

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
8 MARCH 2023	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Cabinet Member for Children’s Services, Education, Skills and the University Councillor Lynne Ayres	
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SERVICE DIRECTOR EDUCATION REPORT AND PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDRENS SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY

RECOMMENDATIONS	
FROM: Jonathan Lewis, Service Director Education Cllr Lynne Ayres, Cabinet Member for Children’s Services, Education, Skills and the University	Deadline date: N/A
<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 early years settings and across our schools and colleges. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee. It also incorporates an overview from the Cabinet Member for Children’s Services, Education, Skills and the University.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to cover two areas –

- Portfolio progress report from the Cabinet Member for Childrens Services, Education, Skills And The University
- Outlining the latest position on Education in Peterborough across a range of the council’s statutory duties.

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:

- Children’s Services including
- a) Social Care of Children;
 - b) Safeguarding; and

- 2. Education, including
 - a) University and Higher Education;
 - b) Careers; and
 - c) Special Needs and Inclusion;

2.3 This report links to the 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
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4. **PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDRENS SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY**

4.1 At the previous Scrutiny Committee meeting, I verbally updated on activities I have undertaken since my last report and for completeness I outline these below -

- *"Many meetings, both face to face and Teams, involving both the Cabinet Member and Cabinet Adviser.*
- *Attendance at East of England Lead members meetings and in particular extra ones relating to the several Childrens and Education Services national reports covering SEND. Representatives of Government attended to be questioned prior to publication. Toni Bailey, Assistant Director – SEND, attended to give a PCC perspective on the challenges around SEND from the point of view of PCC.*
- *Report into Childrens Services by Josh McAllister including a discussion with a representative of this Inquiry particularly re Family Safeguarding*
- *ICS -Joint Health and Wellbeing Board - I became a member of this board, together with Cllr John Howard for Adult Services and meetings now take place at Alconbury Weald every 6 weeks. We helped shape the priorities which are now published. There is a general emphasis throughout of the need to consider and prioritise children.*
- *Regular meetings with the Interim DCS discussing matters solely relating to PCC.*
- *Shared Services – I have undertaken regular meetings with the CCC CYP Committee Chair. The arrangements are currently subject to a consultation.*
- *Education - regular meetings with Jonathan Lewis and encouraging results now apparent from the continual work going on in school improvement.*
- *Meetings with Assistant Directors regularly including dealing with the Targeted Youth Service.*
- *Attending interviews to appoint the new Assistant Directors Head of SEN and Interim DCS.*
- *Attending as Chair of the Education Capital Board and the SEN Executive Board*
- *Topping out ceremonies at Heltwate School Manor Drive Academies and Phase 1 of ARU Peterborough.*
- *Opening ceremonies at the St John Henry Newman RC School.*
- *Public Health - regularly meet with Raj Lakshman, Consultant in Public Medicine, including meeting with Cllr Howard at the Child Health Centre and discussions with Health Visitors.*
- *Visits to Schools e.g Marshfields and other organisations (e.g. Centre 33 recently was visited by Cllr Bisby).*
- *Attending the PCC EYFS conference at The Fleet and START Performance Board.*
- *Attending National Literacy Trust meetings with the CEO and others including the Royal visit of Princess Anne at the Central Library.*
- *City College - Since the change of Governance, I have been attending Board meetings to represent PCC together with principal of ARU Peterborough, John T Hill and Jonathan Lewis.*
- *Meeting with 0-25 service officers.*
- *Meeting with PCC Youth MP.*

- *Attending meetings of the Peterborough Music Hub (part of the Education department).*
- *Attending visits to Youthzone in Dartford.*
- *Ahead of an imminent Ofsted inspection in Childrens Services, met weekly with the Interim DCS to discuss new arrangements and the Ofsted Self Assessment report including deep dives ordered by her to prepare for the inspection.*
- *The portfolio covers Skills (at CPCA etc) and ARU Peterborough development generally. Highlighted the importance of work with the university to develop skills. I have established a group to develop a skills strategy for the City, bringing together key partners to ensure we meet the needs of our growing city”.*

4.2 *“I did however want to focus this update on some extremely positive news for the City around our educational outcomes for the 2021/22 academic year. Officers shared the 2021/22 outcomes with the November Committee based upon the provisional data. The Department for Education (DfE) has recently published their revised data which takes account of corrections from remarking and removing children who are not included in the final data e.g. those who have been in education in England for less than 2 years. This has meant some further improvement in our outcomes in the context of the national position. As the table below shows, at Key Stage 2 (end of primary education) we have closed the gap to national to 4%”.*

