

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

WEDNESDAY 14 JANUARY 2009

7.00 PM

Bourges/Viersen Room - Town Hall

AGENDA

Page No

1. Apologies for Absence

2. Declarations of Interest

At this point Members must declare whether they have an interest, whether personal or prejudicial, in any of the items on the agenda. Members must also declare if they are subject to their party group whip in relation to any items under consideration.

3. Minutes of the meeting held on 3 December 2008 **1 - 6**

4. Budget 2009/10 **7 - 10**

To consider the draft Budget and Corporate Strategy for 2009/10

PLEASE REMEMBER TO BRING YOUR COPY OF THE BUDGET PAPERS TO THE MEETING

5. Adult Learning & Skills Strategy for Peterborough **11 - 16**

To consider and comment on the draft Adult Learning & Skills Strategy for Peterborough prior to its consideration by the Executive.

6. Schools Financial Health **17 - 24**

To provide the panel with a further update of the financial position of schools and the work that is ongoing to manage surplus balances in schools.

7. Alternative Provision for Young People **25 - 38**

To consider and comment on a report on Alternative Provision for Young People who are excluded from school or otherwise without a school place.

8. Executive Decisions **39 - 44**

To note and consider any Executive Decisions taken since the last meeting that are relevant to the remit of this Panel.

9. Forward Plan of Key Decisions **45 - 56**

To consider the latest version of the Forward Plan.

10. Work Programme **57 - 62**

To agree the current work programme.

11. Date of next meeting

Wednesday 4 March 2009 in the Bourges and Viersen Rooms.



There is an induction hearing loop system available in all meeting rooms. Some of the systems are infra-red operated, if you wish to use this system then please contact Lindsay Tomlinson on 01733 452238 as soon as possible.

Committee Members:

Councillors: I Walsh (Chairman), S Day (Vice-Chairman), S Allen, F Benton, N Khan, B Saltmarsh, J Wilkinson and D Fower

Substitutes: Councillors: C Burton, J R Fox and Z Hussain

Further information about this meeting can be obtained from Lindsay Tomlinson on telephone 01733 452238 or by email – lindsay.tomlinson@peterborough.gov.uk

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

3 DECEMBER 2008

Present:	Councillors Walsh (Chairman), Allen, C Burton, S Day, Khan, Saltmarsh and Wilkinson	
Co-opted Members:	Maggie Kirkbride	Parent Governor Representative
Also present:	Councillor Peach Councillor Goldspink	Leader of the Council Cabinet Member for Education and Children's Services
Officers in Attendance:	John Richards Elaine Fulton Maureen Phillips Stephen Sutherland Marcus Richardson Gaynor Mansell Prity Patel Ruth Griffiths Paulina Ford Lindsay Tomlinson	Executive Director, Children's Services Assistant Director, Commissioning and Performance Assistant Director, Families and Communities Head of Early Years and Childcare Services Head of Performance Management & Information PSHE Manager Principal Lawyer Lawyer Performance Scrutiny and Research Officer Governance Support Officer

1. Apologies

Apologies were received from Councillor Benton. Councillor C Burton attended as substitute.

Apologies were also received from Councillors Rush and Fower, members of the Health and Adult Social Care Scrutiny Panel who had been invited to attend for agenda item 5.

2. Declarations

Councillor Walsh declared a non-prejudicial interest in agenda item 5, National Healthy Schools Programme, as she had been asked to chair the Healthy Schools Steering Committee.

3. Minutes of the meeting held on 22 October 2008

The minutes of the meeting held on 22 October 2008 were approved subject to them being amended to show Maggie Kirkbride as not present.

4. Werrington Primary School Council

The Panel met with members of the Werrington Primary School Council who told them how the council was structured, how they became representatives and about the work the council had undertaken within the school. Members of the school council asked the Panel members questions about how the Council operates and about their work as councillors, democracy and about how they could help with specific issues affecting their school.

The Panel congratulated the school council on their work and thanked them for their presentation. They agreed that other schools should be encouraged to set up school councils and that this could be promoted through information sharing.

ACTION AGREED

The Panel noted the report.

5. National Healthy Schools Programme

The Panel received a report and a presentation informing them of the proposed statutory nature of Personal, Social, Health and Emotional programmes (PSHE) and describing the programme for Sex and Relationships Education (SRE) already within Peterborough Primary schools' curriculum. It was expected that statutory PSHE programmes would help to tackle important public health concerns, such as high teenage pregnancy rates and increasing Sexually Transmitted Infection (STI) rates. Embedding SRE from an early age was seen as crucial to the success of the Teenage Pregnancy strategy.

Key issues of the proposals were as follows:

- There was a need, both nationally and locally, for PSHE, and particularly school-based SRE, to be given priority within the school curriculum.
- SRE should be delivered by adequately trained staff.
- There were concerns nationally about the possible content of SRE for young children.
- Peterborough schools were well placed to work confidently, within a statutory framework, as a robust PSHE programme was already in place.
- Peterborough was currently embarking on training the sixth cohort of teachers and nurses within the national PSHE Continual Professional Development (CPD) programme.

Observations and questions were raised and discussed including:

- How much information will parents be given about this? They need to be aware of what schools are teaching their children.
- Agreed – the programme is only valuable if it is done in partnership with parents. We explain PSHE in meetings with parents and ask Year 5 and 6 pupils to share resources with their parents. There is certainly a case for encouraging parents to be invited into school at an earlier stage of their child's education to be made aware of this.
- Some primary schools opted out of providing PSHE – how do you see them reversing this?
- Only a number of PSHE elements could be opted out of, for example the relationship elements. The government is currently looking at how to guide schools, for example on allowing parents to withdraw their children from lessons.
- The programme includes, for children aged 3-5, when to say no – is that designed to stop bullying and abuse?
- Yes – the transferable skills of assertiveness and confidence can help stop abuse in younger children and this leads onto the ability as a teenager to prevent unwanted sex or taking drugs etc.
- What criteria will be used to decide which aspects of the programme parents can withdraw their children from?
- There has been wide consultation. There is no intention to exclude parents, instead more parental involvement will be promoted. We are assured that it will be carefully looked at.
- Has training within schools been completed?
- No, all but 2 secondary schools have an accredited PSHE teacher as do 30-40% of primary schools. We are well on target to having an accredited teacher in all schools.

- How confident are officers that the programme will be delivered to the highest standards?
- Our job is to monitor to ensure all schools deliver high standards. We carry out regular audits and have a named co-ordinator in each school.

ACTION AGREED

The Panel noted the report and agreed to a further presentation at a later date to discuss the new PSHE curriculum and its effectiveness.

6. The Annual Review of Peterborough's Children and Young People Plan

The Panel received a report appraising them of the review process for Peterborough's Children and Young People Plan (CYPP). The first statutory CYPP had been published in April 2006 by Peterborough City Council Children's Services department and its partners in the Children and Young People's Strategic Partnership. The three-year rolling plan had undergone two subsequent reviews and had been approved by the Children's Trust, Full Council and PCT Board in April of each year.

There was a statutory requirement to conduct an annual review of the CYPP in order to assess progress and consider whether needs had changed. The objectives for the 2009 annual review of the CYPP were as follows:

- To develop and review the needs assessment, ensuring that priorities identified within the CYPP were appropriate and reflected the vision for children and young people in Peterborough
- To ensure that the CYPP was delivered effectively, with links to clear action plans
- To evaluate the impact of the delivery against the 2008 CYPP
- To support planning at a locality level by providing clear locality-based information
- To identify and detail the developments necessary in delivering truly integrated working within Peterborough
- To improve the communication of the CYPP to all stakeholders and, in particular, to children, young people and families.

The DCSF had sought consultation on legislative options for strengthening children's trusts. These included proposals to extend the ownership of the CYPP to all statutory partners who had a duty to co-operate under the Children Act 2004. All partners would be legally required to 'have regard' to the CYPP. Proposals were also being put forward to strengthen the statutory framework for CYPPs through secondary legislation.

Ofsted had released a consultation on the development of the new inspection framework for Children's Services under the Comprehensive Area Assessment (CAA), which would begin from April 2009. Initial indications were that the CYPP would no longer be required to have the additional purpose of acting as a self-assessment for Children's Services.

Plans for the review process were currently in development. As part of this process, a 'lessons learnt' document was being produced and feedback was being sought on the existing plan. As a result of the developing national policy framework and feedback received to date, a number of developments to the CYPP were being considered.

Observations and questions were raised and discussed including:

- With the ownership of the CYPP being extended to statutory partners how do we keep control?
- The partnership is responsible for each outcome, and the Children's Trust Partnership Board has mechanisms in place to ensure delivery of the plan.

- Are this panel and the council's decision making processes built into the process for ensuring the plan is delivered?
- The plan needs to be signed off by full Council and this Panel has an important role in scrutinising the document.
- Do all the partners need to sign off the plan?
- It has always been taken to the PCT Board each year; now that it is a statutory plan for all partners we need to build in sign-off by all authorities.

ACTION AGREED

The Panel noted the report and agreed to receive a further report once the new version of the Children and Young People Plan has been drafted.

7. Children's Trust – Overview of Performance

The Panel were presented with a report informing them of the review process for Performance Management and reporting within Children's Services and identifying the critical issues identified by this process. The development of an integrated Performance Management Framework was a key activity to support the role of the Children's Trust in monitoring and delivering against key National Indicators of performance across the five Every Child Matters outcomes for children and aspects of organisational working.

The framework was developing as a layered approach which met several needs, including the day to day business requirements of Children's Services, the department's corporate reporting responsibilities and Children's Trust Partnership (and Greater Peterborough Partnership) requirements. Performance was determined by a range of national indicators which were monitored by both the city council's Children's Services department and Children's Trust Partnership Board using a Performance Dashboard. Outputs from a monthly data collection process were used to populate the Dashboard across all indicators.

The Dashboard provides a mechanism to inform and shape a regular performance management review. Outputs from the monthly data collection process were also used to inform the Greater Peterborough Partnership's (GPP) Performance Hub.

The Panel were advised of a number of critical issues identified through the regular performance management review.

