

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE

**MONDAY 14 JULY 2014
7.00 PM**

Bourges/Viersen Room - Town Hall

AGENDA

Page No

1. Apologies for absence

2. Declarations of Interest and Whipping Declarations

At this point Members must declare whether they have a disclosable pecuniary interest, or other interest, in any of the items on the agenda, unless it is already entered in the register of members' interests or is a "pending notification" that has been disclosed to the Solicitor to the Council.

Members must also declare if they are subject to their party group whip in relation to any items under consideration.

3. Minutes of Meeting Held on 17 March 2014

3 - 18

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

The decision notice for each decision will bear the date on which it is published and will specify that the decision may then be implemented on the expiry of 3 working days after the publication of the decision (not including the date of publication), unless a request for call-in of the decision is received from any two Members of a Scrutiny Committee or Scrutiny Commissions. If a request for call-in of a decision is received, implementation of the decision remains suspended for consideration by the relevant Scrutiny Committee or Commission.

5. New Vision for Early Years Services Including Children's Centres in Peterborough

19 - 34

6. Implementations of Ofsted School Improvement Inspection Action Plan

35 - 62

7. Draft School Organisation Plan 2014/2015 - Delivering Local Places for Local Children

63 - 114

8. Improving Education Outcomes Task and Finish Group Final Report

115 - 120

9. Directors Report for Social Care Practice and Performance

121 - 130

10. **Review of 2013/2014 and Work Programme for 2014/15** **131 - 146**
11. **Forward Plan of Key Decisions** **147 - 162**
12. **Date of Next Meeting**

Monday 8 September 2014



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Committee Members:

Councillors: S Day (Chair), B Rush, G Nawaz, M Jamil, J Shearman, B Saltmarsh and D Fower

Substitutes: Councillors: R Ferris, F Fox, I Walsh and A Shaheed

Education Co-optees: Paul Rossi (Roman Catholic Church Representative),
Miranda Robinson, (Church of England Representative),
Tricia Pritchard, (Director of Education & Training), Diocese of Ely
Peter Thompson, Parent Governor Representative
Alistair Kingsley – Co-opted Member

Further information about this meeting can be obtained from Paulina Ford on telephone 01733 452508 or by email – paulina.ford@peterborough.gov.uk

**MINUTES OF A MEETING OF THE
CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
HELD IN THE
BOURGES/VIERSEN ROOM, TOWN HALL, PETERBOROUGH
ON 17 MARCH 2014**

Present: Councillors C Harper (Chairman), J Peach, L Serluca, B Saltmarsh, N Thulbourn, D Fower

Also present Alastair Kingsley Co-opted Member
Miranda Robinson Education Co-opted Member
Cllr Holdich Cabinet Member for Education, Skills and University

Officers in Attendance: Sue Westcott Executive Director, Children's Services
Jonathan Lewis Assistant Director Education and Resources
Gary Perkins Head of School Improvement
Jawaid Khan Community Cohesion Manager
Paulina Ford Senior Governance Officer, Scrutiny
Marie Southgate Lawyer

1. Apologies

Apologies for absence were received from Councillor Day, Councillor Nawaz, Councillor Rush and Councillor Shearman. Councillor Peach, Councillor Serluca and Councillor Thulbourn were in attendance as substitutes.

2. Declarations of Interest and Whipping Declarations

There were no declarations of Interest or whipping declarations.

3. Minutes of the meetings held on:

- 3 December 2013
- 6 January 2014
- 17 February 2014

The minutes of the meetings held on 3 December 2013, 6 January 2014 and 17 February 2014 were all approved as an accurate record.

4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions

There were no requests for Call-in to consider.

5. Scrutiny in a Day Overview Report

The report was introduced by the Community Cohesion Manager and provided the Committee with the overview report detailing the outcomes from the Joint Scrutiny in a Day event held on 17th January 2014. The event looked at understanding and managing the impacts of welfare reform on communities in Peterborough. The approach had been an innovative one which cut across the remit of all the Scrutiny Committees in order to look at welfare reform comprehensively and gain a deeper understanding. The Committee were asked to agree the recommendations made by the committee on the day and advise on how they wish to take them forward.

Observations and questions were raised and discussed including:

- Members referred to the recommendation '*To identify barriers to work and explore how early years provision, support and related services can help parents into employment*' and asked what actions could be expected with regards to identifying barriers to work and getting parents back into work. *The Community Cohesion Manager stated that this was a recommendation from Members on the day deferred to Members to respond.*
- One Member responded that one strand of feedback on the day was an introduction to support for single-parent families. To look at ways that the systems could be used to support parents into employment whilst ensuring that children were still able to attend school and ensuring there were no barriers to parents accessing employment.
- Members asked what an example would be of a barrier to get work. *The Co-opted Member stated that working hours could be impractical with young children or it could be parents making sure that children were in attendance at school when they were working in shift work jobs. There were different support mechanisms available to help with these types of barriers.*
- The Chair sought approval from Members for each of the recommendations. All agreed.
- Members wanted to know what practical actions would be taken to implement the recommendations in the report. *The Senior Governance Officer responded that the report would go to each committee for approval. The recommendations would then be developed into a piece of work for each committee and scrutinised and monitored by the relevant committee. There would also be a piece of work to look at the 'return on investment' for the recommendations which would come back to the Committee to show the impact of the event.*
- Members asked if there would be a practical implementable policy at the end of the piece of work. *The Community Cohesion Manager responded that each recommendation would be worked through following an endorsement from the Committee. Actions would then be put in place to work through those recommendations but it could possibly take up to a year to measure. The outcome of the recommendations would be measured through the 'return on investment model'. The Executive Director, Children's Services responded that the work was urgent and in some cases had already commenced. An example was that Connecting Families was already up and organised and the impact on those subject to benefits needed to be demonstrated. An action plan needed to be worked on for each recommendation and the results brought back to the Committee at a later date.*
- Members in attendance on the day commented that the early part of the day was about setting the local context for attendees and Members had been provided with various data sets. It was therefore suggested that there should be updates issued once a year in order for Councillors to have the broadest possible context regarding the impact in Peterborough. *The Community Cohesion Manager responded that information sharing had had very positive feedback from councillors.*

ACTIONS AGREED

The Committee noted the report and endorsed the recommendations in the report:

1. To explore the impact of welfare reform on young people and their attainment in mainstream education.
2. To identify barriers to work and explore how early years provision, support and related services can help parents into employment.
3. To understand the impact and needs arising from welfare reform and ensure that initiatives such as Connecting Families can meet these needs.

The Committee also requested that reports on the progress of the recommendations be brought before the Committee over the next year.

6. Presentation of 2013 Validated Examination Results

The Assistant Director Education and Resources introduced the report which provided the Committee with a summary of the 2013 validated assessment and examination results for the Early Years Foundations Stage (EYFS – Reception Year – YR), Year 1 Phonics Check, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5. The figures were final and formed part of the assessment for the league tables. The report therefore represented a holistic view of examination results across Peterborough. The Head of School Improvement went through the report highlighting the following:

- Early Years Foundation Stage – this was the first year of measure. There had been a good level of development and consistent achievement across the curriculum. 6% above local comparators and 2% below the National Average.
- Year 1 Phonics – there had been a big improvement but the gap had not closed. 11% below the National Average and 8% below the Local Comparators.
- Key Stage 2 had seen some good improvement and now had the closest gap to the National Average. The rate of expected progress particularly in maths and writing had been pleasing and the gap was closing.
- Key Stage 4 had seen a 7% improvement from 2012 and this was being sustained. The gap to National Average was closing.
- Key Stage 5 – The gap to National Average was narrowing.
- Floor standards at KS4 remained the same.
- Key actions to address underperformance.

Observations and questions were raised and discussed including:

- Members commented that whilst the report had been good in some aspects there was still a lot of negative aspects when comparing to the national average and in particular the gap in relation to the average point score. *The Head of School Improvement responded that he was in discussions with teachers, Heads of Faculty, etc. to ensure they were focusing on all students including those attaining low grades to ensure they made progress. The Assistant Director Education and Resources responded that there had in some schools been a focus on the high-performing pupils getting 5 GCSEs at the expense of those at the lower end.*
- Members asked if this therefore meant that there was going to be greater focus in future on pupils at the lower end of attainment. *Members were advised that schools had taken the message on board and were considering the average point score with greater significance. The average point score would become more significant because in the future the best eight subjects measure would ultimately replace the 5 A* - C including English and Maths.*
- The Head of School Improvement advised Members that Peterborough had done particularly well in 5 A*-C not including English and Maths and were above National Average.
- Members noted that the report showed final figures and did not include young people who had not been in education for less than two years. Members wanted to know if by not including new arrivals on the report it made the figures slightly better or worse. *Members were informed that if a student had been in this country for two years or less the school that they attended were allowed to exclude them from their final attainment data should they wish to. This was why there was a difference between the validated data and the unvalidated data which included all the children.*
- Members commented on the reference to the National Average and the fact that Peterborough was getting closer to the National Average. Members also noted how limited the control was that the Local Authority had over the schools. They also noted that the UK average was low in comparison with the rest of the world and therefore Peterborough being behind the National Average was very poor. They asked what the council could do in order to ensure that Peterborough improved its standards. *The Head of School*

Improvement stated that the Local Authority was entitled to have a representative during Head Teacher selection. In addition, there were also good relationships with academies. In terms of comparison with countries other than the UK, the PISA tests were a problematic test because they might compare a city like Shanghai with the whole of England. With regards to the National Average there was a greater focus on the National Average and there was no reason why Peterborough should not reach the National Average by 2015. The aim was also to have 75% of schools rated 'good' or better by 2015.

- The Cabinet Member for Education, Skills and University advised the Committee that there was a need to take into account the improvement in schools over the past five years. The Ofsted report noted that the money invested in schools had been effective. Teaching was getting better and there was a new teacher training college.
- Members referred to paragraphs 5.20 and 5.21 in the report regarding schools issued with a Letter of Concern or Formal Warning Notice. Members wanted to know if Ward Councillors were notified when schools in their wards were sent these letters and notices. *Members were advised that they were internal documents put in place to support schools and help them focus on improvement. Some were confidential as they might relate to individuals but others were more generic notices regarding performance. The focus needed to be on schools improving rather than on media gossip around schools. Some schools had received notices which were not just around performance and therefore it might often be inappropriate to issue them more widely.*
- Members noted that there was a positive trend in results but there were concerns regarding sustainability of that trend. The core mainstream seemed to be achieving sustained improvement. Members asked if there was therefore more of a focus on high and low achievers now? *The Head of School Improvement responded that there was a level of comfort around sustainability of the narrower measures and the scope could now be widened in future around, for instance, children who received free school meals. There would be a focus on more group analysis data.*
- Members asked about the attainment of level 3. *The Head of School Improvement responded that an issue with attainment of level 3 was that many teachers were concerned about awarding a level 3 as this then predicted that the child would attain a level 5 later. If the child did not achieve a level 3 it could impact negatively if the child did not subsequently achieve a level 5. Level 3 was therefore often only awarded to those deemed to be highly likely to achieve a level 5. Children less likely to achieve a level 5 would be assessed as a 2a or 2b.*
- Members referred to the figure on page 84 in which the percentage of pupils attending schools judged good or better reaching 82.1% and then dropping significantly was correct. *The Head of School Improvement responded that it was correct but reflected the schools which would have been tested at that time rather than a drop in quality across the area.*
- Members asked how the percentage of pupils attending schools judged good or better compares with the National Average. *The Head of School Improvement stated that Peterborough was at 71.7%, the aim was to increase it to 75% by 2015, which would be slightly above the National Average. The Assistant Director Education added that the percentage difference would only need one school to improve its rating.*
- Members asked the relevance of the figures and how they were being used. *The Head of School Improvement stated that they were used to target schools and identify areas for improvement. The data was also used to position the Local Authority in the league tables. The Executive Director, Children's Services responded that they would also be beneficial to parents in assessing how their child's school was performing and to find out what the Local Authority were doing to address attainment levels.*
- Members stated that the primary purpose of the data was to let parents know how their school were doing however the more relevant data was what percentage of students in a school receive a good education.
- Members wanted to know if reception children were rated to help inform future plans. *The Assistant Director Education responded that the challenges for the youngest children were different. 35% of the intake at reception level were EAL which meant that the challenges were bigger. This did not however change the fact that there was still an intent to get the*

best possible results for young children. The work around Early Years provision was key to this.