Key Stage 2	Provisional Result Peterborough	Revised Result Peterborough	National
Achieving expected standard in Reading / Writing and Maths	51.1%	55%	59%
Reading Progress	-0.5	-0.5	0
Writing Progress	-0.6	-0.6	0
Maths Progress	+0.5	+0.6	0

4.3 *“These outcomes mean Peterborough have moved up from 148th in the national league tables in 2018/19 for achieving the expected standard in reading, writing and maths to 123rd. This is out of 151 authorities. We have moved above Norfolk, Suffolk, Central Bedfordshire and Bedford Borough in the Eastern Region. This reflects the hard work and commitment of our schools, governors, Trusts and officers during Covid”.*

4.4 *“The comparison against outcomes in 2015/16 which prompted my review of education in the City can be seen here:”*

	2015/16			2021/22		
	Pboro	National	Gap	Pboro	National	Gap
Achieving expected standard in Reading / Writing and Maths (%)	43	54	-11	55	59	-4
Reading Expected Standard (%)	55	66	-11	69	75	-6
Writing Expected Standard (%)	72	75	-3	65	70	-5
Maths Expected Standard (%)	61	70	-9	69	72	-3

4.5 *“As previously reported, we have also seen strong improvement in secondary outcomes. The revised data does not show material changes, but it is important to remember that our progress saw us move up to 35th nationally out of 151 authorities, an improvement of 37 places from the previous year. The basics measure (English and Maths 5+) saw us move up 13 places to 84th. We should celebrate this improvement in our secondary educational outcomes”.*

- 4.6 *“There remains much to do on our journey to improve educational outcomes in Peterborough but we have made significant progress and I am delighted to see that collaboration and sharing best practice is now strong and is making a difference for our children. I will continue to work closely with Officers to develop the next stage of our plan for educational improvement”.*

5. SERVICE DIRECTOR EDUCATION REPORT

- 5.1 This section of the report provides an update of the key focus areas / challenges in education in the delivery of its statutory functions along with education settings from early years to further education. This report will focus on updates on the following areas:

- Special Educational Needs and Disabilities Service (SEND) Update
- Exclusions and Alternative Provision
- Accelerated Progress Plan (APP) Update
- School Place Planning Update

Special Educational Needs and Disabilities Service – SEND Sufficiency

- 5.2 The Peterborough SEND team are currently maintaining around 2,400 Education, Health and Care Plans. These children are supported across a range of different settings including early years, mainstream schools and specialist placements. 650 children are in specialist placement. 461 are in Peterborough maintained special schools or special academies and 189 are in either out of city or independent special education provision.

- 5.3 We are aiming to decrease reliance on out of county and independent special schools, and ensure we can meet increasing demand through the following strategies:

- Reconsideration of the resource banding to ensure that funding is determined by the needs of the child, rather than the setting they are in. This will increase the ability of mainstream schools to retain children whose needs they can meet with appropriate resourcing.
- Review and expansion of the hub network to create additional places for children who are suitable for mainstream curriculum but need support over and above what a mainstream school can offer. This will include a secondary provision for girls with autism.
- Increase the number of special school places available through both on site expansions and exploration of options for satellite provision.

- 5.4 There are currently 37 children who are awaiting placement in specialist provision. All 37 children are currently on roll at mainstream schools meaning we do not have any children ‘not on roll’. We are providing additional support to the school through our specialist teachers and by offering a package of alternative provision to keep these children supported in school whilst we develop further provision. We have seen that coming out of Covid, new needs are presenting which we would not have had to make provision for previously.

- 5.5 Work is ongoing to ensure there is a SEND sufficiency strategy which is underpinned by current and robust updated data. This will be complimented by a review of the current offer within the city and standardisation of the funding model. This will enable a clear understanding of where provision can be increased and what new provision is needed. Schools will then be invited to express interest in hosting new provision, which will include extending the ability to meet needs within mainstream schools and the option for special schools to consider satellite provision, where appropriate. A business case is being prepared detailing the likely additional places that will be required and indicative costs applied. The council has received additional funding for SEND provision from the Department for Education of £4.6m in 22/23 and £4.3m in 23/24 to support the development of new provision. Any funding requirements above this level will have to be funded through a business case to access prudential borrowing.

- 5.6 Children and Young People who have EHCPs have a school place identified for their next key stage slightly earlier than children who do not have an EHCP. The statutory deadline for finalising the next key stage placement for Nursery 2, Year 2 and year 6 children is 15 February 2023. The

statutory deadline for finalising the next key stage placement for year 11 children is 31 March 2023. The position on transfer at the time of this report is below:

- Nursery 2 - **100%** of transfers have been completed
- Year 2 infant leavers - **100%** of transfers have been completed
- Year 6's - **95%** - of transfers have been completed the 5% that weren't completed are live appeals.
- Year 11's – **35%** of pupils are complete. The deadline for this is 31 March 2023.