Observations and questions were raised and discussed including:

- Are we confident we have secure procedures in place to deal with the safeguarding issues which are included in the list of identified critical issues?
- No director can ever give assurances that there will not be a serious abuse case as much abuse is hidden from authorities. We have been working on improving areas that were highlighted in the Joint Area Review (JAR) such as response to referrals, the recruitment of social workers and scrutiny of management. We are confident that a situation such as that seen recently in Haringey, whereby an authority was actively involved in a case where a child died, would not happen here. We have strong inter-agency working, good supervisors and a strong Safeguarding Board. However we can never be complacent and we recognise the need to continue to recruit and retain good social workers. The recent high profile Haringey case may have a detrimental effect on morale so we will need to manage this.
- What actions do we put in place when we get early indications that we are not performing well? We need to see regular reports and need to be assured that we are prepared for all eventualities.
- The Scrutiny Panel needs to decide what issues it wants to focus on but we can't do that without the relevant data. We will need to have prior discussions, perhaps in the

group representatives process with the whole Panel present, along with other invited parties where necessary.

ACTION AGREED

The Panel noted the report.

8. Feedback and Update Report

The Panel received feedback and updates on the following:

- Recruitment and Retention in Schools
- Total Respect Training
- Children's Trust Board Minutes

ACTION AGREED

The Panel noted the report and it was agreed that the Performance Scrutiny and Research Officer would send an e-mail to members advising them of the details of the Total Respect Training session.

9. Executive Decisions

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

- Appointment of LEA Governor to Woodston Primary School
- Appointment of LEA Governor to West Town Primary School
- Appointment of LEA Governor to Discovery Primary School
- Promotion of Play
- Schools Broadband Contract

The Panel were advised that as a result of concerns raised around the School Broadband Contract in future minutes of the Schools Forum would be circulated to Panel members.

ACTION AGREED

The Panel noted the report.

10. 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.

11. Work Programme

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

ACTION AGREED

The Panel approved the current work programme.

12. Date of Next Meeting

Wednesday 14 January 2009 at 7pm in the Bourges and Viersen Room.

The meeting began at 7pm and ended at 8.44pm

CHAIRMAN

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL	Agenda Item No. 4
14 JANUARY 2008	Public Report

Report of the Executive Director of Strategic Resources

Report Author – John Harrison, Executive Director of Strategic Resources

Contact Details – John Harrison, Executive Director of Strategic Resources, Tel 452520; John Blair Head of Strategic Finance, Tel 384564

BUDGET 2009/10 AND MEDIUM TERM FINANCIAL PLAN TO 2011/12

1. PURPOSE

The report sent to all members outlines the proposed budget for 2009/10 and Medium Term Financial Strategy to 2011/12 to which Scrutiny and Scrutiny Panels have been invited to make comment. The purpose of this report is to review aspects of these proposals relevant to the functions and remit of this Panel. Any observations will be included in a report back to Cabinet on 2 February 2009.

2. RECOMMENDATIONS

The Panel is asked to comment on the draft budget 2009/10 and medium term financial plan to 2011/12 in so far as it relates to the remit of the Panel

3. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

The budget provides the resources to meet the targets and aspirations of the Corporate Plan, Sustainable Community Strategy and Local Area Agreement.

4. BACKGROUND

This report is submitted to the Panel following consideration of the report by Cabinet on 15 December 2008.

NB: Please remember to bring your copy of the budget papers (previously circulated to all members of the Council) to this meeting.

A briefing on the budget for Members will be held in the Council Chamber at 5.30pm on the 8th January.

5. KEY ISSUES

- 4.1 The proposed Budget 2009/10 and Medium Term Financial Plan to 2011/12 was presented to Cabinet on 15 December 2008 and has been sent to all members of the council. Cabinet resolved that consultation be undertaken and comments invited on the budget proposals outlined in this report from Scrutiny, Scrutiny Panels and other interested organisations.
- 4.2 The main focus of attention for this panel will be the executive summary (pages 2 to 4) which outlines the issues facing the council and proposed actions and pages 9 to 11 of the main report, which detail those projects forming phase 3 of the business transformation programme.

- 4.3 The capacity bids submitted for the next three years include those relating to the impacts of the credit crunch and actions taken to mitigate against these, as well as the costs of financing the proposed capital programme.

Children's Services Budget

- 4.4 The focus of the budget setting process in 2009/10 is delivering a 3* Children's Service by March 2010. This will involve a full review of all activities and services, examining the impact these services have upon the APA judgement and re-aligning resources / service delivery to improve outcomes.
- 4.5 Delivery of improved services will have take place in the context of the need to deliver some savings to remain within the resources available. The budget for Children's Services has been stabilised following two years of significant overspends (£3m+) in both 2006/07 and 2007/08. The whole budget was rebuilt on a zero based process in 2008/09 and Children's Services is expected to come in on budget this year. The 2009/10 budget includes some significant savings targets whilst the drive continues for service improvement.
- 4.6 In order to deliver both savings and service improvement, reviews have been undertaken to look at options to re-engineer services and retarget provision to provide more preventative and universal services away from expensive specialist services. Currently around 47% of resources within Children's Services are spent on tier 4 specialist services – often on expensive external provision – supporting 1.3% of Children. Full proposals are being developed.

Capacity Funding

- 4.7 A series of capacity bids were made to the budget setting process. These were focused mainly on maintaining current levels of service provision, meeting increased levels of demand and to deliver key strategic projects. The following bids were included –
- PFI Utility costs (£150k in 09/10) – as part of phase 1 of the Secondary School review, a PFI contract was agreed which specified responsibility for different aspects of a facilities management arrangement. Part of the agreement was that the city council was responsible for the energy costs of the schools. The contractor has responsibilities around energy management (and the energy usage in schools is being challenged). Two issues have arisen – increased energy costs and usage levels. There has been no funding for inflation in the last 2 years and this pressure is no longer manageable within existing resources. In addition, the demand for energy when the contract for the PFI was set (and funding model approved) was less than actual demand. The funding model is fixed for the first 5 years of the contract and therefore PCC cannot ask Schools Forum to meet this shortfall until this period ends.
 - Phase 2 Secondary School Review (£100k in 09/10) – in the 2008/09 budget process, £1.2m was allocated over the 3 year period to support the project. The project has now gone through option appraisal and will be shortly entering the implementation phase. To support this project (a new academy, 2 complete schools rebuild and a significant refurbishment) through to completion, a further £1m is needed in addition to the £1.3m over a 5 year period.
 - Revenue Impact of bringing forward Hampton Schools build (£242k) – when the Hampton township was planned, a Section 106 agreement was signed with the developer to deliver schools within the area with a view to meeting all the demands from the community. The funding for the educational infrastructure would be delivered based upon a trigger point for housing. There are two issues within Hampton –
 - The ratio of children to houses has been far higher than anticipated at the time of signing the Section 106 agreement. This is partially due to the changing demographic and the availability of family housing in the rental market has seen lots of families move to the area on a short term basis.
 - The trigger points for the S106 funding has slipped from the original expected timescales as a result of the credit crunch. The development of the Secondary School is a phased expansion to a 7 form entry but the need to

expand the school to meet demand is now ahead of the funding from developer contributions.

Funding is required for 2 projects –

1. Forward funding of the S106 agreement through borrowing for the expansion of Hampton College and the development of a sixth form. Without this funding around £3.4m of external funding from the LSC could be lost.
2. There are not enough primary school places to meet demand within the Hampton township. It is therefore proposed to create an additional primary school form of entry within Hampton to meet demand. Government funding is being sought but around £2m is required in addition to any resources from the DCSF.

4.8 In terms of capital investment, significant resources continue to be targeted at schools. The major capital investment is in the Secondary School Review. Around £91m will be spent on schools over the next 3 year period financed from grant, supported borrowing and through direct capital funding from the council. The council will contribute £34m towards the Secondary School Review project.

Identified Savings

4.9 The delivery of the Children's Service budget is underpinned through savings within Home to School Transport. A number of changes are proposed which seek to either bring service provision in line with either local or national policy. In addition, the charges for areas of transport are being reviewed and benchmarked against other authorities. Full proposals are being developed and will be shared at a future scrutiny panel.

6. IMPLICATIONS

As set out in the report to Cabinet on the 15 December 2008.

7. CONSULTATION

This formed part of the process leading to budget setting in February 2009.

8. EXPECTED OUTCOMES

A report to Cabinet with the Panel's views.

9. NEXT STEPS

Comments and observations of the Panel will be presented to Cabinet at its meeting on 2 February 2009 prior to a recommendation being made to full Council on 25 February.

10. BACKGROUND DOCUMENTS

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

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

As set out in the report to Cabinet - 15 December 2008.

11. APPENDICES

None.

This page is intentionally left blank

CHILDREN & LIFELONG LEARNING SCRUTINY PANEL	Agenda Item No. 5
14 January 2009	Public Report

Report of the Director of Children's Services

Report Author – Keith Nelson
Contact Details – Tel. 01733 235208

ADULT LEARNING & SKILLS STRATEGY FOR PETERBOROUGH

1. PURPOSE

The purpose of this report is to provide the Children and Lifelong Scrutiny Panel with an update of the Peterborough Adult Learning & Skills Strategy and its implementation to date. We are seeking:

- Inputs to the work
- Endorsement of the strategy & our activities
- Support in relevant areas of activity
- Provide 'influential leadership' to promote the adult learning and skills agenda
- Support for the concept of a Peterborough 'brand' to lobby regionally and nationally
- Recognition of the importance of the holistic approach to lifelong learning in Peterborough

2. RECOMMENDATIONS

- Scrutiny panel to endorse, with inputs, the programme of activities described
- Encouragement of all employers who have signed the Skills Pledge to follow this up with Level 2 delivery
- Panel members, when appropriate, to provide influential leadership for the Adult Learning & Skills Agenda, including the Skills Pledge and Peterborough 'brand'

3. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

The Adult Learning and Skills Strategy seeks to fulfil **A Vision for Learning for Peterborough, 2008-2033**, a copy of which is attached.