- The Chair commented that the Committee might want to look more in depth at the work being done with Early Years provision and reception children.
- Members stated the importance of measuring the youngest children in order to effectively plan for the future. *The Head of School Improvement stated that data on reception classes had been taken in recent years but there was not yet enough to identify trends.*
- Members stated that once the new measures around free childcare were implemented there would be scope to evaluate.

ACTIONS AGREED

The Committee noted the report and supported the School Improvement Team in challenging and intervening in schools to improve educational attainment across the city.

7. The Vision for Education in Peterborough – Update Report

The report was introduced by the Assistant Director Education and Resources and provided the Committee with an update on the reports previously presented to the Committee in April and November 2013 which outlined the vision for supporting education in Peterborough. Significant work had been undertaken to review functions and improve outcomes and the report aimed to finalise the proposals for the future delivery of the Education Service. The report also reflected on the recent Ofsted visit and proposed actions moving forward.

Members were informed of the recent Ofsted Inspection of Peterborough's School Improvement Arrangements and advised that Ofsted had judged the service as effective. A copy of the Ofsted report was tabled at the meeting (attached at Appendix 1).

Observations and questions were raised and discussed including:

- Members congratulated the officers on the positive Ofsted report. Members wanted to know whether officers had felt that Ofsted had missed any areas during their inspection. *Members were informed that they had not looked at Looked after Children education or Early Years in any depth. It had taken Ofsted a little while to understand the context of Peterborough but it had been a fair inspection. The Executive Director, Children's Services stated that the Ofsted report was a huge accolade and endorsement as to the amount of effort that the School Improvement Team had put into schools. The Ofsted team had gone in to schools and meet with Head Teachers to validate what officers were saying. The Cabinet Member also congratulated the officers and Improvement Team on the outcome of the Ofsted report and it was commendable that Peterborough had performed better than many other Local Authorities.*
- Members wanted to know when the Ofsted report had been received and why it had not been sent to Members before the meeting. *The Assistant Director Education and Resources responded that it had been received during the middle of the previous week but had been embargoed until the day after the scrutiny meeting.*
- Members asked how the outcome was arrived at to keep an in house School Improvement Team. A report had been presented to the Committee a year ago suggesting that this service may be outsourced. *The Executive Director, Children's Services responded that that when she first took up the post there was confusion as to whether to retain in-house services or outsource. There had been a number of reviews under the previous Director but she felt that there was no evidence or justification or improvement to be gained by outsourcing the service.*
- Members followed-up asking that since the focus of the school improvement team had decreased was the conclusion the same. *The Assistant Director Education responded that there were budgetary constraints but the change in focus did not put performance improvement at risk. Councillor Holdich responded that the Ofsted report had validated the decision.*

- Members noted that Serco had been commissioned to undertake a review and wanted to know if that had had some kind of financial implication. *The Assistant Director Education responded that Serco had managed the service for a while by taking a vacant post and at the going rate for the position. The costs associated were therefore those of the vacant post. The person that had been brought in from Serco had considerable knowledge of school improvement at another authority and provided an independent review.*
- Members referred to the Peterborough Self Improving Schools Network and asked if there was engagement with other schools aside from those in the pilot scheme. *Members were informed that there was engagement with other schools. Secondary Heads had met and shared their experience with all schools. Primary Heads had this on their agenda for a meeting to be held next week and there would be a dissemination event towards the end of May. This would not replace the school improvement work but to complement it.*
- Members referred to paragraph 6.1 in the report and the mention of vacant posts being filled and asked what sort of vacant posts were being referred to. *Members were advised that the vacant posts were for the Head of SEN and Inclusion and the Lead for Education.*
- Members added that the school-to-school improvement scheme would help those schools currently rated as outstanding remain outstanding schools themselves through reinforcement of standards. *The Assistant Director Education and Resources responded that this was the case and teachers from better performing schools were nonetheless learning things through the scheme.*

ACTIONS AGREED

The Committee noted the report and endorsed the proposed model of education delivery in Peterborough.

8. Children's Services Improvement Programme Task and Finish Group Final Report

Alistair Kingsley, Independent Co-opted Member of the Committee and a member of the Task and Finish Group introduced the report which provided the Committee with the findings of the Children's Improvement Programme Scrutiny Task and Finish Group. The Committee were asked to endorse the findings of the Children's Improvement Programme Scrutiny Task and Finish Group and accept the recommendations. The Committee were informed that the Task and Finish Group had felt confident in the sustained progress that had been made. Mr Kingsley thanked the Executive Director of Children's Services for the amount of data that had been shared with the Group and the openness and willingness to accept challenge.

Observations and questions were raised and discussed including:

- Members referred to page 138, the Audit of Contact and Referral Thresholds and noted that two cases which resulted in No Further Action should have progressed to referral and asked what exactly had happened in those instances. *The Executive Director, Children's Services responded that there was a clear threshold document in place whereby staff apply the criteria for referral against that to see whether they should be accepted into social care. However when this was looked at it was felt that the criteria had not been properly applied. The case therefore had not progressed to initial assessment when it should have done.*
- Members of the Task and Finish Group advised the Committee that whilst the review was taking place they had gained a lot more information on the Children's Services Department and the procedures and policies. It had given them the opportunity to meet staff and follow the procedures through rather than just hearing about them. The continuation of the Members visits to the service areas had been very helpful and it was felt that the staff appreciated the visits from councillors. *The Executive Director, Children's Services responded that when she first took the post of Executive Director one of the biggest complaints from councillors had been that the service was not transparent. She stated that there was now much greater transparency and openness but there was still a need to scrutinise and monitor the service at meetings.*

The Chair thanked the Task and Finish Group for the thoroughness of the review and thanked the Executive Director, Children's Services for her co-operation and openness during the review. Members also thanked the Senior Governance Officer for her support of the Task and Finish Group.

ACTIONS AGREED

The Committee noted the report and accepted and endorsed the recommendations within the report.

9. Appointment of a Co-opted Member

The Chair introduced the report which proposed that the Committee consider retaining Alistair Kingsley as a Co-opted Member of the Committee with no voting rights for the municipal year 2014/2015.

The Committee unanimously agreed to the proposal and agreed to review the appointment at the end of the municipal year.

ACTIONS AGREED

The Committee agreed:

To retain Alistair Kingsley as a Co-opted Member of the Committee with no voting rights and that this arrangement be reviewed on an annual basis.

10. Forward Plan of Key Decisions

The Committee received the latest version of the Council's Forward Plan of Key Decisions, 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 Forward Plan and, where appropriate, identify any relevant areas for inclusion in the Committee's work programme.

ACTION AGREED

The Committee noted the Forward Plan of Key Decisions.

11. Work Programme 2014/2015

The Senior Governance Officer introduced the report which provided the committee with a list of possible items to be included in the committees 2014-15 work programme.

Additional items for consideration included:

- School to School Partnership
- Reception Intake Assessment
- Pupil Premium

ACTION AGREED

The committee noted the report and agreed to discuss in further detail at the next group representatives meeting.

The meeting began at 7.00pm and ended at 9.05pm

CHAIRMAN

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7 March 2014

Ms Sue Westcott
Executive Director of Children's Services
Peterborough City Council
Children's Services
Bayard Place, Broadway
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Dear Ms Westcott

Inspection of local authority arrangements for supporting school improvement under section 136(1) (b) of the Education and Inspections Act 2006

Following the recent inspection by Her Majesty's Inspectors from 3 to 7 February 2014, I am writing on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

We are grateful to you for your cooperation, and to your staff, the elected members, contracted partners, headteachers and governors who gave up their time to meet with us.¹

This inspection was carried out for four main reasons:

- (1) The proportion of pupils in Peterborough attending a primary school rated as good or better is in the lowest 10% nationally.
- (2) By the end of Key Stage 2, pupils' attainment is below the national average and is very low for pupils who are known to be eligible for free school meals.
- (3) Although there were significant improvements in 2013, outcomes at the end of Key Stage 4 remain below the national average.

¹ During the inspection, discussions were held with senior and operational officers, and elected members of the local authority, governors and other stakeholders. Inspectors scrutinised available documents, including strategic plans, and analysed a range of available data.

- (4) A high proportion of young people aged 16 to 18 are not in education, employment or training.

These issues have prompted concerns about the capacity of the local authority to bring about improvement in the city's schools.

Context

Peterborough City Council is a small unitary authority. Seven of its twelve secondary schools are academies, as are an increasing number of primary schools. One secondary provider is a free school with a special school located on the same site. A further four special schools, and one pupil referral unit, provide education for children and young people with a wide range of additional needs. Two colleges provide post-16 education and training.

Peterborough is a fast-growing city. Much of this growth emanates from new arrivals to the United Kingdom who are predominantly from Eastern Europe. The number of pupils who speak English as an additional language (EAL) is well above average and rising; it is currently much higher in Year 1 than in Year 11. These demographic changes have influenced the revision of the Peterborough EAL strategy. The range of languages spoken in schools is broadening. The proportion of pupils who join or leave school during the course of the year is amongst the highest nationally. This reflects the temporary nature of some employment and the movement of families within the city itself. Despite some affluent areas, there are some localities in which levels of deprivation are high and continue to rise.

Peterborough maintains a small team of officers to support school improvement. Their work is overseen by an Assistant Director for Education and Resources. Most schools access advice and support from the school improvement team and use the local authority's other services, such as support for governance, attendance and finance. The local authority also commissions services from key partners to improve teaching and learning in mathematics and phonics. Examples of these partners are Edge Hill University and the EAL Academy, a bespoke consultancy service, who work to raise the achievement of all pupils who have English as an additional language. In 2013, a review of school improvement activities led to the establishment of a 'Self-Improving Schools Network' overseen by a School Improvement Board.

Summary findings

The local authority's arrangements for supporting school improvement are effective.

Strategies to improve the education outcomes for children and young people in Peterborough are bearing positive results. Notable recent successes include the significant improvement in GCSE results. Over the past three years, the proportion

of students achieving five or more GCSEs at A*-C grades including English and mathematics has increased by 10% from 45.5% in 2010 to 56.2% in 2013.

Attendance in schools has also improved and, although still slightly below the national average, it now matches similar authorities. The pupil referral unit is now good. Its leadership, judged outstanding at its recent inspection, is having a significant impact on reducing exclusions across the city's schools. In the 2011/12 academic year, ten pupils were permanently excluded from primary schools in Peterborough. During the following year, and so far this academic year, there have been no exclusions. Overall, the number of permanent exclusions has reduced from 43 in 2011/12 to 24 in 2012/13. The reducing number of permanent exclusions, (eight so far this year), against the number of requests, (19 to date), demonstrates the robust stance taken by the local authority and schools.