Exclusions and Alternative Provision

- 5.7 In 2019, we introduced a new process for providing support for those children at risk of permanent exclusion. Behaviour Panels were established that enable schools to bring cases and seek support / advice on managing challenging behaviour. The panel is chaired by the Local Authority and runs on a fortnightly basis. The purpose of this panel group is to have oversight of cases from Primary and Secondary schools in Peterborough to ensure that appropriate education is provided and the necessary support available for permanently excluded pupils, those students who are at risk of permanent exclusion and those students in need of a referral to Alternative Provision or who because of illness or other reasons, would not receive suitable education without such arrangements being made. From September 2022 the panel also hears referrals from PCC schools to consider Managed Moves. A designated Behaviour and Inclusion Officer will support both the referring school and the receiving school through the process whilst also liaising with the parents of the child.
- 5.8 The Behaviour Panel continues to be fully utilised, with short waiting times to access support. Additional meetings are taking place outside of panel if considered an emergency or if there is an imminent risk of permanent exclusion (PEX) and in order to support schools. Members of the Senior Leadership Teams (SLT) in schools feedback that they are appreciative of the panel and how it supports continued inclusion.
- 5.9 Despite the success of the panel, there has been a significant rise in students with behaviours that challenge within the settings they are placed across the city. These children and young people need additional support which is reflected in our data. The alternative provision academy in Peterborough is currently at capacity requiring officers to commission alternative, bespoke packages to enable therapeutic support to be put in place.
- 5.10 The position with permanent exclusions for the City, by year group, as of 7 February is shown in the table below:

Year Group	Number
11	9
10	14
9	9
8	9
7	1

- 5.11 There have been no permanent exclusions this academic year for primary age children. We believe the support the team are giving primary heads via the Behaviour Panel has contributed to this.
- 5.12 Local Authorities also manage the process around reduced timetables (RTT). In very exceptional circumstances there may be a need for a temporary reduced timetable to meet a pupil's individual needs e.g. where a medical condition prevents a pupil from attending full-time education and a reduced timetable is considered as part of a re-integration package. A reduced timetable should only be used as a short-term measure and would be reviewed every 6 weeks. Parents are required to agree any arrangement of this kind. All cases are being closely monitored and challenged by the officer with responsibility for RTT. This includes supportive meetings for

schools and settings to promote exploration of appropriate strategies to facilitate support for a child or young person to return to full time education. There are currently 176 children on reduced timetables across the city. This number is monitored to enable as many to be returned to full time education following regular reviews.

- 5.13 We are currently supporting 12 children and young people who have been diagnosed as unable to attend education by a medical professional (i.e. allocated under our Medical Needs Policy). Peterborough holds the statutory responsibility for delivering a suitable education, which is provided through bespoke Alternative Provision packages. These cases are reviewed on a regular basis to ensure plans are put in place for a return to full time education.

Accelerated Progress Plan (APP)

- 5.14 In June 2019 Peterborough was subject to a Local SEND Area inspection, during which inspectors identified 5 areas of significant weakness that needed to be addressed. These areas of weakness formed the context of a Written Statement of Action (WSOA), which was the subject of a revisit by Ofsted and CQC in January 2022. During the revisit, all but one of the areas of significant weakness were shown to have made appropriate progress and the final area of significant weakness, relating specifically to provision associated with Preparation for Adulthood services especially for young people aged 18-25, formed the context for an agreed Accelerated Progress Plan (APP) (Appendix 1), which was approved by the DfE in August 2022.

- 5.15 To support the delivery of the APP a multi-agency working group has been established to focus on addressing the remaining area of weakness and has been split into 4 areas of delivery:

1. Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.
2. Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:
 - Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities.
 - Ensuring parents are kept aware of these decisions, and how the voice of the Young person leads the process.
 - Ensuring the Education, Employment Training (EET) offer is engaging to encourage young people to participate in the full Offer.
3. Enhancing promotion of information on the SEND Information Hub (Local Offer) and ensuring it meets the needs of young people and their families.
4. Improving the transition of young people for children's health services to adult health service (to 'make transitions easy')

This has formed the basis of an APP evidence record working document that outlines the progress made and supports the evidence base for the delivery of agreed targets.

