waves 7 - 15 being invited to submit a revised Expression of Interest by 29 November 2008.

Observations and questions were raised and discussed including:

- What are the timescales for the delivery of the Orton Longueville and Stanground College proposals?
- We are looking at September 2012 to September 2013 for those schools.
- What did we do wrong last time to not catch the earlier wave, and can we be sure we will catch this wave?
- We were always in wave 7 when BSF was announced. We were assessed against a set of criteria driven by attainment. We applied in April 2008 to get into wave 6A. Those authorities who succeeded in getting into 6A succeeded on the basis of deprivation. Based on the feedback we have now had we believe we are now in a position to progress faster.
- Will Stanground College be rebuilt or refurbished?
- It will be rebuilt.
- It is disappointing to note that three of the schools in the south of the city are not doing well. We need to do something very quickly to improve attainment.
- Orton Longueville School was subject to a Notice to Improve but came out of that in the shortest possible time and we have seen a noticeable improvement in their outcomes. Stanground College recently had a very good OFSTED visit and is expected to come out of its Notice to Improve. Both schools are to be commended for the improvements they have made. Bushfield College faced a challenging Year 11 cohort in 2008 – we are working with the head teacher looking at the details of the schools' results. There is no fundamental failure of the school – until this year there had been real improvement in all areas. We are working hard with governors, staff and the community to improve the situation.

ACTION AGREED

The Panel noted the report.

8. Executive Decisions

The Panel considered the following Executive Decision made since the last meeting:

- Appointment of LEA Governor to Welbourne Primary School
- Appointment of LEA Governor to St Botolph's Primary School
- Appointment of LEA Governor to Paston Ridings Primary School

- Petition – Charteris Play Centre
- Changes to Arrangements for 16-19 Education and Training
- Appointment of LEA Governor to Norwood Primary School

ACTION AGREED

The Panel noted the report.

9. Forward Plan of Key Decisions

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

ACTION AGREED

The Panel noted the Forward Plan.

10. Work Programme

Members considered the Panel's Work Programme for 2008/2009.

ACTION AGREED

The Panel approved the current work programme subject to the inclusion at the December meeting of a report on the performance review of the Children's Trust.

13. Date of Next Meeting

Wednesday 3 December 2008 at 7pm in the Bourges and Viersen Room.

The meeting began at 7pm and ended at 8.53pm

CHAIRMAN