Officers recognise that there is still some way to go. The proportion of pupils attending a good or better primary school, although improving steadily, is well below average. Results, although improving year on year, are also below the national average. Pupils start school with low levels of attainment. As they get older, through Key Stages 1 and 2, their progress in writing and mathematics increases at a faster rate than is seen nationally. However, progress in reading is slower. Polish and Lithuanian pupils are making good progress and their results are much improved this year. Nonetheless, the attainment gap between pupils from disadvantaged groups and other Peterborough pupils is wide. Reducing these inequalities is a key issue for the local authority and schools to address.

The local authority's senior leaders and the team of school improvement advisers are held in high regard by schools. They work well with local leaders of education and headteachers to support schools that are causing concern. The partnerships with a range of providers, including some from outside Peterborough, increase the capacity to support schools and intervene where improvement is most urgently needed. Headteachers show strong commitment to the newly established school-to-school partnership, although some primary schools still rely heavily on local authority support.

Headteachers and governors are emphatically committed to realising the council leaders' and senior officers' vision to increase the proportion of good or better schools and for end of key stage results to match the national average by 2015. However, the extent to which each school must contribute to this high ambition is not spelled out clearly and specifically in the council's strategic plans.

The work to improve students' participation in education, employment or training post-16 is showing signs of success. The proportion of young people not in education, employment or training has reduced from 7.4% in 2011 (above the national average), to 5.9% in January 2014, which is much closer to the national average and matches the proportion in similar areas. The local authority's officers and post-16 partners closely track young people's destinations when they leave school.

Consequently, the proportion of young people whose destinations are unknown is much smaller than the national average. The secondary schools rebuilding programme and the joint work with post-16 providers have ensured sufficiency of sixth form places and Level 3 provision across the city. Local authority data show that a significant proportion of 17- and 18-year-old students, particularly those with additional needs and those from minority ethnic backgrounds, drop out of their chosen courses before accreditation. This data is supported by officers' local knowledge. The local authority must challenge schools to ensure that students receive genuinely high-quality and impartial advice and guidance about where, and what, to study.

The improved provision for young people with special educational needs is reducing the number of those educated or trained out of the city. However, work-based learning opportunities are still limited. Several initiatives are in place to increase the number and range of placements, such as the opening of a skills' centre and making apprenticeships part of lease arrangements for start-up businesses in the town centre.

Areas for improvement

To improve achievement and ensure that all pupils in Peterborough attend a good or better school, the local authority should:

- clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people;
- focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding;
- embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools; and
- improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.

Corporate leadership and strategic planning

- Councillors and senior officers are ambitious for Peterborough. The right structures, personnel and investment are in place to realise the council's ambition. A period of stable leadership began in 2011 with the appointment of the Assistant Director for Education and Resources who formed an effective partnership with the Head of School Improvement. This was further strengthened in 2012 by the appointment of a substantive Executive Director of Children's Services who has supported them in galvanising the full support of headteachers across the city.
- Key priorities and overall targets are shared and understood by all schools. Headteachers fully understand their collective responsibility for closing the attainment gap between disadvantaged pupils and all pupils in Peterborough.

Primary schools, however, must significantly accelerate the progress of pupils in receipt of pupil premium funding if overall targets are to be met. Currently, each school's contribution to these is not specified with sufficient clarity in the strategic plans.

- The local authority is proactive and effectively plans to anticipate future challenges. For example, it has ensured that sufficient school places are available to match the significant rise of the school-age population. Officers check that schools have the capacity and expertise to meet the specific needs of newly-arrived pupils.
- Headteachers and governors hold school improvement advisers in high regard. Governors praise the quality of the training that they receive which is reflected in the high attendance and positive evaluation of courses. School leaders note a step change in the level of challenge to their schools. This is reflected in the comprehensive visit notes that show how the issues raised are rigorously followed up by officers.
- The local authority has effective arrangements to ensure there are sufficient and suitable places for all 16- and 17-year-olds in education or training. A particular strength is the improved provision, at a local college, for students who have special educational needs or a disability. There is more to do, however, to increase work-based learning opportunities and to challenge schools about the quality and impartiality of the information, advice and guidance they provide to students.

Monitoring, challenge, intervention and support

- Improvement advisers know schools well. A wide range of data and other local intelligence are used to identify strengths as well as underachievement and to eliminate potential barriers to raising standards. Most academies purchase local authority services, including data management and adviser support, because they trust the quality of what is offered.
- Educational outcomes and other criteria, such as difficulty in recruiting staff or inexperienced leadership, are used to determine the level of support and intervention a school will receive. Good or better schools are also monitored, with a lighter touch, to check whether performance is being sustained.
- The positive impact of the local authority's support and challenge is shown in several areas. This particularly includes the improved results at GCSE, the reduction of exclusions and absence from school, the now good overall effectiveness of the pupil referral unit, the sustained good quality of all the special schools, and the increase in the number of young people continuing education or training post 16, with better provision for those who have additional needs. Ofsted inspections of the few inadequate schools, and those requiring improvement, report effective support from the local authority.
- The school improvement service signposts school staff to partners whose educational work has a good track record. Officers and local leaders in education work well together to support schools, share good practice and increase the schools' capacity to improve by themselves. Not all primary schools are adapting to the new culture and some are over-reliant on the support provided by the

local authority. The success of the newly-established Self-Improving Schools Network is unproven.

- The number of newly qualified teachers is high in Peterborough. The attention given to their induction and professional development is paramount. Officers challenge schools where support is not strong enough, work with schools to identify struggling new teachers early and agree effective support plans. The induction manager is an integral part of the school improvement team.

Support and challenge for leadership and management, including governance

- The action taken to challenge poor leadership and governance in maintained schools has significantly strengthened over the past two years. It is beginning to have an impact, as demonstrated by the now outstanding leadership of the pupil referral unit. Formal statutory powers, as well as the local authority's own 'letters of concern', are used to intervene when maintained schools are not improving. The Department for Education is notified promptly when an academy gives cause for concern.
- Local leaders in education and headteachers of successful schools are deployed to help weaker maintained schools across the city. Training opportunities are closely matched to known weaknesses. Through the EAL Academy, some schools are targeted for intervention as the quality of teaching and the progress of pupils who are beginning to learn English requires urgent improvement. This includes training teaching assistants to use appropriate pedagogy for these pupils. Training to improve outcomes for pupils eligible for free school meals is also provided. Case studies demonstrate clearly how quickly some schools have improved as a result.
- Almost all schools purchase the local authority's governor services. Tailored support is well-deployed and governors welcome the flexibility in the timings of workshops, with day and evening courses on offer to promote good participation. Governors report that they are 'chased-up' if officers feel the quality of governance warrants their attendance. They also comment positively on the support and the increasing level of challenge they obtain for the management of headteachers' performance. The local authority deploys a number of experienced governors to support some governing bodies and interim executive boards.

Use of resources

- Elected members are highly committed to maintaining a small school improvement team, despite financial constraints. This is due to the fact that advisers ensure resources are targeted where they are most needed, either as part of a city-wide programme, specific improvement initiatives such as '*Every Child a Reader*', or tailored to an individual school's project. The impact of funding on pupils' outcomes and school balances are reviewed as part of the termly *Round Table Reviews*.

- The procedures for the allocation of resources are transparent and decisions made at the Schools' Forum are shared with headteachers and governors. The frequent headteacher meetings provide opportunities to challenge the council's resourcing strategy. This year, significant funds are being allocated to the first 'Triads', a specific group of schools matched to work together, and 'Collaboratives', composed of several triads, leading the way for the development of school-to-school support and school autonomy.
- The Lead Cabinet Member for Education, Skills and the University and officers are clear that the lack of funding should not stand in the way of pupils' progress. This commitment is shown through the high-quality refurbishment of schools and the development of the Peterborough school-based initial teacher training (SCITT-Teach East) partnership, to ensure the good supply of high-quality teachers and meet the increasing demand for school places.

I am copying this letter to the Secretary of State, the Chief Executive and the Leader of Peterborough City Council. This letter will be published on the Ofsted website.

Yours sincerely

Marianick Ellender-Gelé
Her Majesty's Inspector

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 5
14 JULY 2014	Public Report

Report of the Director for Communities

Contact Officer(s) – Wendi Ogle-Welbourn
Contact Details – 01733 863749

NEW VISION FOR EARLY YEARS SERVICES INCLUDING CHILDREN’S CENTRES IN PETERBOROUGH

1. PURPOSE

1.1 The purpose of this report is to update and inform the Scrutiny Committee of the progress in implementing the proposals described in the document ‘A New Vision for Early Years, including Children’s Centres, in Peterborough’.

The report will update Scrutiny on the following:

- The progress made in securing tenants for the de-designated centres;
- The process undertaken in determining appropriate tenants for the de-designated centres;
- The progress made in developing the early years universal core entitlement delivered from each of the de-designated centres;
- The new contractual arrangements for the delivery of the Children’s Centre Hubs and outreach activities with Spurgeons and Barnardos.

2 RECOMMENDATIONS

2.1 For Scrutiny to note and comment on the progress so far in the delivery of the agreed ‘New Vision for Early Years, including Children’s Centres in Peterborough’.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

3.1 This report relates to the Supporting Vulnerable People priority in the Single Delivery Plan.

4. BACKGROUND

4.1 Cabinet gave approval for the implementation of the proposals in connection with the re-visioning of children’s centre delivery in February 2014. From the point of the decision, significant work has been undertaken to secure continued future early years delivery from the de-designated children’s centres. The main focus of the work has been to identify appropriate tenants to manage the buildings and take on the full liabilities associated with the running costs of these buildings. In addition, future tenants would have to agree to continue to offer the community access to universal early years’ services from the buildings.

To date, future tenancy arrangements have been identified for most of the de-designated centres. The future tenants for these children’s centre buildings have been identified through the applying the following criteria:

- The future financial sustainability of the proposed organisation seeking tenancy

- The organisation seeking tenancy commitment to early years services

A full options appraisal in relation to the identification of appropriate tenancy arrangements for the de-designated centres can be found in **Appendix 1**.

Following the consultation period for 'A New Vision for Early Years, including Children's Centres' cabinet agreed to reduce the £1.2m savings required by £100,000 in order to ensure that a core entitlement of universal early years services could still be delivered from the de-designated children's centre buildings. This core entitlement will consist of:

- Continued access to midwifery and health visiting services from the centre buildings
- Access to one early childhood development session per week facilitated by an early years professional from the centre buildings
- Support for mothers who are at risk of post-natal depression through the extension of the Connecting Mums project run by Peterborough and Fenland Mind
- Support for groups of parents who wish to run their own groups from the centre buildings

Midwifery and Health Visiting services have agreed to continue operating from the de-designated centres and support has been made available to ensure that these services can continue, where needed, from the centre buildings for 52 weeks of the year.

Agreements have been made with Peterborough and Fenland Mind and with the Peterborough Council for Voluntary Services to deliver programmes in the de-designated centres. Peterborough and Fenland Mind will deliver support activities for mothers who have been identified as being at risk of post-natal depression. They will deliver group programmes and individual mentoring/outreach from the Children's Centre Hubs and through the de-designated centres. Peterborough Council for Voluntary Services has been commissioned by the council to support emerging parent groups set up their own organisations and use the space in the de-designated centres to deliver programmes to parents and families in the immediate community.

The Early Years team in the Communities Directorate has been commissioned to deliver the early childhood development sessions. This will guarantee high quality delivery by a professional who is trained to Level 4 or above in early childhood development.