- 5.16 As part of the APP monitoring process, a meeting is held at 6 and 12 month intervals with lead officers from education, health, social care and the parent carer forum. These meetings are for DfE and NHSE officers to monitor progress against the delivery areas listed above. The first monitoring visit was held on 21 February 2023 where officers submitted the APP working document for review.

- 5.17 Feedback from the monitoring visit was very encouraging and progress was recognised across all areas of the APP working document. The DfE and NHSE commended the working group for extending the focus of the remit of the APP to incorporate wider views including other connected strategies such as the SEND Strategy, Autism Strategy and other strategies across social care, health and commissioning.

- 5.18 During the meeting, officers were questioned on how current service change proposals could impact on delivery of the APP. Officers provided reassurance that the APP remains a key priority

for Peterborough CC and particularly education and social care services. This was well received by the DfE and NHSE.

- 5.19 The DfE and NHSE officers fed back that over the next 6 months, the APP working group should focus on continued engagement with parents, carers and young people as well strengthening evidence of impact, in order for the APP to be completed within 12 months (August 2023).
- 5.20 The DfE and NHSE will provide a written update following the monitoring visit feeding back on progress made to date and recommendations on focused activity to aid officers to focus on the remaining 6 months of the plan and to prepare for the second monitoring visit in August 2023.
- 5.21 A copy of the APP evidence record working document will be published on the SEND Information Hub (Local Offer), which will include easy read and accessible versions for the public to review. A copy of the current version of the APP working document is attached as Appendix 2.

APP Key Action / Activity Highlights

- 5.22 **Action:** *Develop a post-16 strategic plan that will support a more coherent approach to improving outcomes for young people aged 18-25 years to ensure they have access to a full range of opportunities as they move into adulthood.*

Activity:

- A Post-16 Strategy has been developed and initial feedback has been received from system officers. As a result of the production of the strategy there is a clearer understanding across services as to what is on offer for Post-16 young people.
- A Post-16 Framework for alternative provision has been approved by the Joint Commissioning Board. Officers have seen an increased interest from providers to join the framework, therefore increasing the options for the 18-25 group.
- Links being formed with the Adult Day Opportunities framework to increase options to the 18-25 group.

- 5.23 **Action:** *Enhance awareness/promotion on how to access the autism diagnostic pathway with parent, carers and young adults*

Activity:

- Monthly task and finish group meetings have taken place involving the children and young people's Learning Disability and Autism Commissioner and CPFT children's and adults' autism diagnostic service leads.
- A review of the current Local Offer and CPFT web pages with information on Autism diagnosis has been undertaken which showed the information for diagnostic pathway for children was difficult to find.
- Proposed changes to make the diagnostic pathway more prominent and easier to find have been made and include a link to the Cambridgeshire Lifespan Autism Spectrum Service (CLASS) Clinic web pages, which is the 18 and over service (across Peterborough).
- Proposed changes are being reviewed by CPFT Lead in Children's Services to ensure the information remains within the agreed standards for CPFT Communications.

- 5.24 **Action:** *Strengthen the support, co-production and participation opportunities for young people through education, employment and training by:*

- *Ensuring the voice of the young person is heard and responded to, with opportunities for them to influence the planning process around their ongoing support and education, employment and training opportunities.*
- *Ensuring parents are kept aware of these decisions, and how the voice of the young person leads the process.*

- *Ensuring the EET offer is engaging to encourage young people to participate in the full offer.*

Activity:

- A 'Post-16' survey is now live and will be live for one month. We will aim to complete the analysis by the end of March and then we will be able to update with further information on the impact of the survey. Findings will also be used to inform strategic practice.
- Annual Review (AR) templates now have a dedicated section for Child, Young Person (CYP) and Parent/carer views. CYP are encouraged in their AR to contribute on their choices around placement and decision making.
- The SEND panel now has a Family Voice representative on the panel who is involved in decision making around placements. Some schools and families are reporting they now feel decision making is fair and robust.
- The Preparing for Adulthood (PFA) group now has a housing representative who attends meetings.