The Adult Learning & Skills Strategy is primarily focused around four Local Area Agreement National Indicators (NIs):

- **Improvement Indicator NI 13:** Migrants' English language skills and knowledge
 - DELIVERABLE: Fit for purpose ESOL delivery within Peterborough
- **Improvement indicator NI 162:** Learners achieving an entry level 3 in numeracy
 - DELIVERABLE: Programme to ensure co-ordinated approach to engage with community and voluntary groups and agencies
- **Improvement indicator NI 163:** Working age population qualified to at least Level 2 or higher
 - DELIVERABLE: Programme of effective employer engagement
- **Improvement indicator NI 165:** Working age population qualified to at least Level 4 or higher
 - DELIVERABLE: Programme to develop an accessible University, engaging effectively with local communities

These link closely with the Peterborough Sustainable Community Strategy and its priorities: NI 13 sits within 'Creating Strong & Supportive Communities and NIs 162, 163 and 165 sit within 'Creating Opportunities, Tackling Inequalities'.

All the work in progress is designed to support the vision of 'Growing the right way for a bigger and better Peterborough', specifically seeking to ensure that 'the people of Peterborough have better skills and benefit from high quality education from cradle to grave, including through the new university.'

4. BACKGROUND

In July 2008 the Adult Learning & Skills Strategy Group (ALSSG) approved an Adult Learning & Skills Action Plan, written by Keith Nelson, formerly Interim Adult Learning & Skills Manager. This was based upon extensive research and consultations with key ALSSG partners and relevant stakeholders.

This set out a holistic view of activities to improve adult learning and skills in Peterborough. This action plan highlighted key areas of focus, together with a series of proposed actions. These were then brought into sharper focus through the LAA NI planning template, and a series of activities were identified to support the deliverables within each of the NIs (identified above). Through consultation with key ALSSG partners, the LAA NIs were approved at a subsequent meeting of ALSSG.

Simultaneously, GPP has recognised that the low level of adult skills within Peterborough will provide a substantial block to achieving higher levels of economic growth and prosperity. If we are to achieve the objective of 'growing the right way' then a reasonable consequence of this is to encourage more high-value-adding firms to Peterborough, whose businesses need high levels skills if they are going to compete effectively in global markets. Raising adult skills levels will help existing businesses to continue to grow and should help attract new businesses to the city.

How serious is the problem? Across England, 18.6% of the working age population do not have Level 2 qualifications. In Peterborough, this is 23.9% - or 23,000 adults. (Level 2 equates to e GCSEs in academic terms). Peterborough also lags behind the national average at Levels 3 and 4.

To address this, the Adult Learning & Skills Action plan is focused not just upon the NIs already identified, but also on engaging people with learning and encouraging them into a progressive lifelong learning journey. In practical terms this means we:

- Engage and re-engage pre-entry and entry level learning through mainstream and community-based activities
- Encourage migrants to learn English so they can take their place in society and get by (and get on) at work
- Encourage the introduction of conversion qualifications for migrant workers
- Encourage indigenous non-English speaking residents to learn English
- Ensure the 14-19 learning agenda is in tune with the requirements of the local economy
- Encourage the development of the university
- Support the activities of the colleges with young people, adults and businesses
- Encourage employers to upskill their workforce

- Ensure it is easy for individuals and employers to understand and access the learning system
- Broaden the learning and skills agenda to encompass information, advice and guidance

Much of this work is focused upon encouraging people into learning and then progressing through learning – timely and effective information, advice and guidance is seen as a critical tool here. (Our colleges are recording that over 80% of higher level ESOL learners have progressed from lower levels – an excellent return.)

5. KEY ISSUES

The GPP Board meeting on October 1st focused on the adult learning and skills agenda. Board members encouraged ALSSG to focus upon a number of key issues, and the response, presented back to GPP Board in December, highlighted the following:

- **Skills Pledge.** A number of Peterborough’s larger public (and private) employers have agreed to sign the Skills Pledge, which states that they will commit to train employees up to Level 2. This is publicly funded training, with no cost to employers. However, it will mean these organisations releasing employees from their jobs to undertake the relevant training
- **Clear Business Engagement Framework.** This is being developed with relevant partners (e.g. Opportunity Peterborough & Peterborough Growth Partnership). This is intended to simplify the business engagement process for employers
- **Train to Gain.** This is the publicly funded scheme for free training to Level 2. Take-up in Peterborough is low and a Peterborough Train to Gain strategy is being developed, primarily by Peterborough Regional College & Peterborough College of Adult Education
- **Clear Leadership.** This is required across all sectors (public, private, community & voluntary). We are starting this by closer alignment of adult skills and economic development. Additionally, the Adult Learning & Skills Strategy Manager is with us today. Karen Moody started in this role at the beginning of the year
- **Learning Champion** We are looking to recruit a voluntary ‘Skills Director’ probably from the private sector, to act as a skills champion for Peterborough. A role specification has been created and this will be presented to ALSSG at their next meeting for their approval
- **Community & voluntary sector** Clarify how we can engage further with this sector to address skills needs for and with these groups
- **Funding focus** A funding calendar is being created
- **Lobbying** We want to lobby more effectively for Peterborough regionally and nationally and a ‘brand’ Peterborough for business is currently being discussed with key partners
- **Deal with blockages to lifelong learning** We are ensuring that information, advice and guidance are core to the learning strategy and have extended ALSSG to include next step representation

In addition to these specific actions reported back to GPP, we are tackling further issues:

- Developing a planning tool and funding analysis tool for ESOL provision. (We have ascertained there are over 1,000 people on ESOL waiting lists at colleges and we want to enhance ESOL provision). The planning and mapping tools we are developing, supported by DIUS, will help further the planning progress
- Much work is currently being carried out to ensure there is close fit with the 14-19 agenda, to ensure the 'pipeline' of young people blends with our adult objectives; a 14-19 Employer Engagement Strategy is currently being developed
- There is significant community-based work using local learning champions, funded through Investing in communities
- University development to help raise aspirations locally
- Support with economic and growth agendas and acknowledgement of a changing national agenda

6. IMPLICATIONS

There are no specific implications identified at this stage. The report is city-wide, although some community learning projects focus on areas within the city.

7. CONSULTATION

Throughout this process, consultation has taken place with ALSSG members. Thereafter, consultation would be by ALSSG members with their stakeholders.
 GPP; ALSSG: Mel Collins, Allison Sunley, Will Spinner, Ed Zerafa, PCC; Sue Churchill, Jon Naylor, LSC; John Bridge OBE, Cambs CC; Stephen Compton, Julian Sykes, Opportunity Peterborough; Richard Astle, Jawaid Kahn, Pippa Gardner, GPP; Linda Jones, UCP; Don Lawson, PRC; Graham Winton & David Roxburgh, PCAE; Louise Bachelor, Next Step; Andy Wheatcroft, Perkins; Mark Green, Jobcentre Plus. Janet Capstick, Rod Gilchrist, GO-EAST. Adult Learning & Skills Action Plan: as above, plus various employers, community groups & New Link.

ALSSG Action Plan: Contributors & Sources. As above, plus:

Malcolm Burch Peterborough City Council; Tom Cunningham, Learning & Skills Council; Steve Compton, Opportunity Peterborough; Shelagh Smith, Greenwoods; Mick Leggett, Cross Keys Homes; Craig Huntbatch, Royal Haskoning; Marie Flanagan, Peterborough Women's Centre; Leonie McCarthy, New Link; Alan McMurdo, Thomas Deacon Academy; Roy Brown, CP Learning Trust; Ken Shackleton, Shackleton Associates; Graham Davies, Diligenta; Mick Lumsden, Moore Stephens; Sandie Burns, DIAL; Kelly Barfoot, IKEA; Pat Strachan, Age Concern; Sue Mitchell, Health Partnership; David Strode-Willis, Anglia Regional Co-operative Society.

8. EXPECTED OUTCOMES

Inputs & ideas to help us to develop this further.

Support for the direction of travel.

9. NEXT STEPS

The strategy and action plan will continue to be monitored and reviewed by ALSSG.

10. BACKGROUND DOCUMENTS

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

A Vision For Learning For Peterborough 2008-2033

Adult Learning & Skills Action Plan 2008

11. APPENDICES

A Vision For Learning For Peterborough 2008-2033

Diagram of activities

Who's who in the Adult Learning & Skills Strategy & glossary of terms

Appendix

Who's who in the Adult Learning & Skills Strategy

Allison Sunley, Programme Director: 14-19, Peterborough City Council

David Roxburgh, Principal, Peterborough College of Adult Education

Don Lawson, Principal, Peterborough Regional college

Ed Zerafa, Partnership Office, Peterborough Growth Partnership, Peterborough City Council

Jawaid Kahn, Community Cohesion Manager, Greater Peterborough Partnership

John Bridge OBE, Chair, Adult Learning & Skills Strategy Group

Julian Sykes, Project Officer, Opportunity Peterborough

Karen Moody, Adult Learning & Skills Manager

Keith Nelson, former Interim Adult Learning & Skills Manager

Louise Bachelor, Head of Service, Next Step

Linda Jones, Director, University Centre Peterborough

Mel Collins, Assistant Director Learning & Skills Children's Services & Lead Officer for Creating Opportunities, Tackling Inequalities, Peterborough City Council

Richard Astle, GPP Director

Stephen Compton, Chief Executive, Opportunity Peterborough

Sue Churchill, Economic Development Manager, Learning & Skills Council & GPP board member

Will Spinner, Partnership Manager, Peterborough Growth Partnership, Peterborough City Council

Glossary

ACL Adult & Community Learning

ALSSG Adult Learning & Skills Strategy Group

DIUS Department for Innovation, Universities and Skills

ESOL English for speakers of other languages

Qualification Levels

- *Entry:* Entry level certificate
- *Level 1:* GCSEs – grades D - G
- *Level 2:* GCSEs – grades A* - C
- *Level 3:* A Level
- *Level 4:* Certificate of higher education
- *Level 5:* Foundation degree

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL	AGENDA ITEM No. 6
14 th January 2009	PUBLIC REPORT

Report of the Director of Children's Services

Report Author – Jonathan Lewis – Assistant Director (Resources)
Contact Details – 01733 863912 / Jonathan.Lewis@peterborough.gov.uk

SCHOOLS FINANCIAL HEALTH

1. PURPOSE

- 1.1 At the September scrutiny meeting, a report was considered on Schools Financial Health. A request for an update in January was made. The paper reviews the discussion and changes that Schools Forum has made since the last report.