In addition, City College Peterborough are using their Community Learning funding to work with interested groups of parents from the de-designated centres to run family learning activities and to develop a network of family learning champions.

Contract variation discussions have taken place, and new contracts have been signed, with both Spurgeons and Barnardos, the city's contracted providers for the remaining children's centres. Both contracts identify clearly the expected outcomes in terms of supporting vulnerable families and communities within their designated reach areas.

5. KEY ISSUES

- 5.1 Initial concerns voiced by parents during the consultation period around continuing to access early years' services locally have been mitigated through the securing of appropriate tenancy agreements for the de-designated centres. These tenancy agreements with identified tenants will secure the delivery of the core entitlement offer as identified above from each of the de-designated centres.
- 5.2 In the short term, because of timescales, Eye Children's Centre will continue to be managed by the council. It is likely, however, that a suitable tenant will be secured for this building in the near future.
- 5.3 Discussions with midwifery and health visiting services are continuing in respect of:
- Securing access to the de-designated buildings for 52 weeks of the year where needed;
 - The management of new birth registration data and the use of E Start the children's

- centre information management system;
- Arrangements in relation to the lone working of health staff in the de-designated buildings;
- The IT and telecommunications support required by both midwives and health visitors.

6. CONSULTATION

- 6.1 Officers have met with the users of each of the de-designated centres and have informed them, in principle, of the name of the proposed organisation assuming the tenancy of the building.

In addition, meetings have taken place with groups of parents in Hampton and with the Save Peterborough's Children's Centres Action Group.

Peterborough Centre for Voluntary Services will shortly be meeting with parents in the communities served by the de-designated centres to provide information and support in relation to establishing parent led groups within the area.

7. NEXT STEPS

Ensure communication strategy is in place and that parents in the community have access to information in relation to what is being delivered from each of the de-designated centres.

Ensure effective arrangements are in place to maintain the opening of the de-designated centres during the summer holiday period.

Secure all contractual/lease/community use arrangements with the incoming anchor tenants in preparation for full delivery in September 2014.

8. BACKGROUND DOCUMENTS

- 8.1 None

9. APPENDICES

- 9.1 **Appendix 1** - De-designated centres

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Appendix 1

De-designated Children's Centres in Peterborough

1. Background

In order to achieve the required financial savings in Children's Services as identified in the Medium Term Financial Plan, Cabinet agreed to the de-designation of 8 children's centres (9 buildings as Thorney and Eye is designated as one children's centre but consists of two buildings) across Peterborough and for the delivery of children's centre services through children's centre hubs and outreach centres in each locality.

Cabinet also agreed that the de-designated centres would continue to provide the following universal core entitlement of activities and that funding would be set aside to resource these activities:

- Access to health visiting and midwifery services;
- One session per week of early childhood development activity facilitated by an early childhood development practitioner;
- Support for mothers with 'low mood' or who are at risk of post natal depression;
- Access to the facilities within the de-designated buildings for parent-led groups.

Based on a detailed needs analysis linked to the indices of deprivation as they impact on children's welfare and wellbeing, as well as the density and extent of need in certain areas of Peterborough, it was agreed by Cabinet to de-designate the following children's centres. Cabinet also agreed to find alternative tenants/providers to run the buildings (with the tenant/provider guaranteeing community access to the Cabinet-agreed universal core entitlement of services) and to focus remaining financial resources in the areas of greatest need.

Children's Centre	Current Provider	Locality
Wittering	Independent (School)	North West and Rural
Werrington	Independent (School)	North West and Rural
Caverstede	Independent (School)	North West and Rural
Thorney	Spurgeons	North West and Rural
Eye	Spurgeons	North West and Rural
Westwood and Ravensthorpe (Highlees)	Spurgeons	North West and Rural
Stanground	Spurgeons	South
Brewster Avenue	Spurgeons	South
Hampton	Spurgeons	South

2. De-designated Children's Centre Buildings

Of the nine children's centre buildings to be de-designated, five are within an existing school or attached to a school, three are located close to an existing primary school and one stands alone.

The resources of Caverstede children's centre are fully integrated with that of the nursery and could therefore not be de-coupled from that delivery.

Although Stanground children's centre is part of a school building, accessibility by the school is restricted. In addition, the building itself is very small and offers limited alternative usage.

Appendix 1

The Department for Education's conditions for the Sure Start capital grant emphasises that to ensure that there is no capital claw back any future use of the de-designated centres must be linked to early childhood provision.

Thus the buildings can only be used, predominately, for the delivery of early childhood activity during the period of normal opening hours. Outside of these hours, the facilities can be used by any appropriate group or organisation to run, or deliver, activities for the community. It is via this route that any future tenant will be able to generate a small amount of income in order to subsidise the running costs of the building.

The types of early childhood activity that would deem to be acceptable by the Department for Education would be as follows:

- Childcare and pre-school activities
- Early childhood development activities such as 'messy play' and singing
- Midwifery services
- Health visiting services
- Family support activity
- Support groups for new mothers
- Specialist support groups for parents/carers e.g. parents of twins

Running costs

In the situation where a school takes over the running of the de-designated children's centre buildings and the buildings form part of the fabric/envelope of the school site, the full maintenance costs of the running of the facilities will fall to the school. In identifying the future anchor/lead tenant for these facilities, the ability of the tenant to sustain the financial responsibility of running the building, as well as, keeping it open for the community, will be a major consideration.

Where a de-designated children's centre stands outside of the school site, elements of the financial responsibility for the ongoing maintenance of the building will form part of the landlord's statutory responsibilities in respect of maintaining a building in line with health and safety regulations- such as the statutory testing of electrical equipment.

3. The future role of primary schools in the delivery of early years' services

Many primary school headteachers are developing a vision for their school which encompasses the delivery of family support services and activities – e.g healthy living programmes - for families with children from 0 to 11. This is predicated on developing effective partnerships with health services, the pre-school sector, deliverers of family learning activities and early childhood development practitioners.

It can therefore be concluded that securing primary schools as anchor tenants for the de-designated children's centre buildings secures:

- The continuation of the local community's access to midwifery and health visiting services;
- Provides enhanced resources for the delivery of parenting support programmes and similar activities for the most vulnerable of families;

Appendix 1

- Supports the opportunity for primary schools to work in closer partnership with pre-school and early years childcare providers in order to improve end of foundation stage outcomes for children and transition from pre-school to reception class;
- Ensures that the buildings remain open for the use of the community and for parent led activities;
- Shifts the financial responsibility for the delivery of these services and the maintenance of the buildings from the local authority to the schools;
- Offers a financially sustainable model for the future delivery of early years services in the community.

Many of the children's centre buildings in Peterborough are located within, or close to, existing primary school buildings.

It is the primary sector that in recent years has seen a growth in funding directly linked to the pupil premium. From September the pupil premium for eligible children in primary schools goes up to over £1,000 per student. The pupil premium is 'ring fenced' money that the school is expected to use to tackle the barriers to learning. These barriers could relate to low attainment on entry, specific learning difficulties, the impact of poor parenting or social and emotional/behavioural issues. In addition, the government has just announced that there will be a Pupil Premium targeted at the under 5s.

Many primary school headteachers are recognising that in order to tackle some of the barriers to children's progress mentioned above they have to work with the family rather than the child in isolation. In addition, they see that engaging with the family before the child enters primary school provides a more effective route to working with the family to address issues such as poor parenting and low aspirations.

Headteachers who have a high proportion of vulnerable families within their school catchment area are increasingly seeing the importance of engaging with the children of these families from birth onwards (see article The Independent 'Open All Hours' by Sarah Cassidy, Thursday 5 June 2014) and that working with midwifery and health visiting services offers a way of doing this.

In addition, primary school headteachers are seeing the importance of extending their influence and teaching and learning expertise to the pre-school sector. They are either embarking on delivering/commissioning their own pre-school services or developing more productive partnership arrangements with the sector. They see that engaging in this phase of learning will eventually secure better learning outcomes for children at every stage of their schooling.

4. Future tenancy arrangements

The agreements/tenancy arrangements with the future anchor tenants will depend on **a)** the de-designated building being maintained and **b)** the organisation offering to take on the management of the buildings.

Where a school is the proposed anchor tenant and takes over the complete running and responsibility for the de-designated children's centre facilities, a community use agreement will be signed by the school with the council. This community use

Appendix 1

agreement will ensure that the core offer of universal childhood support activities funded by the council will have priority in accessing the building.

Where the anchor tenant is not a school then the transfer arrangements will be through a landlord/tenant lease agreement.

Centre	Arrangement with the Council
Wittering	Community use Agreement
Werrington	Community use Agreement
Caverstede	Community use Agreement
Thorney	Community use Agreement
Eye	To be determined at a future date but likely, in the short term, to be individual arrangements with providers
Highlees	Lease agreement as Highlees school functions as an academy.
Stanground	Responsibility remains with the council
Brewster Avenue	Community use agreement
Hampton	Formal lease arrangements

It is in the council's interest, wherever possible, to support schools to become the anchor tenant as, a) the maintenance costs can be subsumed within the overall school budget and b) there is a guaranteed year on year revenue stream to cover costs.

5. Criteria for evaluation of options

Taking the above into account, the following criteria has been used to identify the most appropriate anchor tenant for the de-designated centres in the future:

- The future financial sustainability of the organisation
- The nature of the organisation – i.e. charitable status, or public sector facing
- A commitment to early years activity and family engagement

Appendix 1

6. Future Tenancy Arrangements

Centre: Thorney (designated as Thorney and Eye Children's Centre)

Tenancy:

Discussions are taking place with **The Duke of Bedford Primary School in Thorney** with the view to them assuming the financial responsibility for the children's centre building towards the end of this year. They will then become the anchor tenant.

The costs to the school of maintaining the building will be supported by the rental income from the pre-school which will move from the Social Centre in Thorney to the children's centre space.

Benefits:

The school will have a closer working relationship with the pre-school which will a) secure the sustainability of the pre-school and b) improve the transition arrangements from pre-school to reception.

No future costs to the council in respect of building maintenance.

Risks:

Space in the Thorney children's centre building is limited so with the pre-school operating out of the building it is likely that the core offer for the community will have to be delivered from another community building – possibly from the Tank Yard.

Discussions with Thorney Parish Council have been very positive and it is likely that access to alternative space for delivery will not prove a problem.

However, additional costs might be incurred in order to rent alternative space from the parish council.

Centre: Eye (designated as Thorney and Eye Children's Centre)

Tenancy:

Peterborough City Council to retain management of the building until an anchor tenant can be found.

The costs of running the building to be offset by the following rental income:

- Pre-school contribution= £3,066
- After School Club= £2,318
- Potential rental to identified external group = £6,500
- Potential rental of space to Eye Primary School – income as yet unknown.

The above would give a potential revenue stream of in excess £11,884

Benefits:

The buildings will remain open and in use with the exiting providers confident that the building will be maintained.

Appendix 1

In addition, there is potential for a new organisation to be based there delivering a range of targeted support activities to vulnerable families with children with additional needs and thus being able to extend the provision currently being offered through portage and by Caverstede.

With the council running the centre in the short term, there will time for a) the potential operators using the centre to develop the confidence to become an anchor tenant, or b) a new anchor tenant to be found.

Risks:

The council will have to bear the financial risks of potentially not securing an anchor tenant for the long term.

The current running costs for the Eye buildings total £26,234.35. Income is estimated to be slightly over £11,884.00 that consequently leaves a shortfall of £14,350.35.

A new organisation has expressed strong interest in renting space and is prepared to pay a rent of £6,500.00 for the facilities they require. However, they have yet to confirm these arrangements and have limited experience of running services with an unproven track record. If this organisation ceased trading then the additional costs would fall to the council.