- 5.25 **Action:** *Promoting the information on the local offer and ensuring it meets the needs of young people and their families.*



Activity:

- The SEND Information Hub is continuously reviewed with named leads for all areas.
- A new SEND Information Hub is being designed, with a dedicated section for young people which will be totally co-produced with young people.
- The new site will go live in April 2023.
- To ensure that the PfA section is fit for purpose we have undertaken an in-depth review. The [PfA Independent Living page](#) is being completely reviewed with new information being included about housing and benefits.
- The City College [Peterborough Day Opportunities page](#) has also been reviewed. A new page has been created for [Disability Social Care Personal Budgets](#). A new page about [Adult Social Care](#) has also been developed.
- There is already a lot of information on the adults' pages on the Peterborough Information Network about support, living, social and leisure options available in Peterborough, but these are not adequately linked back to PfA. Links are being made to Reablement, Occupational Therapy, Equipment, City College Day Opportunities, Money and Benefits. Where appropriate records are being tagged and categorised as 18-25.
- Analytics show increased volume of hits on new pages. April 2022 Google analytics show a sustained improvement in PFA web page views year on year for the last 3 years. 432% increase from April 2019 to April 2022
- Tripartite funding for a SEND Marketing Strategy has been agreed between Education, Social Care and Health. An outline for the Marketing Strategy has been agreed and will increase awareness of SEND Information Hub (Local Offer).

- 5.26 **Action:** *Improving the transition of young people for children's health services to adult health service (to 'make transitions easy')*

Activity:

- A 'Preparing for Adulthood' (PFA) Health working group has been established and co-produced 'Our Shared Purpose'.
- Using collaborative, inclusive and participatory quality improvement methods, the group have identified 5 themes and 7 objectives for improving the safety and experience of young people with complex health needs moving on to adult healthcare services.
- Each objective has identified leaders, steps to take and success measures. While working through the objectives there are always checks back with Our Shared Purpose to make sure the Dynamic Action Plan stays true to what has been co-produced.

School Place Planning Update

Secondary School Places

- 5.27 Allocations for places for Year 7 for September 2023 are underway. At this point, 2,992 on time applications have been allocated a place at a Peterborough secondary school, with 106 applications yet to be allocated. This leaves approximately 40 vacancies across four schools for second round and in year applications. There have been 44 second round applications to this point.
- 5.28 This cohort is the largest there has been over the past 10 years. We do know from previous rounds that not all children end up accessing schools with a number moving away from the City and others accessing independent school provision. With Manor Drive opening and the Greater Peterborough University Technical College (GPUTC) providing additional places, this has meant that the Council has been able to meet the demand for places so far.
- 5.29 There is further physical capacity which could be utilised at Stanground, Hampton Gardens and Manor Drive and officers are working closely with these schools to identify whether this space is required.
- 5.30 Having too much capacity in the school system can lead to unsustainable rolls and high levels of churn at some schools whilst having too little means the Council is unable to meet its statutory duty of providing sufficient places. The Department of Education recommends having 5% surplus capacity - the current surplus capacity in use for this year group is 4.6%. We are working closely with the Secondary Heads Association (PPSS) to manage the position rather than create more places through capital investment that may not be needed in the long term.
- 5.31 There is some pressure for places in the current Year 8 and Year 9 cohorts. The GPUTC has agreed to take extra students in these year groups to alleviate this and we are reviewing on a regular basis the demand for places.

Primary School Places

- 5.32 There has been a continued high demand for additional places in the older year groups in primary schools across the Hamptons. In response to this, officers have worked closely with St John Henry Newman to open an additional Year 4 and Year 5 class in January 2023. Both these classes are nearly at capacity, and we are continuing to work with the school on a plan to open a further class from September 2023.
- 5.33 It is important to note that as birth rates have fallen there are smaller cohorts of children in the younger year groups in primary schools across the city. Therefore, we are beginning to be an oversupply of places. Schools and officers are working together on this and already Discovery, Eyrescroft and Gladstone schools have consulted to reduce their published admissions number for Reception in the next couple of years.

6. CORPORATE PRIORITIES

- 6.1 *This report links to the following Corporate Priority:*

Prevention, Independence & Resilience

- *Educations and Skills for All*
- *Adults*
- *Children*

7. CONSULTATION

7.1 The monthly, multi-agency Peterborough SEND Partnership Group has received updates on the APP progress and SEND Service performance.

Regular updates are also included in the monthly Cabinet Member Report from the Service Director Education.

8. ANTICIPATED OUTCOMES OR IMPACT

8.1 The actions outlined above have provided support for pupils, families, schools and early years settings.

9. REASON FOR THE RECOMMENDATION

9.1 We value the committee's feedback on progress being made to support children and young people achieve the best possible outcomes

10. ALTERNATIVE OPTIONS CONSIDERED

10.1 There are no applicable alternative options available.

11. IMPLICATIONS

Financial Implications

11.1 There are no financial implications arising from this report.

Legal Implications

11.2 There are no legal implications arising from this report

Equalities Implications

11.3 There are no equalities implications arising from this report

13. BACKGROUND DOCUMENTS

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

13.1 N/A

14. APPENDICES

14.1 Appendix 1: Accelerated Progress Plan
Appendix 2: APP Evidence Record February 2023