2. RECOMMENDATIONS

- The Scrutiny Panel supports the new balance control mechanism developed by Schools Forum.
- The Scrutiny Panel (or a subgroup) is the key decision making body in agreeing to schools requests to set a deficit budget.

3. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

- 3.1 There is a significant link between the ECM outcome of 'enjoy and achieve' and finances in schools. School results also form a key part of the Local Area Agreement and there is an explicit connection between inputs (resources/finance) and outputs (results).

4. BACKGROUND

- 4.1 Since the introduction of Local Management of Schools in 1991, financial responsibility in schools has been delegated to governing bodies. Their powers include the discretion to set budgets and to retain balances carried forward from previous years. With the introduction of the Dedicated Schools Grant in 2006, Schools Forum (the representative body of all schools) has taken on additional responsibilities including the decision making over the allocation of funding to schools.
- 4.2 Despite these changes, the Local Authority remains the commissioner of schools and has a key role to play in ensuring the financial health of schools (including intervening where appropriate), proposing the policy for funding schools and ensuring the best possible outcomes for pupils.
- 4.3 There are two key areas where the scrutiny panel plays a key role –
- School Balances – i.e. surplus year end funding
 - Deficit budget licensing – i.e. agreement to set a deficit budget over more than 1 year.

5. KEY ISSUES

School Balances

- 5.1 In September, a report was brought to the Scrutiny Panel outlining the situation with school balances. The overall levels of balances in Peterborough are an area of significant concern with £9.5m being retained at the end of 2007/08. Peterborough remains in the upper quartile in terms of balances across all the different categories of Local Authorities.
- 5.2 The Scheme of Financing for schools contains an ineffective mechanism for dealing with surplus balances hence the reason why the level of balances has been rising year on year. Schools have been able to remove figures from the calculation where they are going to spend on specific purposes. Schools Forum has been considering options around how to deal with surplus balances.
- 5.3 The government recommendation on surplus balances is that Primary and Nursery schools should retain 8% of the delegated budget. Secondary schools should retain 5%. Some authorities have chosen to go below these recommended levels.
- 5.4 Following several discussions around different options for balances, Forum has decided to have a new approach to surplus balances. Essentially under this new method, the percentage allowable for retention will be increased and set at a level in line with national average levels of balances. The current category for 'balances assigned for specific purposes' will be removed and Standards Funds would be included as part of the balance for schools. Outstanding commitments and community focused extended schools balances continue to be excluded from the process. This process is used in other local authorities and has been used successfully to clawback and reduce excessive balances. There may be particular cases in schools that require higher levels of balances to be retained however this would be on an exceptional basis only e.g. growth in numbers. This would be agreed on a case by case basis by officers. The table below outlines an example of the new clawback process in a primary school –

		£	£
A	School Budget (Example Primary School)		675,800
	Calculated Balance		
B	Year-end Balance	85,948	
	Less		
C	- Outstanding Commitments	(3,580)	
D	- Community Focused Extended Schools Activity	(5,476)	
E (B-C-D)	Adjusted Year End Balance	76,892	
	Carryforward Calculation		
F (A * 8%)	8% allowable carryforward		54,064
G (A * 2%)	2% additional carryforward		13,516
H (F + G)	Allowable carryforward		67,580
I (E – H)	Excess Surplus Balance for clawback		9,312

- 5.5 The final percentages in excess of the DCSF recommended percentages are currently being reviewed. The new mechanism will be applied to the 2008/09 year end balances. Any balances that are clawed back will transfer to Schools Forum to decide their application. Schools Forum have already identified the overspend on free entitlement for nursery education as a priority.

Management of Deficit Budgets

- 5.6 Schools receive a delegated budget annually. Schools are required to submit a balanced budget proposal back to the local authority within 8 weeks of the publishing of budgets. Where a school cannot set a balanced budget, it is required to request a licence to set a deficit budget (essentially going overdrawn).
- 5.7 Peterborough has been fortunate in recent years to have had no schools in deficit, although with the prospect of a lower funding settlement in 2009-10 and the wider economic context, there is a need to have proper processes in place. No explicit protocol exists around dealing with deficit budgets and this paper suggests a proposed draft. Schools are required to apply to the local authority for the right to operate a deficit budget (licence).
- 5.8 Appendix 1 outlines the draft deficit budget protocol agreed by Schools Forum. Further work is required to complete this document. The key decisions made by Forum were as follows –
- Timescales – maximum deficit repayment period will be 5 years.
 - Value of allowable deficit – These would be considered on an adhoc basis.
 - Capital – any recovery plan or deficit request must cover capital and revenue funding.
 - Cash deficits (year end deficits or overdrafts) – would be monitored and additional disclosure would be required from schools to demonstrate how they would recover it
 - Forum role in deficit budgets – given the membership of the Forum and the potential peer issue, Forum would only consider deficit protocol at a macro sector level.
- 5.9 The key outstanding area of the budget deficit protocol is Local Authority members' role. This is not currently reflected in Appendix 1. In the Schools Forum regulations, the role of licensing deficit budgets is one of the few functions that rests with the Local Authority. In most authorities, the role of agreeing a deficit budget is normally between officers and a small group of members.
- 5.10 It is proposed that the natural place for approving and challenging deficit budgets is through the Children's Services scrutiny committee. This could either be the full committee or via a subcommittee. In other authorities, this group would meet with the Headteacher, Chair of Governors and key officers to discuss the schools financial position and assess the acceptability of their plan to bring the school back into financial balance.
- 5.11 Confidentiality would be a key consideration. Appropriate training would also have to be given to members of the Scrutiny Panel on funding and financial management in schools to enable effective challenge to take place.

6. IMPLICATIONS

The change in the balance control mechanism for school may lead to funding being deducted from schools. This may affect schools throughout the city.

7. CONSULTATION

The Schools Forum has considered and agreed these proposals. A formal consultation exercise will take place in the spring term with schools to formalise these changes into the Scheme of Financing for Schools in Peterborough – the financial rules by which schools operate.

8. EXPECTED OUTCOMES

The Scrutiny Panel is asked to acknowledge and comment upon the new mechanism for dealing with surplus balances and agree to the proposal for Scrutiny's role in the setting of deficit budgets.

9. NEXT STEPS

Both processes will become effective from the 1st April 2009.

10. BACKGROUND DOCUMENTS

Schools Forum papers are available on the internet -
<http://www.peterborough.gov.uk/page-14626>

11. APPENDICIES

Appendix 1 – Draft Protocol on Deficit Budgets

Appendix 1 – Draft Protocol on Deficit Budgets

Context

Under section 48 of the School Standards and Framework Act 1998, the Local Authority (LA) has to publish a Scheme for Financing Schools. The Act says that the scheme may allow schools to plan for a deficit budget but only in certain approved circumstances.

Purpose

Governing bodies have a duty to manage the finances of their school as a going concern, regardless of the level of funding available. This means that the financial planning of the school must take into account all sources of funding and be geared towards ensuring the school can continue to operate for the foreseeable future.

Licensing Rules

The Act requires the scheme to specify the deficit budget licensing rules. PCC's rules (Section 4.10 Scheme) can be summarised as follows:

- ◆ Governing Bodies can only set a deficit budget with the approval of the LA. Approval is given in the form of a deficit license that requires annual renewal.
- ◆ All sources of funding should be considered when planning for a deficit budget
- ◆ The deficit must be repaid within 5 years.
- ◆ The maximum limit of the deficit will be considered on a case by case basis.
- ◆ Deficits can only be agreed in the situation to overcome an unforeseen/unforeseeable event which cannot be managed within one financial year.
- ◆ Deficits must be agreed by the Executive Director of Strategic Resources in consultation with the Executive Director of Children's Services
- ◆ The LA may not write-off the deficit balance of any school (Section 4.8 Scheme), except in the case of closure of the school.
- ◆ The LA will require a school with a deficit to submit monthly budgetary control reports (Section 3.6 Supplementary Regulations)
- ◆ The LA will require a school with a deficit to submit a quarterly progress report on the recovery plan.

Responsibilities

School's Responsibilities:

- ◆ To plan the school finances as a going concern
- ◆ To consider all sources of funding in financial planning
- ◆ To ensure that the financial recovery plans of the school are implemented
- ◆ To ensure that the financial recovery plans of the school are adequately monitored
- ◆ To alert the LA at the earliest opportunity of a need for a deficit budget

LA Responsibilities:

- ◆ To evaluate and challenge school financial planning and in particular deficit budget plans
- ◆ To evaluate and negotiate recovery plans with schools where a deficit budget is planned
- ◆ To monitor school performance against the recovery plan
- ◆ To intervene where deficit recovery plans are inadequate

Operational Arrangements

In general, formal planning for deficit budgets will take place during the budget build.

Schools should submit a deficit recovery plan as part of a deficit licence application at the same time as submitting the budget submission. The recovery plan should comply with the rules

described above. It will include a full budget plan for the period the licence is requested to cover, along with a cashflow forecast and staffing / pupil analysis over this time.

When the need for a deficit arises part way through the financial year, a deficit recovery plan should be developed immediately and submitted to the LA for approval. Initial discussions on such an application should be referred to the Schools Finance Manager and the Schools Financial Analyst.

Monitoring

The LA will evaluate the recovery plan against the following criteria:

- ◆ The plan is robust and consistent, with the concept of the school as a going concern.
- ◆ The level of staffing and other expenditure is appropriate to the school's targets and is consistent with the school's development plan.
- ◆ All sources of funding have been considered.
- ◆ The plan is properly costed.
- ◆ The school has the ability to monitor against the plan.
- ◆ The necessary steps and decisions are set out in the plan to ensure its achievement.

Meetings with the school will be necessary to facilitate this evaluation and it may require multi-disciplinary input. e.g. Schools Finance Team and Learning & Skills Schools Monitoring Group.

The LA will monitor progress against the plan in the following manner:

- ◆ Monthly review of period end reports submitted by school.
- ◆ Quarterly review of the schools progress report.
- ◆ Annual renewal of deficit licenses by evaluation of progress reports submitted by schools.