Centre: Wittering

Tenancy:

Wittering Primary School to continue to run the building as a centre for early years support and activity.

The focus on supporting young families based at RAF Wittering will mean that the funding they have received from the Military Covenant Fund can legitimately be used to sustain the early years activity

Benefits:

The school will continue to provide support activities for families that need access to early years professionals.

No future costs to the council.

Risks:

Not a long-term solution. The school will have to apply now for financial support from the Military Covenant Fund if they want to continue operating in the financial year 2015/2016.

The school will have to seek out alternative sources of income – i.e. rental arrangements and charging policies if services are to continue in the future.

Appendix 1

Centre: Werrington

Tenancy:

Welbourne Primary School to have control over the building and become the anchor tenant. In doing so they will use some of the children's centre space to extend the school, locating the reception class in the building.

The full cost of maintaining the building will be the responsibility of the school and these costs will be supported by rental income from:

- The pre-school provider that operates from the building;
- Peterborough Learning Partnership having Werrington as their administration and, potentially, their delivery base;
- Ad hoc rental income from organisations that want to use the space.

Benefits:

The costs of running the building will become the responsibility of the school.

The co-location of the reception class next to the pre-school will improve transition arrangements and will have a positive impact on outcomes.

Peterborough Learning Partnership (PLP) will be based in the building which will mean that there will be a constant presence in the centre and will militate against issues with health services around 'lone working' arrangements.

PLP has also suggested that they will want to deliver some training programmes from the building.

No future costs to the council.

Risks:

It is unlikely that the school will embrace additional early years activity to that already offered via the pre-school. This will mean that the community will only have access to the core offer of:

1. Health visitor led groups
2. Midwifery support
3. The funded one session per week of early childhood development activity
4. The extension to the Peterborough Fenland Mind Connecting Mums programme that offers support to mothers who are at risk of post natal depression

Centre: Caverstede

Tenancy:

Caverstede Nursery School to assume for responsibility for the full costs associated with the continued running of the children's centre resource.

The school will receive additional funding from the Direct Schools' Grant. This will help their overall budget situation which will, in turn, give them the financial resources to continue the delivery of early years support and early childhood developmental activities to the community.

Benefits:

Appendix 1

In Caverstede the nursery and children's centre activities are fully integrated.

Additional funding to the school has allowed them to retain some early years professionals who will continue to offer programmes to the community.

The expertise located in the school will also be used to a) support the growing population of very young children with additional needs and b) to support other early years settings in developing their skills and capacity to work with vulnerable children.

No future costs to the council.

Risks:

Due to the previous success of the children's centre, there is a high expectation within Caverstede's immediate community and across the city, that the centre will continue to offer the same level of support as before. Although the school will offer a wide range of activities in the future, this, in comparison, will be a reduction in what was previously provided as a children's centre. Parents will gain access to support based on need, which will inevitably reduce significantly the universal/open access offer. It is likely that parents will have to be placed on a waiting list for the most popular sessions.

Centre: Westwood and Ravensthorpe (Highlees)

Tenancy:

Highlees Academy to take financial responsibility for the running of the building and to be the anchor tenant.

The academy will work in partnership with the head of **Ravensthorpe Primary School** to develop a range of joint family support activities to be delivered from the building.

Benefits:

In addition to the entitlement, high quality family support work will be delivered from the centre.

There will be a focus on those families where there might be child protection issues and where the children are having difficulty in making the transition to statutory education.

There will be a focus on the whole family rather than on children under the age of 5.

No financial cost to the council.

Risks:

The academy will use the space to deliver on their priorities. In doing so they will have less of a commitment to support parent-led groups and other associated organisations to deliver from the buildings.

Parents in the community will receive the offer of:

1. Health visitor led groups

Appendix 1

2. Midwifery support
3. The funded one session per week of early childhood development activity
4. The extension to the Peterborough Fenland Mind Connecting Mums programme.

Centre: Stanground

Tenancy:

Peterborough City Council to retain responsibility for the maintenance and overall management of the building.

The centre will house the portage service (portage is a service that works with families of children from 0-5 who have additional needs). The costs associated with this will come from the early years budget.

The portage staff will be based in the centre and will also deliver some support sessions to parents and groups from the centre building.

The core entitlement will also be delivered from the centre.

Benefits:

Services will continue to operate from the building.

Parents will have access to the core entitlement sessions from the building.

Issues regarding lone working in connection with health visitors and midwives will be mitigated by Portage being permanently located in the building.

Risks:

Stanground children's centre is one of the smallest children's centre buildings in the city and is therefore the least flexible.

The delivery of portage services as well as the core offer will have to be carefully scheduled in order to ensure that there is no disadvantage to either the portage team or to the regular delivery of the core services, particularly where it involves health visiting and midwifery staff.

The council will still be responsible for the costs of the building in the future.

Centre: Brewster Avenue

Tenancy:

Brewster Avenue Primary School to take over the control of the building and become the anchor tenant responsible for the maintenance and running costs in the future.

The centre will continue to support the after school club – Planet X - to operate from the building.

Benefits:

Appendix 1

The headteacher and governors of the school support a future vision for the school that is centred on the delivery of services from birth to 7 for the community. They see the acquisition of the children's centre space as a vehicle for achieving this vision. Through delivering such services they are convinced that attainment and outcomes will improve.

The school is very keen to work with the community to ensure that what is offered from the centre meets the needs of the families currently using the facilities. They will support both the core offer and any parent-led groups that might wish to use the facilities.

Risks:

Expectations from the community are high

There is a risk that the menu of activities delivered by the school might not meet parental expectations or demand.

Centre: Hampton

Tenancy:

For the charity **Family Action** to become lead tenant and take over the running and maintenance of the facilities.

Family Action was the organisation that originally ran the children's centre prior to the commissioning of Spurgeons.

Family Action currently offers childcare in Hampton and across Peterborough.

Benefits:

The charity will use the facilities to extend its childcare places through opening a suite for two-year-olds. This resource will go some way to meeting the increasing demand for childcare in the area of Hampton.

It will ensure that the core offer is delivered from the building but, in addition, will a) provide support for parents to set up their own activities for children aged 0 to 5, b) provide a level of support or signposting for local families and c) provide affordable space/rooms for hire during weekdays and evenings to appropriate groups.

No future costs to the council with the exception being in relation to landlord's statutory responsibilities.

Risks:

The buildings will have to be financially self-sustaining. Consequently, Family Action may make decisions on the use of the facilities based on the potential rental income. This could have an impact on the ability of parent-led groups to access the facilities.

The council will still retain the financial responsibilities of a landlord.

Appendix 1

7. The financial business case

De-designated centre name	Current cost to the council for running centre/building	Proposed cost to the council for running the centre/building	Benefit to the council following transfer
Wittering	£60,000	£0	£60,000
Werrington	£87,362	£0	£87,362
Caverstede	£145,600	£0	£145,600
Westwood	£175,590	£0	£175,590
Hampton	£126,000	£0	£126,000
Thorney	£95,468 operated as a single children's centre	£0	£70,968
Eye		£24,500	
Brewster Avenue	£114,000	£0	£114,000
Stanground	£114,000	£10,000	£104,000
		Total: £34,500	£883,520

The above table shows the financial impact to the council following the transfer of the 9 de-designated children's centres to the external providers. The remaining savings, as identified from the re-organisation of children's centres will be achieved through redesigning the delivery of the remaining children's centres.

8. Finally

Finally, with the range of tenants identified above and in order to retain a sense of coordinated delivery across the city in respect of the core offer provided, it is proposed that the facilities be re-named children and family centres.

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 6
14 JULY 2014	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Jonathan Lewis

Contact Details - Tel: 01733 863912 email: jonathan.lewis@peterborough.gov.uk

IMPLEMENTATIONS OF OFSTED SCHOOL IMPROVEMENT INSPECTION ACTION PLAN

1. PURPOSE

- 1.1 The purpose of this report is for the Committee to review the proposed action plan arising from the Ofsted Inspection of Local Authority School Improvement Inspection undertaken in February.

2. RECOMMENDATIONS

- 2.1 That the Committee reviews and agrees the action plan and that an update report on progress is brought to the committee early in 2015.

3. BACKGROUND

- 3.1 On the 3rd February 2014, a team of 3 inspectors from Ofsted reviewed our arrangements for school improvement. The inspection lasted 5 days. The inspection of a local authority provides an independent external evaluation of how well it carries out its statutory duties in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by the Education Act 1996 (all schools including academies).

- 3.2 The authority was graded as being ‘effective’ and is only the second authority out of eleven in the England to date to receive this outcome. Although not required as part of the Ofsted framework, we have decided to develop an action plan to address the ‘areas of improvement’ identified in the report.

- 3.3 The areas identified for improvement were –

“To improve achievement and ensure that all pupils in Peterborough attend a good or better school, the local authority should:

1. Clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people;
2. Focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding;
3. Embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools; and
4. Improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.”

4. KEY ISSUES

- 4.1 Attached in appendix 1 is the proposed action plan to address the areas identified in the inspection. We have also added two other areas where we wish to continue focus improvement activity. The plan closely follows the prescribed / recommended format used by Ofsted in schools and provides detailed milestones on delivery. A number of these actions have already been completed.
- 4.2 Following the inspection of school improvement arrangements, the council received a 5 day review of the effectiveness of education and training provision for 16-19 year olds, particularly the most vulnerable young people. The inspection was positive and we are awaiting the final outcome letter which is expected imminently. As this review overlapped with action point 4, we will finalise the action in this area to coincide with the published review findings and recommendations. There was no grade or judgement for this review but a formal letter will be published on the Ofsted website.

5. IMPLICATIONS

- 5.1 The action plan will be discussed in the quarterly meeting between officers and our regional Senior HMI, Tim Bristow.

6. CONSULTATION

- 6.1 This is an internal document but previous iterations have been shared with Headteachers and progress will be shared with them on an ongoing basis.

7. NEXT STEPS

- 7.1 It is proposed an update report is brought to the committee in early 2015 for review on progress.

8. BACKGROUND DOCUMENTS

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

- 8.1 None

9. APPENDICES

- 9.1 Appendix 1 – OfSTED Inspection of Arrangements to Support School Improvement Action Plan



Education and Resources Division

OfSTED Inspection of Arrangements to Support School Improvement

Post-Inspection Action Plan

July 2014

OfSTED Inspection of Arrangements to Support School Improvement

During the week of 3rd – 7th February 2014, a team of HMI undertook an on-site inspection of Peterborough City Council's arrangements for supporting school improvement, under section 136(1) (b) of the Education and Inspections Act 2006.

As a result of this on-site inspection, the judgement of the inspection team was that:

“The local authority's arrangements for supporting school improvement are effective.”

As part of the outcome, the inspection team also made recommendations as to how these arrangements can be further improved. These recommendations are that:

“To improve achievement and ensure that all pupils in Peterborough attend a good or better school, the local authority should:

- 1. Clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people;*
- 2. Focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding;*
- 3. Embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools; and*
- 4. Improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.”*

In addition, we intend to also focus upon the following actions, which we believe will further strengthen our role in monitoring, challenging and supporting school improvement:

- 5. Strengthen and further develop the role of elected members by:*
 - extending and deepening their knowledge and understanding of the issues and challenges facing schools in Peterborough;*
 - extending and deepening their knowledge and understanding of the outcomes of schools in relation to national and local comparators;*
 - extending and strengthening their ability to scrutinise and challenge the work of the school improvement team and other contributing teams.*
- 6. Improve overall attendance in primary and secondary schools, reduce rates of persistent absence and reduce rates of fixed-term and permanent exclusions.*

The Local Authority welcomes these recommendations as an important part of our future development, and the pages overleaf outline our plans to take action to bring about further improvement in these areas. They will be evaluated and refreshed on an annual basis.

Glossary of Acronyms:

DCS	Director of Children’s Services	LCM	Lead Cabinet Member
AD	Assistant Director (Corporate Property and Children’s Resources)	HoSI	Head of School Improvement
DMT	Departmental Management Team (Children’s Services)	HoEG	Head of Equality and Governance
SIS	School Improvement Strategy	S2SS	School-to-School Support
PSISN	Peterborough Self-Improving Schools Network	SIB	School Improvement Board
EYFS	Early Years Foundation Stage – Reception Year (age 5)	KS1	Key Stage 1 (Year 2 - age 7)
KS2	Key Stage 2 (Year 6 - age 11)	KS4	Key Stage 4 (Year 11 - age 16)
SAOs	Senior Attendance Officers	OA	Overall Attendance
PA	Persistent Absence	EAL	English as an Additional Language
AoWB	Any Other White Background	PH	Pakistani Heritage
FSM	Free School Meals	PPG	Pupil Premium Grant
NEET	Not in Education, Employment or Training	CPD	Continuing Professional Development
RTR	Round Table Review (School Improvement Team termly categorisation of schools)		
IAG	Information, advice and guidance (KS3, KS4 and post-16 learners)		

In the “Evaluation of progress” column, the colour ratings indicate:

Dark Green	=	Achieved
Light Green	=	On Track to be Achieved
Amber	=	Will be achieved but not within timescale
Red	=	Not likely to be achieved

Action 1:

Clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
1A Refresh the School Improvement Strategy (SIS) and publish to schools by 30/09/14.	1A.1 Review the existing SIS to establish where there are strengths to be retained.	HoSI AD	28th July 2014	<ul style="list-style-type: none"> SIS reviewed and evaluated Strengths identified 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.2 Establish where there are gaps to be filled / additions to be included, such as actual and predicted "Overall Effectiveness" judgements of schools by OfSTED and the LA, to be used as milestone measures.	HoSI AD	28th July 2014	<ul style="list-style-type: none"> SIS reviewed & evaluated Gaps identified Additions identified 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.3 Include references to and explanation of the formal adoption of the "Peterborough Self-Improving Schools Network" (PSISN), including all details of School to School Support (S2SS) Arrangements and Documentation as an appendix (to include corporate responsibilities of all schools to overall outcomes in Peterborough).	HoSI AD	11th August 2014	<ul style="list-style-type: none"> PSISN process explained and documentation included within SIS 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.4 Rewrite SIS 2014/15.	HoSI AD	5th Sept 2014	<ul style="list-style-type: none"> SIS rewritten and ready for consultation 	<ul style="list-style-type: none"> AD to receive from HoSI and approve LCM,DCS, DMT, SIB to receive and approve 		
	1A.5 Publish SIS for consultation to schools, officers and elected members.	HoSI	12th Sept 2014 Return by 22 nd Sept 2014	<ul style="list-style-type: none"> Consultation undertaken – DMT, schools, officers, elected members (scrutiny) 	<ul style="list-style-type: none"> AD to ensure that the action has been completed – report received from HoSI 		

school and city-level with School Improvement Board	HoSI	15th Dec 2014	<ul style="list-style-type: none"> Predictions shared and discussed 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		
						<p>1B.6</p> <p>Establish and further challenge where necessary predictions at “Collaborative Group” (PSISN) level.</p>
						<p>1B.7</p> <p>Complete and publish predictions at school, city and “collaborative group” level and publish to schools, officers and elected members.</p>
	HoSI	19th Dec 2014	<ul style="list-style-type: none"> Predictions published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed and report to LCM, DCS, DMT and SIB 		
						<p>1B.8</p> <p>Refresh, update and publish predictions as above with latest data, reflecting current outcomes and changes to cohorts.</p>
	HoSI	27 th March 2015	<ul style="list-style-type: none"> Predictions refreshed where necessary Final predictions published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed and report to LCM, DCS, DMT and SIB 		

Focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
2A Improve outcomes for EAL and PPG pupils so that the gap to national average is closed	2A.1 Undertake thorough analysis of attainment and progress trend data at KS1, KS2, KS4 and KS5 (where possible) for EAL pupils by key ethnic group (especially AoWB and PH) to establish gaps to national average and performance of statistical neighbours and local comparators - To be at school and LA-level.	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.2 Undertake thorough analysis of attainment and progress trend data at KS1, KS2 and KS4 for PPG (FSM) pupils to establish gaps to national average and performance of statistical neighbours and local comparators. To be at school and LA-level.	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.3 Review predictions made for EAL and PPG (FSM) pupils at KS2 (school level) and ascertain whether, if achieved, these predictions would signal an improvement on 2013 outcomes and a closing of the gap to national average	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.4 Ensure that proformas for prediction setting for 2015 continue to include the predicted outcomes for EAL and PPG (FSM) pupils at KS2	HoSI	22 nd Sept 2014	<ul style="list-style-type: none"> Proformas completed and circulated to schools, after consultation. 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		

	and introduce them at KS4 – see also action AP1B above.							
	2A.5 Ensure that there are opportunities for CPD for appropriate SIT staff to help them in identifying EAL achievement issues in schools and in making appropriate referrals to the EAL Academy.	HoSI	31 st Dec 2014	<ul style="list-style-type: none"> Appropriate CPD completed Staff confident in identifying issues and making referrals 	<ul style="list-style-type: none"> AD and HoEG to receive report from HoSI 			
	2A.6 Design and deliver EAL Leadership programme with and for headteachers.	HoEG	31 st Dec 2014	<ul style="list-style-type: none"> Programme designed Programme delivered Impact recorded and reported in update reports from EAL Academy 	<ul style="list-style-type: none"> AD and HoSI to receive reports from HoEG. DCS, DMT, LCM and SIB to receive and approve reports from HoEG 			
2B Ensure and Quality Assure the impact of investment made into the commissioning of services provided by “The EAL Academy”	2B.1 Receive regular impact reports from “The EAL Academy” and the schools with which they work, to quality assure the impact of work undertaken both in-school and via CPD	AD HoSI HoEG	End of May 2014 End of July 2014 End of Sept 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Reports received and agreed to be of high quality and useful in raising attainment further 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports Reports presented to elected members for scrutiny EAL Strategy Reference and Hub groups to receive reports 			27 th May 2014
	2B.2 Receive and approve information from “The EAL Academy” and HoEG regarding the targeting of schools for specific support in raising the attainment of EAL pupils to ensure that resources are targeted at areas of greatest need, and the activity undertaken.	AD HoEG HoSI	End of May 2014 End of Sept 2014	<ul style="list-style-type: none"> Reports received and clearly identify areas of greatest need and schools to be targeted for support/challenge 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports EAL Strategy Reference and Hub groups to receive reports 			27 th May 2014

	<p>2B.3</p> <p>Monitor on a regular basis the ongoing performance of EAL (especially AoWB and PH) pupils at school-level to ascertain likely outcomes v predictions</p>	HoSI	<p>End of May 2014</p> <p>End of August 2014</p> <p>End of Dec 2014</p> <p>End of February 2015</p> <p>End of May 2015</p> <p>End of Sept 2015</p> <p>End of February 2016</p>	<ul style="list-style-type: none"> In-year outcomes monitored Likely outcomes v predictions monitored and reported upon 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports 		27 th May 2014
<p>2C</p> <p>Establish, and monitor the effectiveness of, a school leaders group focused upon improving outcomes for PPG (FSM) pupils</p>	<p>2C.1</p> <p>Consult with and inform schools about the establishment of a city-wide group of school representatives to champion the achievement of pupils eligible to be funded through PPG (FSM)</p> <p>2C.2</p> <p>Establish the group of city-wide "Pupil Premium Champions" facilitated by the HoSI and HoEG but led by school leaders themselves</p> <p>2C.3</p> <p>Establish terms of reference and aims for the "Pupil Premium Champions" group</p>	HoSI HoEG	End of May 2014	<ul style="list-style-type: none"> Schools are consulted about the establishment of the group 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
	<p>2C.4</p> <p>Ensure that meetings of the "Pupil Premium Champions"</p>	HoSI HoEG	End of June 2014 At least	<ul style="list-style-type: none"> Meetings take place, have agendas and minutes are published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		

	group take place on a regular basis		termly thereafter		<ul style="list-style-type: none"> DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
<p>2C.5</p> <p>Ensure that strategies to improve the performance of PPG (FSM) pupils are an agenda item at regular primary, secondary and special school Headteacher meetings</p>	HoSI	HoSI	End of June 2014 At least termly thereafter	<ul style="list-style-type: none"> Regular input to headteacher meetings from "Pupil Premium Champions" group and contributors who exemplify and explain best practise nationally 	<ul style="list-style-type: none"> AD to include in agendas for headteacher meetings 		
<p>2C.6</p> <p>Monitor on a regular basis the ongoing performance of PPG (FSM) pupils at school-level to ascertain likely outcomes v predictions and impact of the "Achievement for All" initiative</p>	HoSI	HoSI	End of May 2014 End of August 2014 End of Dec 2014 and ongoing	<ul style="list-style-type: none"> In-year outcomes monitored Likely outcomes v predictions monitored and reported upon Impact of "Achievement for All" monitored and evaluated 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports 		27 th May 2014

Embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
3A Establish arrangements for formal School to School Support Network – “Peterborough Self-Improving Schools Network” (PSISN)	3A.1 Evaluate successes and areas for improvement following PSISN pilot phase.	AD HoSI	8 th May 2014	<ul style="list-style-type: none"> High quality evaluative reports received by AD/HoSI from lead headteachers, task and finish group, SLE Associates 	<ul style="list-style-type: none"> DCS, DMT and LCM receive and approve reports 		8 th May 2014
	3A.2 Formulate strengths and lessons learned into formal documentation and arrangements for launch of PSISN.	AD HoSI	19 th May 2014	<ul style="list-style-type: none"> High quality documentation prepared for Dissemination Event by lead headteachers, task and finish group, SLE Associates Documentation received and approved by AD/HoSI 	<ul style="list-style-type: none"> DCS, DMT and LCM receive and approve documentation 		19 th May 2014
	3A.3 Disseminate strengths and formal documentation at Dissemination Event for all schools.	AD HoSI	19 th May 2014	<ul style="list-style-type: none"> Dissemination Event takes place and reaches positive conclusions 	<ul style="list-style-type: none"> DCS, AD and LCM attend Dissemination Event 		19 th May 2014
	3A.4 Develop final documentation, collaborative groups and triads.	AD HoSI	16 th June 2014	<ul style="list-style-type: none"> Final documentation agreed and approved by AD/HoSI as being of high quality 	<ul style="list-style-type: none"> DCS and LCM receive and approve final documentation 		13 th June 2014
	3A.5 Ensure final arrangements are in place for the formal launch of PSISN, including professional development requirements and arrangements for lead headteachers and headteachers.	AD HoSI	23 rd June 2014	<ul style="list-style-type: none"> Arrangements confirmed Schools and officers are clear about the future PSISN arrangements and the role of the school improvement team 	<ul style="list-style-type: none"> DCS, LCM and scrutiny committee receive and approve documentation showing the future arrangements for formal adoption of PSISN and role of school improvement team 		