Challenge

The following arrangements will apply:

Event		<u>Consequences</u>	<u>Purpose</u>
1	In year monitoring indicates emerging or increasing deficit	Schools Finance Team discusses with head/bursar	Exploratory
2	Recovery plan not submitted within agreed timeframe	Schools Finance Team discusses with head/bursar	Exploratory
3	Recovery plan not viable	Multi-disciplinary team of officers scrutinises school plans	Intervention
4	Failing Plan – identified through in year monitoring, during annual re-licensing or educational failure	Head/governor required to meet Local Authority officers and lead member	Exploratory and Judgmental
5	Extension of deficit required in excess of 5 year period	Head/governor required to meet Local Authority officers and lead member	Exploratory and Judgmental
6	Persistent or excessive combination of above	Head/governors required to attend Children's Services Scrutiny Panel	Judgmental

Intervention

As a consequence of challenge points 3 through 6 it may be necessary to co-ordinate action through the Schools Improvement Team and Finance.

In extreme circumstances where a school is not taking appropriate steps to manage as a going concern, the LA may issue a Notice of Concern (Section 2.16 Scheme), cease funding the bank account and/or remove delegation of financial responsibility.

Reporting

Information will be made available to Schools' Forum and Children's Services Scrutiny Panel by way of a 'Schools Financial Health Report'. The report will be available twice yearly in June and January. It will be confidential in terms of publishing and will contain:

- ◆ Information about individual deficit schools
 - Value of deficit
 - Status of recovery plan – comparison of current period end report to original plan. Progress against submission timetable.
 - Status of action plan
 - Size of deficit
 - Reasons where deficits have not been licensed
 - Progress against action plan i.e. outturn report
- ◆ Information about the total deficit situation
 - Total deficit against total surplus balance for each sector.
- ◆ Information about schools in challenge procedures
 - Reasons for challenge
 - Status of challenge

This page is intentionally left blank

CHILDREN & LIFELONG LEARNING SCRUTINY PANEL	Agenda Item No. 7
14 January 2009	Public Report

Report of the Director of Children's Services

Report Author – Paul Copping: Head, Pupil Referral Service; Mel Collins, Assistant Director Learning and Skills

Contact Details – 452669; paul.copping@peterborough.gov.uk; 863730; mel.collins@peterborough.gov.uk

ALTERNATIVE PROVISION FOR YOUNG PEOPLE IN PETERBOROUGH

1. PURPOSE

- Inform Scrutiny Panel of the day-to-day work of the Pupil Referral Service (PRS) and the Pupil Referral Units (PRUs)
- Discuss and debate with Scrutiny members current issues and challenges regarding the PRS
- Present future plans for improving pupil outcomes including attainment and attendance

Over the last 18 months, government requirements and aspirations for alternative provision have been subject to significant revision, reflected in a White Paper entitled Back on Track (May, 2008).

The theme of the White Paper is that PRUs should be an instrument for Local Authorities (LAs) in order to make early interventions for young people in difficulties. This has always been the practice within Peterborough's PRS and 18 months ago the PRS was identified by Her Majesty's Inspector (HMI), in an Ofsted best practice survey, for good outreach work and good outcomes for students. The 2006 Ofsted inspection – the first made of the combined service rather than individual key stage units – evaluated the service as "good with outstanding features".

2. RECOMMENDATIONS

- Understand current and future issues relating to the PRS
- Understand student outcomes for the PRS and how the service plans to improve attainment and attendance in the future
- Contribute to the ongoing debate about the future of the PRS and its relationship with schools and key partners

3. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

The work of the PRS impacts directly on vulnerable groups and contributes to key corporate goals as reflected in the (Sustainable) Community Strategy, Corporate Strategy and the Children and Young People Plan. All Every Child Matters outcomes are influenced by the PRS but there are particular responsibilities for Enjoy and Achieve and Achieve Economic Wellbeing. The PRS can also impact on the level of offending by students and aspects of community safety. It is accepted that excluded students are much more likely than the general population to commit offences.

4. BACKGROUND.

The White Paper examines the link between exclusion from school and offending:

“Permanent exclusion from school for bad behaviour is a *defining moment for youth crime prevention*. For some of those excluded, what happens next will either accelerate them along the path to entrenched criminality or allow them to reassess and reshape their futures.” (Back on Track, p.12)

Young people in the LA who are in care are seven times more likely than the general school-age population to have been permanently excluded from school and, consequently, to have been placed on the roll of a PRU or other form of alternative provision. This statistic underlines the key role of PRUs in terms of tackling chronic social exclusion.

The national data records that:

Only 1% of 15 year olds in PRUs achieve 5 good GCSE grades; 11.3% achieved 5 passes of any standard and 82.1% gained 1 or more qualification.

Peterborough’s Pupil Referral Service (PRS) is a comprehensive out-of-school service that brings together a range of functions and education provision into a single organisation. The work of the PRS is conducted at a number of different sites, all of which have certain specialisms depending on the characteristics and age of students.

Central to the work of the PRS is the concept of **dual-registration**. Students will be shared, for a defined period of time, between various PRS centres and their home school, in order to address particular needs. For some students, dual registration may take the form of in-school support, for others there may be the need for part-time attendance at one of the PRS centres. Dual-registration programmes are usually organised into six week blocks to enable pupils to return to full-time schooling as quickly as possible. The principal focus of the PRS is to support schools and pupils who present behavioural challenges but the PRS also supports students who have long or short-term interruptions in their education for a wide range of reasons.

The following is a list of the PRS centres and activities:

A. The Riverside Centre (within Nene Valley School) and also St. George’s Centre (Dogthorpe Road/Lawn Avenue):

This centre is for primary school pupils excluded from their schools or requiring specialist support to continue in their education and their attendance. The aim is to reintegrate pupils back into the right long-term placement. The success of this centre has contributed to Peterborough's low rate of primary permanent exclusion in (two pupils per year over the last three academic years). As many as 90 pupils may be in receipt of some kind of intervention at any one time but no more than 12 will be full-time, long-term pupils. For most students, interventions are part-time and strictly focused on a particular difficulty in school. The primary work is currently divided between two centres to differentiate between short-term support and quick reintegration back into mainstream school and longer-term support and core education programmes.

B. Fletton Student Support Centre (Fletton High Street):

This is a similar programme to the primary model but for students aged 11-14 years. There have been significant gains in attendance for almost all students. Gains in average reading ages, within the intensive programmes, have been commented upon in successive inspections. All students who returned to their schools within the last two academic years had successful re-integrations.

For pupils in KS2 and KS3, all planning is centred on transition to an appropriate long-term placement. The curriculum that students follow allows rapid movement into another school.

C. The Honeyhill Centre (Honeyhill, Paston):

This centre supports students aged 14-16. For many older students, reintegration to another placement is not realistic and for a large proportion of students on roll, this is a two year placement, similar to a special school programme. The Honeyhill Centre has the broadest range of students in Key Stage 4 and most have been permanently excluded from their schools. In the last academic year, 37% had statements of special educational need. The curriculum encompasses conventional accreditation and extensive opportunities for work experience and college placement.

D. Peterborough LEAP (Learning, Education and Achievement Project) - Perkins' Engines, Vicarage Farm Road:

This is a specialist Year 11 programme for pupils who are at risk of exclusion. The project is marketed to all Peterborough secondary schools who pay more than half of the cost of each placement. The LEAP project is located in the Perkins' Engines factory site and remains a very innovative programme in national terms. It has a distinctive vocational component with a well-developed work experience programme. LEAP achieves exceptional results with regards to achievement for students previously failing in their home schools. The project also achieves high percentages of students moving into employment, education and training, comparable to many local mainstream schools.

The Peterborough LEAP programme provides a very real introduction to the world of work, being located on an industrial site and providing very comprehensive work experience. With successive business partners – first Transco and now Perkins' Engines (Caterpillar) – this has allowed a very distinctive second chance to students under-achieving in their schools or being at significant risk of permanent exclusion. In 2007

Perkins' Engines achieved a prestigious Business in the Community Award for their support to this programme.

Attendance at the Peterborough LEAP programme achieved a remarkable average of 93% last year – exceptionally high for any type of alternative provision and comparable to good mainstream school achievement. This statistic is especially significant when placed in context. Of the 42 students placed on the programmes by their schools, and for whom accurate data was supplied, the average attendance was 78%. However, the attendance figure was in respect of attendance on a reduced timetable, sometimes severely so, for more than half the students. One student, with exceptional circumstances, came to the full-time programme from having attended only two sessions of individual tuition each week.

The best performance was that of a female student who spent much of the year in hostel accommodation and faced many other personal challenges. She gained 11 GCSE equivalent passes and was nominated for a number of awards for her personal achievement. She was referred to the programme by her school because she was deemed to be at exceptionally high risk of being permanently excluded and, despite her considerable personal potential, it was considered that her chances of success without referral were very poor.

Both Honeyhill and LEAP, offer a full range of accreditation opportunities to students. For example, it is particularly unusual to offer specialist science teaching up to GCSE level and this is not present in any other unit regionally.

E. Teachers within Child and Adolescent Mental Health Services (CAMHS) - Neuro-developmental Service, Peterborough District Hospital:

It is rare nationally for LAs to have a programme with such a high level of joint working between CAMHS and Children's Services and this reflects the current drive to integrated multi-disciplinary services for young people. The aim of this programme is to support young people, their schools and families in sustaining good levels of achievement in their school placement. Interventions vary greatly in character but both NHS and Ofsted evaluations consider that work with CAMHS is very effective in supporting young people.

F. Home Teaching Programme:

Many young people taught on this programme have very high levels of complex need. The programmes always establish clear goals for the teaching – chiefly towards reintegrating students to an appropriate longer term placement. The involvement of Community Paediatricians is high and has enabled pupil planning to be particularly detailed and well-informed. Service development during the last two years has ensured that the checking of referrals is exceptionally rigorous.

G. Hospital Ward Teaching (Children's Wards, Peterborough District Hospital):

The average hospital stay for children in Peterborough is only 1.4 days, therefore interventions are, typically, brief, highly-focused liaisons designed to ensure a successful transition back to school.