3B Monitor and evaluate successes and areas for further improvement following each term of operation of PSISN	3B.1 Collation of feedback from lead headteachers via School Improvement Board (SIB) meetings.	AD HoSI	End of October 2014 End of Dec 2014 End of March 2015 End of June 2015	<ul style="list-style-type: none"> Feedback received and formulated into high quality evaluative reports SIB meetings take place and feedback presented 	<ul style="list-style-type: none"> SIB to report DCS and LCM to ensure feedback is received 	
	3B.2 Adjustments to process made at the end of each term as necessary.	AD HoSI	End of October 2014 End of Dec 2014 End of March 2015 End of June 2015	<ul style="list-style-type: none"> Feedback received and acted upon as necessary by lead headteachers and SIB Documentation / processes retained or refreshed as appropriate 	<ul style="list-style-type: none"> SIB to report and act appropriately via lead headteachers DCS and LCM to ensure appropriate action is taken 	
	3B.3 Monitoring of progress within triads and collaboratives towards meeting predictions made for outcomes 2015.	HoSI	End of Dec 2014 End of March 2015 End of August 2015	<ul style="list-style-type: none"> Data summaries available to be scrutinised 	<ul style="list-style-type: none"> SIB to discuss and scrutinise DCS and LCM to ensure that the action takes place 	
	3B.4 Analysis of data from collaboratives and triads regarding actual v predicted outcomes 2015.	HoSI	End of Dec 2014 End of March 2015 End of August 2015	<ul style="list-style-type: none"> Data summaries available and scrutinised 	<ul style="list-style-type: none"> HoSI to analyse data HoSI to report to SIB DCS and LCM to ensure that the action takes place 	
	3B.5 Reformulation of triads and collaboratives if necessary, for 2015/16.	AD HoSI	End of June 2015	<ul style="list-style-type: none"> Action taken to retain or refresh triads as appropriate 	<ul style="list-style-type: none"> SIB to act upon reports received DCS and LCM to ensure that the action takes place. 	

Action 4:

Improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.

Ofsted conducted a review of the effectiveness of education and training provision for 16 -19 year olds, particularly the most vulnerable in Peterborough, during the week beginning 19th May 2014. Two of Her Majesty's Inspectors conducted the five day review. As part of the review they interviewed education providers, managers and frontline practitioners as well as other organisations that support young people to move from NEET (Not in Employment Education or Training) to EET (in Employment Education and Training). Ofsted's findings were in general very positive, commenting among other things that the council:

- monitors well the proportion of young people moving into different options;
- works well with partner organisations to reduce the number of young people who are NEET
- works well to identify and support the needs of young people particularly those from vulnerable groups
- places a significant emphasis on progression routes for young people in terms of curriculum planning
- is making good progress in securing the participation outcome for the Raising of the Participation Age (RPA)

However, inspectors also pointed out that providers were not working sufficiently well together nor with the council and that this was hindering the council's progress in improving outcomes for all young people. They also pointed out that the Local Economic Partnership was not sufficiently engaged with the needs of Peterborough and therefore Peterborough was disadvantaged in terms of accessing resources to support identified need.

A full letter in response to the inspection will be published shortly and at that point a full action plan will be developed as this will allow a more focused response to the action suggested by the inspection team.

Action 5:

Strengthen and further develop the role of elected members by:

- **extending and deepening their knowledge and understanding of the issues and challenges facing schools in Peterborough;**
- **extending and deepening their knowledge and understanding of the outcomes of schools in relation to national and local comparators;**
- **extending and strengthening their ability to scrutinise and challenge the work of the school improvement team and other contributing teams.**

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
5A Extend and deepen the knowledge and understanding of elected members of the issues and challenges faced by schools in Peterborough	5A.1 Provide regular updates to elected members, through their scrutiny committee, regarding the context of all Peterborough schools, in particular FSM, EAL, Deprivation (Idaci) and mobility – all in relation to national average.	HoSI	End of Oct and end of March each year	<ul style="list-style-type: none"> Contextual information provided for elected members at scrutiny committee meetings 	<ul style="list-style-type: none"> AD to ensure that this action has been completed and to quality assure the information provided DCS, DMT and LCM to receive and approve information before circulation 		
	5A.2 Provide updates in Oct/Nov and March/April each year of the internal categorisation of schools by issuing "School Profiles" to the scrutiny	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> Updated categorisation information provided for elected members via "School Profile" data sheets 	<ul style="list-style-type: none"> AD to ensure that this action has been completed and to quality assure the information provided DCS, DMT and LCM to receive and approve information before circulation 		

									March 2014
committee sub group.									
5A.3 Provide updates to elected members at appropriate points in time regarding the outcomes of OfSTED inspections of schools in their ward.	HoSI	Released upon publication of OfSTED reports	• OfSTED inspection reports forwarded to ward councillors as appropriate	• AD to ensure that this action has been completed at the end of each school term.					
5A.4 Provide an opportunity, via attendance at scrutiny committee meetings, for elected members to question and challenge senior officers regarding the context of schools in Peterborough.	AD HoSI	End of November, end of March and end of June each year	• Senior Officers are questioned and challenged at scrutiny committee meetings and at meetings of the committee's sub-group	• DCS to ensure that this action has been completed					March 2014
5B Extend and deepen the knowledge and understanding of elected members of the outcomes of schools in relation to national and local comparators									
5B.1 Provide regular updates for elected members, through their scrutiny committee, of the outcomes of schools in Peterborough at EYFS, KS1, KS2, KS4 and KS5. These	HoSI	End of November and end of March each year	• Reports published for scrutiny committee members containing all relevant information	• AD to ensure that this action has been completed and to quality assure the information provided					
				• DCS, DMT and LCM to receive and approve information before circulation					

	updates to include comparison to national average and the performance of statistical neighbours and local comparators, in the current year and over time.	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> • Reports published for scrutiny committee members containing all relevant information twice per year (unvalidated and validated) 	<ul style="list-style-type: none"> • AD to ensure that this action has been completed and to quality assure the information provided • DCS, DMT and LCM to receive and approve information before circulation 		
<p>5B.2</p> <p>Provide the above reports each year to contain unvalidated outcomes (Nov/Dec) and validated outcomes (Jan/Feb)</p>	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> • Senior Officers are questioned and challenged at scrutiny committee meetings and at meetings of the committee's sub-group 	<ul style="list-style-type: none"> • DCS to ensure that this action has been completed 			
<p>5B.3</p> <p>Encourage and expect elected members, through their scrutiny committee, to challenge and question senior officers regarding the outcomes achieved by schools, so that they are better informed about the position of schools in relation to national and local averages.</p>	AD	End of November, end of March and end of June each year					
5C	5C.1	AD	End of June	<ul style="list-style-type: none"> • Report issued by "task" 	<ul style="list-style-type: none"> • DCS to ensure that 		

<p>Extend and strengthen the ability of elected members to scrutinise and challenge the work of the school improvement team and other contributing teams</p>	<p>Conclude and report on the investigations completed by the scrutiny committee "task and finish group" into the performance of vulnerable groups in Peterborough</p>		2014	and finish group" to scrutiny committee	this action has been completed	
	<p>5C.2 Discuss and agree the refreshed SIS with elected members via their scrutiny committee and their scrutiny committee sub-group</p>	AD	End of September 2014	<ul style="list-style-type: none"> SIS presented to scrutiny committee and its sub-group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed 	
	<p>5C.3 Present and discuss at the All Party Policy group the refreshed SIS and the targets and aspirations of the school improvement team</p>	AD	End of September 2014	<ul style="list-style-type: none"> SIS presented to "All Party Policy" group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed 	
	<p>5C.4 Discuss and agree with the scrutiny committee and its sub group the focus of further scrutiny to extend their knowledge and</p>	AD	End of June 2014	<ul style="list-style-type: none"> Recommendations made as to future areas of focus for the scrutiny committee and its sub-group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed. 	

	understanding, and their ability to question senior officers and hold them to account for their performance						
5C.5 Ensure that the scrutiny committee sub group have the opportunity to visit schools and discuss issues with headteachers on a regular basis as appropriate	AD	End of June 2014 End of September 2014 End of December 2014. End of September and June each year thereafter.	<ul style="list-style-type: none"> • Visits to schools take place and discussions are held with headteachers • Scrutiny committee and sub-group members are better informed about the issues and challenges facing schools, and are better able to question and challenge senior officers. 	<ul style="list-style-type: none"> • DCS to ensure that this action has been completed. 			
5C.6 Gather evidence and report to partners as appropriate from "best practice" visits or desktop analyses regarding effective scrutiny challenge from other LAs	AD HoSI	End of August 2014 Refreshed annually thereafter	<ul style="list-style-type: none"> • Information gathered via visits to other LAs or by desktop analysis • Reference to national "best practise" reports where they are available; • Reports produced for scrutiny committee sub-group • Recommendations made regarding revisions to scrutiny process • Scrutiny sub group to take recommendations to scrutiny committee • Scrutiny committee to consider recommendations and revisions to current practise. 	<ul style="list-style-type: none"> • DCS and LCM to ensure that this action has been completed • DCS, LCM, DMT to receive and approve reports • Scrutiny committee and its sub group to receive and approve reports 			

Improve overall attendance in primary and secondary schools, reduce rates of persistent absence and reduce rates of fixed-term and permanent exclusions.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
6A Improve overall rates of attendance in primary, secondary and all schools so that they are at least in line with national average and top quartile when compared with statistical neighbours	6A.1 Undertake analysis of historic trend data for overall rates of attendance in primary, secondary and all schools.	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data analysed and spreadsheets produced 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI DMT to receive and approve reports 		29 th May 2014
	6A.2 Compare trend data to establish trend of gaps to national average, statistical neighbour average and local comparator average.	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trend established and report forwarded to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI DMT to receive and approve reports 		29 th May 2014
	6A.3 Finalise and publish PCC Attendance Policy and Appendices, following consultation events with all schools.	HoSI	29 th April 2014	<ul style="list-style-type: none"> Documentation complete and circulated to schools and DMT 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		29 th April 2014
	6A.4 Establish overall	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trends established for individual schools and ranked 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014

					appropriately	<ul style="list-style-type: none"> DMT to receive and approve reports 	
attendance rates as trend data for each school individually, and place into rank order (validated Raiseonline as data provider).							
6A.5 Target resources as appropriate given areas of greatest need and concern from ranking tables 6A.4.	HoSI SAOs	27 th June 2014			<ul style="list-style-type: none"> AO resources targeted at areas of greatest need and concern 	<ul style="list-style-type: none"> AD to receive and approve deployment plan 	
6A.6 Establish city-wide attendance targets for 2014/15 and 2015/16.	HoSI SAOs	27 th June 2014			<ul style="list-style-type: none"> Targets established and published to schools, LCM and DMT 	<ul style="list-style-type: none"> AD to receive targets from HoSI DCS, DMT to receive and approve targets 	
6A.7 Monitor target schools via Attendance Officers and all schools via Raiseonline data analysis as well as attendance data collection proformas to be issued and collected termly from all schools.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015			<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 	
6A.8 Monitor and evaluate	HoSI SAOs	End of July 2014 End of Dec 2014			<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 	