H. Individual programmes for students: At the heart of the PRS are personalised education plans for every student. Information gained by the previous school allows personalised programmes to be established and individual goals to be set and monitored. The over-riding goal of reducing exclusion is modified in line with pupils' ages and particular needs. Parents and carers receive weekly reports on the performance of their children, reflecting the urgency to achieve swift movement for students.

5. KEY ISSUES

The key issue nationally and locally for alternative provision is how to maximise the extent to which pupils are maintained in schools or returned to the right long-term placement. The Government's White Paper on alternative provision (May, 2008) was very clear:

"The White Paper emphasises the key role for schools in identifying children with challenging behaviour early on, and being able to access the right support before they reach the point of permanent exclusion. As part of this, schools should be able to make more use of alternative provision as preventative early intervention." (Back on Track, p.2)

Later in the report, this point is reinforced:

"We believe that alternative provision should be used much more and more effectively as an early intervention and preventative measure, so avoiding the need to resort to permanent exclusion. Schools should be able to turn to local Pupil Referral Units...for specialist help in tackling pupils' personal, behavioural and learning needs. This early and appropriate intervention may mean that *more children come into contact with alternative provision, but for less time and without the need for exclusion.*" (Back on Track, p.15)

The challenge for the PRS is to achieve the right balance in supporting schools and individual students and deploying resources to outreach work, intervening early and preventing problems, rather than maintaining students in out of school, long-term and costly placements. The PRS carries the important statutory obligation to provide full-time provision (25 hours per week) for all permanently excluded students and to do this within a very tight timetable, since the enhanced requirements, initiated in September 2007, require full-time provision from the sixth day of exclusion. In addition, various protocols give priorities and requirements for instant application of full-time provision in respect of groups deemed exceptionally vulnerable e.g. young offenders.

Partner schools are very clear that they value the availability of early intervention above anything else and it is considered a priority to respond to this demand.

6. IMPLICATIONS

The work of the PRS impacts strongly on wards identified as being particularly economically deprived but the breadth of the work means that provision and support has to be city-wide. Currently, the PRS are considering whether the geographical location of

centres might need to change, given plans for the development of housing across the city, particularly Paston Reserve and Great Haddon.

The White Paper supports cluster working and the development of behaviour partnerships and the PRS will need to maximise the benefits of locality working on early intervention and preventative activities.

The PRS is currently in the midst of a significant whole service review, evaluating whether the balance in staffing is accurately matched to service requirements and student outcomes. The service is changing the way that members of staff work, intervening across Key Stages more freely, and this requires revised job descriptions and strong Human Resources support.

7. CONSULTATION

There is wide representation on the Service Management Committee (SMC) including headteachers, although it would be helpful to have more member involvement with this governance group.

Consultation with parents also suggests a greater emphasis on early intervention is highly desirable.

8. EXPECTED OUTCOMES

- Scrutiny are informed and understand the day-to-day work of the Pupil Referral Service (PRS) and the Pupil Referral Units (PRUs)
- Opportunities for discussion and debate on current issues and challenges regarding the PRS
- Opportunities to present future plans for improving pupil outcomes including attainment and attendance

9. NEXT STEPS

The PRS are expecting an Ofsted Inspection during this current academic year. A full report of the 2007/8 academic and attendance outcomes of the PRS need to be presented at a future Scrutiny meeting alongside key pre-inspection documentation e.g. the Self-Evaluation Form.

10. BACKGROUND DOCUMENTS

White Paper entitled Back on Track (May, 2008).

11. APPENDICES - None

The Pupil Referral Service

Introduction

The Pupil Referral Service works with a broad range of those students either out of school on a long-term basis or requiring specialist support to achieve well in an existing or new school placement.

Centres and Programmes:

Riverside/St.George's Centre – primary age range

Fletton Student Support Centre – Key Stage 3

Honeyhill Centre and Peterborough LEAP – Key Stage 4

Teachers within Child and Adolescent Mental Health

Hospital Ward Teaching

Home teaching

Early Intervention

“...alternative provision should be used much more and more effectively as an early intervention and preventative measure, so avoiding the need to resort to permanent exclusion. Schools should be able to turn to local Pupil Referral Units...for specialist help in tackling pupils’ personal, behavioural and learning needs. This early and appropriate intervention may mean that *more children come into contact with alternative provision, but for less time and without the need for exclusion.*”

(Back on Track, p.15, my emphasis)

Service Development Themes

- Co-operative working
- Behaviour Partnerships and the Fair Access Protocol
- New methods of support to families

Student Cameo

Student A was referred to the programme by her school because she was deemed to be at exceptionally high risk of being permanently excluded. Her performance was the best by a LEAP student during the year despite the fact that she spent much of the year in hostel accommodation and faced many other personal challenges. She gained 11 GCSE equivalent passes including 3 at C or better and was nominated for a number of awards for her personal achievement.

Challenges

Achieving the right balance in services and staffing.

Statutory obligations

Early intervention and outreach working

Working flexibly across key stages

Working within new local structures

This page is intentionally left blank

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL	Agenda Item No. 8
14 JANUARY 2009	Public Report

Report of the Director of Strategic Resources

Report Author – Paulina Ford, Performance Scrutiny and Research Officer

Contact Details - 01733 452508

EXECUTIVE DECISIONS

1. PURPOSE

- 1.1 The purpose of this report is to notify the Panel of the Executive Decisions which have been taken and which relate to the Panel's remit.

2. LINKS TO CORPORATE PLAN, SUSTAINABLE COMMUNITY STRATEGY AND LOCAL AREA AGREEMENT

- 2.1 Links to the Corporate Plan, Sustainable Community Strategy and Local Area Agreement are contained within the individual decisions notices.

3. BACKGROUND

3.1 Preventative and Family Support Services contracts

Decision

This decision includes an exempt annex which is not for publication in accordance with paragraph 3 of Schedule 12A of Part 1 of the Local Government Act 1972 in that it contains information relating to financial/business affairs, namely the prices submitted by service providers for the services.

The public interest test has been applied to the information contained within the exempt annex and it is considered that the need to retain the information as exempt outweighs the public interest in disclosing it, because it could compromise the Council's position in any future procurement of such services.

Authority to award preventative and family support service contracts to:

i) Family Action (previously Family Welfare Association):

- Services for Family Group Conferencing at "edge of care"
- After school club for children with disabilities

ii) Family Mediation Services:

Services providing family mediation for poorer families

Counselling for children and young people who are experiencing difficulties related to parental separation, divorce or domestic violence

iii) Drinksense:

Services offering confidential advice, information, counselling and support for children of parents misusing alcohol

iv) YMCA Cambridgeshire & Peterborough:

Services helping children aged 7-13 identified as needing additional support through key transitions in their lives.

v) Peterborough City Council Sports Development Team:

Disability sports project focusing on working with children and young People with disabilities and their families

vi) Peterborough Women's Aid:

Support services for vulnerable children and young people living in the refuge with their mothers who are victims of domestic abuse.

vii) Bridgegate Drugs Advice Service Ltd:

Services offering confidential advice, information, counselling and support to children of parents misusing drugs for the sums set out in the attached exempt annex.

Reasons

The need to re-commission preventative and family support services was prompted by the ending of the ring-fenced 'Children's Fund' (the money now comes into the Council through the area based grant). A number of programmes have been supported through Children's Fund and other council contracts with voluntary sector organisations that have not been 'tested' against current priorities and the 'market' in recent years. The decision was taken to undertake a tendering exercise against a specification based on outcomes.

These contracts fall under Part B of the services category in relation to the European Union procurement procedures which means that the Council is not obliged to follow the full European Union tendering requirements

The types of services offered were all different. In order to be able to compare one service to another, services were grouped into 'lots' representing the type of outcomes the services should deliver.

Lot 1: Family group conferencing (at edge of care)

Lot 2: Working with families

Lot 3: Supporting children with specific needs

Lot 4: Supporting children in transitions

Lot 5: Supporting children of parents with problems

Lot 6: Access to universal services

The commissioning team has applied a systematic marking process to all bids received, including by an independent assessor (a consultant specialised in children's services) and a procurement consultant. Bids were assessed against;

The specification for quantity and quality, including outcomes,
National indicators and targets
Local Area Agreement (LAA)
Children & Young People Plan.

The financial proposals have also been analysed.

Where further information was needed to clarify proposals, or discussion necessary over issues of cost and volume, interviews have taken place with potential providers. The process has been supported by young people via the City Council engagement team. Further support was provided by an independent assessor and the procurement consultant.

Following evaluation, the proposals scoring the highest in each lot are the one proposed for contract awards. It is proposed to award 9 contracts to 7 providers:

- Lot 1: Family Action
- Lot 2: Family Mediation Services
- Lot 3: Family Action
- Lot 4: YMCA Cambridgeshire & Peterborough
- Lot 5: Peterborough Women's Aid
 - Drinksense
 - Family Mediation Services
 - Bridgeway Drugs Advice Service Ltd
- Lot 6: Peterborough City Council Sports Development Team

The tenders submitted by the above-named contractors represent best value in terms of price and quality to the Council.

Some proposed programmes are currently supported through the 'Parenting Fund' (a budget external to the council) and it will not be clear until February 2009 whether these services will continue to receive funding through this route. The decisions to award contracts have been built assuming this funding is discontinued. If Peterborough is successful in receiving these funds, the Parenting Fund will support the overall cost in the tender. Therefore the requirement for funding from core Children's Services budgets will be less and will realise significant additional savings.

3.2 Extension of Heltwate School to Provide Four Additional Classrooms and Associated Facilities.

Decision

This decision contains exempt information that is NOT FOR PUBLICATION in accordance with paragraph 3 of Schedule 12A of Part 1 of the Local Government Act 1972 as it contains information relating to financial and business affairs (i.e. names of the competing tenderers and details of tenders submitted). The public interest test has been applied to the information contained within the exempt annex and it is considered that the need to retain the information as exempt outweighs the public interest in disclosing it.

Authority to award the contract for the extension of Heltwate School to provide four additional classrooms and associated facilities to M.A.R.S (Construction) Limited for the sum outlined in the exempt annex.

Reasons

It has been recognised that demand for places at Heltwate School exceeds current capacity. Funding has been identified to provide increased long term capacity in the school. Funding will be provided at the level of £230,000.00 in the current financial year and £770,000.00 in 2009/10 financial year.

Tenders were invited from contractors within the relevant category on ConstructionLine; the Council's chosen supplier framework.

Following evaluation of the tenders received, the tender submitted by M.A.R.S (Construction) Limited represented the most economically advantageous tender in terms of price and quality and accordingly represented best value to the Council

3.3 Phase 2 Secondary School Review (South of the City) Project - Proposed Bushfield Academy

Decision

(This decision includes an exempt annex which is NOT FOR PUBLICATION in accordance with paragraph 1,2 and 3 of Schedule 12A of Part 1 of the Local Government Act 1972 in that it contains information relating to a risk assessment and the associated costs. The exempt information relates to individual employees of the school. The public interest test has been applied to the information contained within the exempt annex and it is considered that the need to retain the information as exempt outweighs the public interest in disclosing it.)

1. To authorise the Executive Directors - Children's Services and Strategic Resources to sign the Expression of Interest if approved by the DCSF, for submission to Ministers
2. To authorise the Executive Director - Children's Services in consultation with the Cabinet Member for Children's Services to carry out all the statutory procedures to close Bushfield School and open an Academy
3. To authorise the Executive Director – Strategic Resources, in consultation with the Executive Director – Children's Services, and the Cabinet Members for Children's Services and Efficiency and Business Improvement, to appoint a Project Management Company to manage the feasibility and implementation phase of the project, including, but not limited to, working with the DCSF and Ormiston Trust as the sponsor
4. To authorise the Executive Director – Children's Services, in consultation with the Cabinet Member for Children's Services, to appoint the Academy Principal working with the DCSF and Ormiston Education Trust as the sponsor
5. To authorise the Executive Director – Strategic Resources to appoint any professional advisers required, including, but not limited to, legal, financial and technical advisers.
6. To authorise the Head of Strategic Property in consultation with the Solicitor to the Council, and in consultation with the Executive Director Children's Services and the Cabinet Member for Children's Services to agree terms and enter into a short term lease for the Academy Trust to occupy the existing Bushfield School buildings.

It should be noted that there will be the need for a further CMDN in respect of the potential for the newly established Academy to move into a new school on a separate site. It is expected that substantial funding will be made available by Partnerships for Schools. Officers are presently in detailed discussions with Partnerships for Schools in relation to this.

Reasons

The decision to apply to convert Bushfield School to an Academy has been taken after consultation with the governors of the school. The Chair of Governors and Principal wrote to the Director of Children Services on 10 September 2008 advising that following an Extraordinary Governors meeting on 9 September 2008, they overwhelmingly wished to move forward to achieving Academy status with effect from 1 September 2009, working with Ormiston Education Trust as sponsor. A critical factor in taking this decision was that the school was categorised in June 2008 as a "National Challenge" school by the DCSF which meant that it had failed to meet the 5 A*-C GCSE floor target of 30% including English and Maths. The school's GCSE results (un-validated) in August 2008 reinforced it's categorisation as a National Challenge School with 13% 5 A*-C GCSE including English and Maths. The school is therefore eligible to become an Academy. If this route is not taken, the DCSF may directly intervene to establish the school as an Academy.

In order to achieve the objective of opening the proposed Bushfield Academy in its existing building with effect from 1st September 2009, delegations need to be put in place to support a smooth and effective process through the prescribed DCSF phases of Expression of Interest, Feasibility and Implementation.

3.4 Appointment of LEA Governor to Northborough Primary School

Decision

To appoint Mrs Deborah Hiller nominated by the Conservative group.

Reasons

The resignation of Mrs Jo Newbold on 01 September 2008.

3.5 Appointment of LEA Governor to Fulbridge Primary School

Decision

To appoint Mr Robert Harris nominated by the Peterborough Independent Forum.

Reasons

The end of term of office of Mr Ronald Ward on 08 November 2008 and his decision not to continue.

4. IMPLICATIONS

4.1 Any specific implications are contained within the individual decision notices.

5. EXPECTED OUTCOMES

5.1 The Panel is asked to consider the Executive Decisions which are relevant to the remit of the Panel and which have been made since the last meeting and if felt appropriate, to identify any decisions they may wish to examine in more detail.

6 BACKGROUND DOCUMENTS

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

Executive Decision notices from 18 November 2008.

This page is intentionally left blank

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL	Agenda Item No. 9
14 JANUARY 2009	Public Report

Report of the Director of Strategic Resources

Report Author – Paulina Ford, Performance Scrutiny and Research Officer
Contact Details – 01733 452508

FORWARD PLAN – 1 JANUARY 2009 TO 30 APRIL 2009

1. PURPOSE

For the Panel to note the latest version of the Forward Plan; agree any areas for inclusion within the Panel's work programme and submit any observations concerning the Plan to the Executive.

2. BACKGROUND

This is a regular report to the Children's and Lifelong Learning Scrutiny Panel, outlining the content of the Council's Forward Plan.

3. KEY ISSUES

- 3.1 The latest version of the Forward Plan is attached at Appendix A. The Plan contains those key decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) will be making over the next four months.
- 3.2 The Panel may wish to include some of the items highlighted on the Plan onto their future work programme or to request additional information from the Executive before a decision is made. Any comments about the format of the Plan would also be welcomed.
- 3.3 In accordance with the Council's Executive procedure rules, the Cabinet or Cabinet Member will not make any key decision until at least five clear days after the receipt of the report relating to that decision. The Group representatives of the Scrutiny Committee are sent a copy of these reports at the same time as the Cabinet Member and any comments can be passed onto the Member before a decision is made.

4. EXPECTED OUTCOMES

- 4.1 That the Panel notes the latest version of the Forward Plan; agrees any areas for inclusion within the Panel's work programme and submits any observations concerning the Plan to the Executive.

5. NEXT STEPS

- 5.1 Areas agreed by the Panel to be included in the work programme and observations submitted to the Executive.

6. BACKGROUND DOCUMENTS

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

Peterborough City Council's Forward Plan for 1 January 2009 to 30 April 2009

7. APPENDICES

Appendix A Forward Plan 1 January 2009 to 30 April 2009

This page is intentionally left blank

PETERBOROUGH CITY COUNCIL'S FORWARD PLAN

1 JANUARY 2009 TO 30 APRIL 2009

APPENDIX A



FORWARD PLAN OF KEY DECISIONS – 1 JANUARY 2009 TO 30 APRIL 2009

During the period from 1 January 2009 to 30 April 2009 Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below. 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.

This Forward Plan should be seen as an outline of the proposed decisions and it will be updated on a monthly basis. The dates detailed within the Plan are subject to change and those items amended or identified for decision more than one month in advance will be carried over to forthcoming plans. Each new plan supersedes the previous plan. 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 Lindsay Tomlinson, Governance Support Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 01733 452483). Alternatively, you can submit your views via e-mail to lindsay.tomlinson@peterborough.gov.uk or by telephone on 01733 452238.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed and the papers listed on the Plan can be viewed free of charge although there will be a postage and photocopying charge for any copies made. All decisions will be posted on the Council's website: www.peterborough.gov.uk. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Governance Support Officer using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this plan.

NEW ITEMS THIS MONTH:

- Midland Highway Alliance – Junction 8 Parkway Signalisation Project
- Shared Services

JANUARY - KEY DECISIONS

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
Tourist Information Service To determine delivery mechanisms for tourist information services	January 2009	Cabinet Member for Community Services, Councillor Lee	Consultation will take place with relevant stakeholders as appropriate, including staff, trades unions and the Community Development Scrutiny Panel	Linda Wills Tourism Services Manager Tel: 01733 863835 linda.wills@peterborough.gov.uk	Public report will be available from the Governance Support Officer one week before the decision is made
Riverside Community Sports Pavilion To appoint a contractor to build the Riverside Community Sports Pavilion.	January 2009	Cabinet Member for Efficiency and Business Improvement, Councillor Scott	Riverside Residents' Association, ward councillors and potential user groups.	Paul Stevenette Programme Consultant Tel. 01733 452475 paul.stevenette@peterborough.gov.uk	Public report will be available from the Governance Support Officer one week before the decision is made
Vendor Neutral Solution for Provision of Agency Staff To agree a process for engaging with a managed service provider for agency staff	January 2009	Cabinet Member for Efficiency and Business Improvement, Councillor Scott	Consultation will take place with internal stakeholders and relevant departments.	Chris Berry Business Transformation Consultant Tel: 07976 619906 christopher.berry@peterborough.gov.uk	Public report will be available from the Governance Support Officer one week before the decision is made
Nene Bridge Refurbishment To award contract for refurbishment	January 2009	Cabinet Member for Efficiency and Business Improvement, Councillor Scott	All utility companies, Network Rail, Environment Agency, internal stakeholders, emergency services and transport groups.	Richard Cranwell Environmental Engineering Team Manager Environment and Community Services Tel. 01733 453504 richard.cranwell@peterborough.gov.uk	Public report will be available from the Governance Support Officer one week before the decision is made

<p>Future of Peterborough Professional Development Centre (PPDC) To consider options for the future utilisation of the site by the council</p>	<p>January 2009</p>	<p>Cabinet Member for Efficiency and Business Improvement, Councillor Scott</p>	<p>Consultation with take place with relevant stakeholders including Ward Councillors</p>	<p>Richard Hodgson Head of Strategic Projects Tel. 01733 384535 richard.hodgson@peterborough.gov.uk</p>	<p>Public report will be available from the Governance Support Officer one week before the decision is made</p>
<p>Midland Highway Alliance - Junction 8 Parkway Signalisation Project To appoint a contractor for the project</p>	<p>January 2009</p>	<p>Cabinet Member for Efficiency and Business Improvement, Councillor Scott</p>	<p>Internal stakeholders as appropriate</p>	<p>Chris Berry Business Transformation team Tel. 07976 619906 christopher.berry@peterborough.gov.uk</p>	<p>Public report will be available from the Governance Support Officer one week before the decision is made</p>
<p>Shared Services Memorandum of Agreement to deliver revenues and benefits with Luton Borough Council</p>	<p>January 2009</p>	<p>Cabinet Member for Efficiency and Business Improvement, Councillor Scott</p>	<p>Internal stakeholders as appropriate</p>	<p>John Harrison Executive Director – Strategic Resources Tel: 01733 452398 john.harrison@peterborough.gov.uk</p>	<p>Public report will be available from the Governance Support Officer one week before the decision is made</p>

FEBRUARY - KEY DECISIONS

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
<p>Refreshed Local Area Agreement (LAA) To sign off the refreshed LAA prior to its submission to the Government Office</p>	February 2009	<p>Leader of the Council and Cabinet Member for Finance and Human Resources, Councillor Peach</p>	Relevant stakeholders and fora including Scrutiny Committee	<p>Richard Astle Director, Greater Peterborough Partnership Tel: 01733 865042 richard@gppp-peterborough.org.uk</p>	Public report will be available from the Governance Support Officer one week before the decision is made
<p>Section 4/4 Input to Regional Spatial Strategy (RSS) Review To give advice to East of England Regional Assembly on proposed review of the Regional Spatial Strategy to 2031</p>	February 2009	<p>Cabinet Member for Strategic and Regional Partnerships, Councillor Collins and Cabinet Member for Housing, Regeneration and Economic Development, Councillor Murphy</p>	External and key stakeholders including neighbouring local authorities, land agents and chamber of commerce	<p>Rob Brown Area Strategic Planning Manager Tel: 01733 863795 robert.brown@peterborough.gov.uk</p>	Public report will be available from the Governance Support Officer one week before the decision is made

MARCH - KEY DECISIONS

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
There are currently no key decisions scheduled for March.					

APRIL - KEY DECISIONS

KEY DECISION REQUIRED	DATE OF DECISION	DECISION MAKER	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	REPORTS
There are currently no key decisions scheduled for April.					

CHIEF EXECUTIVE'S DEPARTMENT Town Hall, Bridge Street, Peterborough, PE1 1HG

Communications
Strategic Growth and Development Services
Legal and Democratic Services
Human Resources
Policy and Research
Economic and Community Regeneration
Housing Strategy
Drug Intervention Programme and Drug and Alcohol Team

CITY SERVICES DEPARTMENT Nursery Lane, Fengate, Peterborough PE1 5BG

Property Services
Building & Maintenance
Streetscene and Facilities
Finance and Support Services

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

Finance
Internal Audit
Information Communications Technology (ICT)
Business Transformation
Performance and Programme Management
Strategic Property
Customer Services

CHILDRENS' SERVICES DEPARTMENT Bayard Place, Broadway, PE1 1FB

Families and Communities
Commissioning and Performance
Learning
Resources

OPERATIONS DEPARTMENT Bridge House, Town Bridge, PE1 1HB

Planning Services
Building Control Services
Environmental and Public Protection
Cultural Services
Transport and Engineering Services
Emergency Planning
Occupational Health
City Centre Services

This page is intentionally left blank

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Date of Meeting	Item (including what the Panel is requested to do)	Item referred by	Type of Scrutiny Activity	Relevant Terms of Reference	Expected Outcome
<p>14 January 2009 Draft report 29 December Final Report 5 January</p>	<p>Budget 2009/10 To consider the draft Budget and Corporate Strategy for 2009/10. Contact Officer: John Harrison</p>	<p>Cabinet</p>	<p>Policy Development</p>	<p>To comment on the relevant sections of the annual budget proposals and Corporate Strategy.</p>	<p>Recommendations to the Executive</p>
	<p>Adult Learning & Skills Strategy for Peterborough To consider and comment on the draft Adult Learning & Skills Strategy for Peterborough prior to its consideration by the Executive. Contact Officer: Keith Nelson</p>	<p>Officer</p>	<p>Policy Development</p>	<p>To initiate, develop and review relevant policies and advise the Executive about the proposed Policy Framework</p>	<p>Comments to officers</p>
	<p>Schools Financial Health To provide the panel with a further update of the financial position of schools and the work that is ongoing to manage surplus balances in schools Contact Officer: Jonathan Lewis</p>	<p>Officer</p>	<p>Performance Management</p>	<p>To monitor progress on the Council's priority of providing high quality opportunities for learning and ensure children are health and safe</p>	<p>Comments to Officers</p>

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Date of Meeting	Item (including what the Panel is requested to do)	Item referred by	Type of Scrutiny Activity	Relevant Terms of Reference	Expected Outcome
	<p>Alternative Provision for Young People</p> <p>To consider and comment on a report on Alternative Provision for Young People who are excluded from school or otherwise without a school place.</p> <p>Contact Officer: Paul Copping / Tricia Keogh</p>	<p>Chair</p>	<p>General Scrutiny Issue</p>	<p>To monitor progress on the Council's priority of providing high quality opportunities for learning and ensure children are healthy and safe</p>	<p>To be fully appraised of Children's Services Alternative Provision for Young people.</p> <p>To scrutinise how Children's Services is effective in how it meets this provision in line with the Government White Paper – Back on Track.</p>
<p>4 March 2009</p> <p><i>Draft report 16 February</i></p> <p><i>Final Report 23 February</i></p>	<p>Peterborough Children and Young People Plan</p> <p>To consider and comment on the draft Plan prior to its consideration by the Executive.</p> <p>Contact Officer: Elaine Fulton</p>	<p>Constitution</p>	<p>Policy Development</p>	<p>To initiate, develop and review relevant policies and advise the Executive about the proposed Policy Framework</p>	<p>Recommendations to the Executive</p>
	<p>Youth Justice Plan</p> <p>To consider and comment on the draft Youth Justice Plan prior to its consideration by the Executive.</p> <p>Contact Officer: Bob Footer</p>	<p>Constitution</p>	<p>Policy Development</p>	<p>To initiate, develop and review relevant policies and advise the Executive about the proposed Policy Framework</p>	<p>Recommendations to the Executive</p>

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Date of Meeting	Item (including what the Panel is requested to do)	Item referred by	Type of Scrutiny Activity	Relevant Terms of Reference	Expected Outcome
	<p>Education Standards – Validated Results</p> <p>To consider the 2008 examination results from the Foundation Stage through to Key Stage 5</p> <p>Contact Officer: Mel Collins</p>	Panel	Performance Management	To monitor progress on the Council's priority of providing high quality opportunities for learning and ensure children are healthy and safe	Comments to officers
	<p>Integrated Children with Disabilities project</p> <p>To consider and comment on a report to the panel on the Integrated Children with Disabilities project</p> <p>Contact Officer: Maureen Phillips</p>	Officer	General Scrutiny Issue	To monitor progress on the Council's priority of providing high quality opportunities for learning and ensure children are healthy and safe	Comments to Officers
	<p>Changes to Arrangements for 16-19 Education and Training</p> <p>To provide the panel with a further update on proposed national changes to the commissioning and education and training provision for 16 – 19 year olds.</p> <p>Contact Officer: Mel Collins</p>	Officer	Policy Development	To initiate, develop and review relevant policies and advise the Executive about the proposed Policy Framework	Comments to Officers

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Information items to be sent out directly to members of Panel. Not for presentation at the Panel meetings. Any questions on the information should be sent directly to the contact officer responsible.

Item	Contact Officer	Date / Regularity	Method of Delivery
Children's Social Care Services – Management Information	Maureen Phillips Assistant Director Family and Communities Tel: 01733 863702 Email: maureen.phillips@peterborough.gov.uk	Bi Monthly November / January / March / May / July / September	
Attendance/Exclusion Figures	Melanie Collins / Tricia Keogh Assistant Director, Learning & Skills Tel: 01733 863730 Email: melanie.collins@peterborough.gov.uk	Biannual November / May	
Schools Forum report on activities	Jonathan Lewis Assistant Director, Resources Tel: 01733 863912 Email: jonathan.lewis@peterborough.gov.uk	Bi Monthly November / January / March / May / July / September	

Type of Scrutiny Activity Categories:

- Holding to Account
- Performance Management
- Policy Development
- Scrutiny of External Organisations
- Scrutiny Review
- General Scrutiny Issue
- Member Training

RELEVANT ITEMS FROM MAJOR POLICY FRAMEWORK AND LOCAL CHOICE TO BE CONSIDERED UNDER THE REMIT OF CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Plans included under statutory guidance

- (a) Children and Young People’s Plan
- (e) Youth Justice Plan

POSSIBLE ITEMS FOR INCLUSION WITHIN THE WORK PROGRAMME FOR 2008/09

Item (including what the Panel is requested to do)	Approximate Scheduling date	Item referred by	Type of Scrutiny Activity	Relevant Terms of Reference	Expected Outcome
Schools Appeals Process and Overview of the Admission Process Update Report J. Lewis	June 2009	Chair	. Policy development	To monitor progress on the Council’s statutory duty to implement integrated processes	Comments to Officers
Integrated Processes (including ContactPoint) To consider and comments on progress to deliver integrated processes in Peterborough including Contactpoint, information sharing and common assessment framework (CAF) Contact Officer: Elaine Fulton	June 2009	Officer	. Policy development	To monitor progress on the Council’s statutory duty to implement integrated processes	Comments to officers
Proposed Bushfield Academy To present an overview of how the academy will work Contact Officer: Eric Winstone / Mel Collins	June 09	Chair	General Scrutiny Issue	To monitor progress on the Council’s priority of providing high quality opportunities for learning and ensure	Comments to Officers

CHILDREN AND LIFELONG LEARNING SCRUTINY PANEL

AGENDA PLAN 2008 – 2009

Last Updated – 9 December 2008

Item (including what the Panel is requested to do)	Approximate Scheduling date	Item referred by	Type of Scrutiny Activity	Relevant Terms of Reference	Expected Outcome
<p>New University To receive an update on the progress of the University. Contact Officer: Linda Jones</p>	<p>T.B.A Last report received 23/7/08</p>	<p>Chair</p>	<p>Policy Development</p>	<p>children are healthy and safe.</p>	
<p>Vulnerable Groups and Young Carers Maureen Phillips</p>	<p>T.B.A.</p>			<p>To initiate, develop and review relevant policies and advise the Executive about the proposed Policy Framework</p>	<p>Identification of any areas of concern</p>