	performance v targets on a termly and annual basis.		End of March 2015 End of July 2015				
	6A.9 Maintain high profile and focus on improving attendance by establishing a city-wide group for "Attendance Lead" staff from schools.	HoSI SAOs AOs	End of July 2014 Termly meetings and reports thereafter		<ul style="list-style-type: none"> City-wide network group of "Attendance Lead" staff from schools is established Group meets at least termly Group reviews policy and appendices; Group reviews and updates strategies for improving attendance which have proven to be effective and are examples of best practise Overall attendance improves to at least national average and rates of persistent absence decline to below national average. 	<ul style="list-style-type: none"> AD to receive regular reports from HoSI regarding successes/areas for improvement of the group DCS, DMT and LCM to receive and approve reports and future actions. 	
6B	Reduce rates of Persistent Absence (85% or less) in primary, secondary and all schools.						
	6B.1 Undertake analysis of historic trend data for persistent absence in primary, secondary and all schools.	HoSI SAOs	29 th May 2014		<ul style="list-style-type: none"> Data analysed and spreadsheets produced 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 	29 th May 2014
	6B.2 Compare trend data to establish trend of gaps to national average, statistical neighbour average and local comparator	HoSI SAOs	29 th May 2014		<ul style="list-style-type: none"> Data trend established and report forwarded to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 	29 th May 2014

average.								
6B.3 Finalise and publish PCC Attendance Policy and Appendices, following consultation events with all schools.	HoSI SAOs	22 nd April 2014	<ul style="list-style-type: none"> Documentation complete and circulated to schools and DMT 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		29 th April 2014		
6B.4 Establish persistent absence rates as trend data for each school individually, and place into rank order (validated Raiseonline as data provider).	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trends established for individual schools and ranked appropriately 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014		
6B.5 Target resources as appropriate given areas of greatest need and concern from ranking tables 6B.4.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> AO resources targeted at areas of greatest need and concern 	<ul style="list-style-type: none"> AD to receive and approve deployment plan 				
6B.6 Establish city-wide persistent absence targets for 2014/15 and 2015/16.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> Targets established and published to schools, LCM and DMT 	<ul style="list-style-type: none"> AD to receive targets from HoSI DCS, DMT to receive and approve targets 				
6B.7 Enforce use of Penalty Notices for Persistent Absence as per	HoSI SAOs	22 nd April 2014	<ul style="list-style-type: none"> All legal options considered and used as appropriate, including the use of Penalty Notices 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th April 2014		

Attendance Policy	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Data re Penalty Notices is collected, collated and reported at termly intervals 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI
6B.8 Monitor rate of issuing of Penalty Notices for persistent absence and evaluate success of policy and actions.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI
6B.9 Monitor target schools via Attendance Officers and all schools via Raiseonline data analysis as well as attendance data collection proformas to be issued and collected termly from all schools.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI
6B.10 Monitor and evaluate performance v targets on a termly and annual basis.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Policy and Appendices reviewed Policy and Appendices refreshed where necessary Consultation with schools, LCM, DCS and DMT 	<ul style="list-style-type: none"> AD to receive reports and documentation from HoSI LCM, DCS, DMT to ensure that action has been completed LCM, DCS, DMT to approve refreshed
6B.11 Review and refresh as necessary PCC Attendance Policy and Appendices,	HoSI SAOs	End of July 2015		

	following consultation with schools	Head of Pupil Referral Service	End of July 2014 and half termly thereafter	Earlier and integrated intervention More effective use of resources Reduction in FTE and P Ex from primary and secondary schools – zero P Exc from special schools Sharing of best practice and further development of local solutions Increased capacity, competence and confidence in managing pupils with social, emotional and behavioural needs	Children and Families Commissioning Board Reports to Secondary and Primary Heads	policy and appendices
6C Reduce rate of fixed term and permanent exclusions from primary, secondary and all schools.	6C.1 Collate and interrogate FTE data on a half termly basis.	Head of Pupil Referral Service	End of July 2014 and half termly thereafter	<ul style="list-style-type: none"> • Earlier and integrated intervention • More effective use of resources • Reduction in FTE and P Ex from primary and secondary schools – zero P Exc from special schools • Sharing of best practice and further development of local solutions • Increased capacity, competence and confidence in managing pupils with social, emotional and behavioural needs 	Children and Families Commissioning Board Reports to Secondary and Primary Heads	
	6C.2 Use FTE data analysis as early intervention alert and target to support individuals, families and schools	Head of Pupil Referral Service	End of July 2014 and half termly thereafter	<ul style="list-style-type: none"> • Data analysis and targeted support established 	HoPRS reports to DCS, AD half termly beginning July 2014 Impact reports updated half termly thereafter	
	6C.3 Establish new Behaviour Panel to review all cases At Risk of Perm Exc and	Head of Pupil Referral Service	End of Sept 2014	<ul style="list-style-type: none"> • Panel established, with ToR and consistent membership 	HoPRS to report termly to AD regarding volume of cases and outcomes of discussions	

	target integrated resources effectively								
	6C.4 Further develop core specialist training and support offer to schools	Head of Pupil Referral Service	Oct 2014 and ongoing	<ul style="list-style-type: none"> • Training offer established • Training offered to schools • Schools accept training • FTE and PE reduced 	HoPRS to report termly to AD re progress made and impact of activity.				

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 7
14 JULY 2014	Public Report

Report of the Executive Director of Children’s Services

Contact Officer(s) – Jonathan Lewis – Assistant Director (Education, Resources and Corporate Property)

Contact Details – jonathan.lewis@peterborough.gov.uk / 01733 863912

DRAFT SCHOOL ORGANISATION PLAN 2014/15 – DELIVERING LOCAL PLACES FOR LOCAL CHILDREN

1. PURPOSE

- 1.1 The purpose of this report is to outline to the Scrutiny Committee the proposal around meeting the statutory requirement for school places in Peterborough. The report draws together the latest demographic data, the capital programme and identifies the need for further school places. It is the second iteration of the School Organisation Plan with the previous version being considered by the committee in April 2013.

2. RECOMMENDATIONS

- 2.1 The committee is asked to consider the draft plan and ask for any further information or clarification.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

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

4. BACKGROUND

- 4.1 The production of a School Organisation Plan was previously a statutory requirement for Local Authorities to produce to outline how they meet their legal requirement to provide school places. Given the high profile nature of meeting this requirement in Peterborough, this document was revived to support the planning and transparency of school places in Peterborough. It was noted in the Ofsted inspection of School Improvement that Peterborough had effective processes for school place planning.

5. KEY ISSUES

- 5.1 The updated School Organisation Plan is outlined in appendix 1.

6. IMPLICATIONS

- 6.1 The School Organisation Plan will outline the application of the capital programme for schools to meet growth. Individual decisions on schemes will be covered through the Cabinet Member decision notice. The School Organisation Plan sets out the City Council’s strategy for managing the school estate and delivering school places for the next five years. It will be a Supplementary Planning Document to the adopted Core Strategy and will support the process of developer contributions and the Council’s medium term financial strategy.

7. CONSULTATION

- 7.1 The document is a fluid document which is updated when new information is forthcoming. Alongside the committee, schools will also be consulted on the proposals before being finalised. However, the document will continue to be updated annually to reflect how the pressures are being met.

8. NEXT STEPS

- 8.1 Following feedback from the committee and schools, a final response document will be produced to outline the detailed changes proposed.

9. BACKGROUND DOCUMENTS

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

- 9.1 None

10. APPENDICES

- 10.1 Appendix 1 – School Organisation Plan 2014-2019

School Organisation Plan 2014 -19

“Delivering Local Places for Local Children”

Revision Date – June 2015

SECTION A – BACKGROUND

1. Legislation

The local authority has a statutory duty to provide school places under the 1944 Education Act and subsequent legislation. This duty remains with the local authority even with the increasing diversity of provision that is developing. In 2012 the Cabinet Member for Education, Skills and University requested that a school organisation plan should be written to reflect the rapidly changing situation in Peterborough. This was completed in April 2013. The current document is the first revision.

2. Scope of the Plan

1. The current position as at June 2014
2. Processes of school place planning
3. Planning area profiles
4. City growth issues and other external issues
5. Funding
6. Admissions
7. Summary of actions and conclusion

The main plan is followed by a series of annexes:

- Annex 1 Demographic data
- Annex 2 Types of schools
- Annex 3 Statement on academies and free schools
- Annex 4 Legislation
- Annex 5 Pupil yields from housing developments
- Annex 6 Indicative costs of school places
- Annex 7 Ethnicity data

SECTION B – THE PLAN

1. Current position as at June 2014 and summary of changes since April 2013

Population Expansion

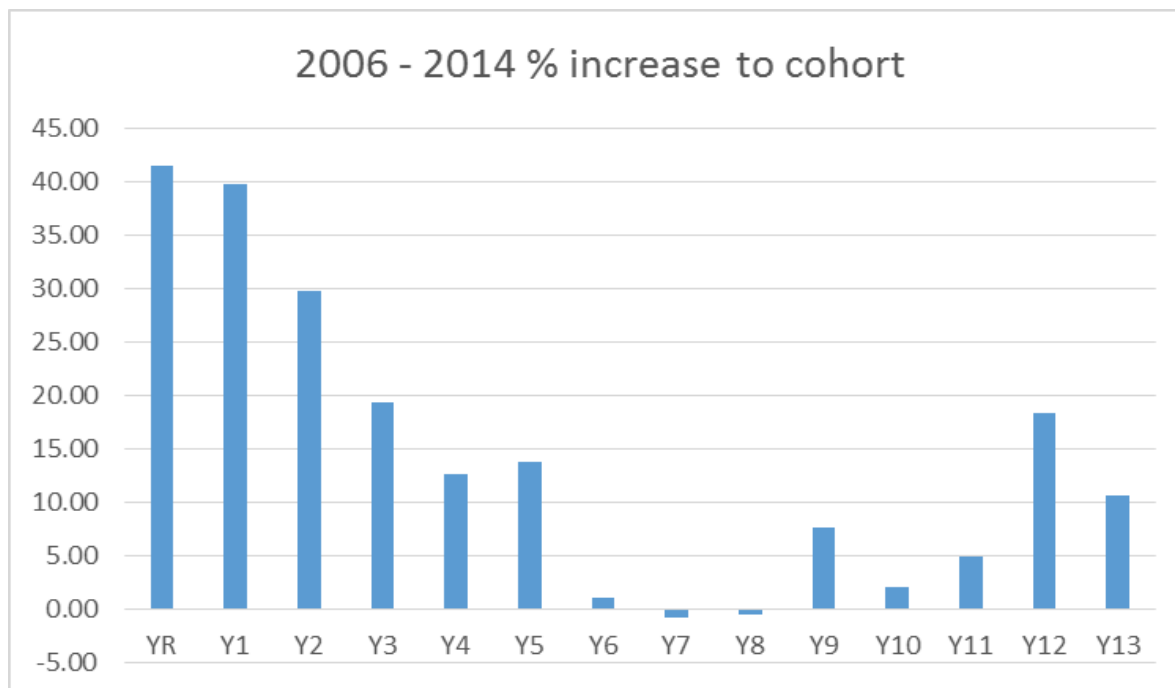
Since the 2013 plan was published works have been completed to create an additional 1170 primary places. These are not all required as yet but are part of the overall strategy of ensuring sufficient places are available as the rapidly increasing Reception cohorts move through primary education. The City of Peterborough Academy, which will ultimately offer 180 places per year group has opened for Year 7 students.

This increase is needed as Peterborough is the fastest growing city in the UK, with the second highest private sector employment growth at 5.5%. The birthrate is the second highest in the country which combines with the second highest rate of 'in-year' school admissions – those outside the normal admissions rounds of starting primary or secondary school. Between October 2012 and October 2013 there was an overall increase in pupil numbers of 1,013. Between 1 April 2009 and 31 March 2013 there was a net increase of 3,329 new dwellings in the city. This covers a period of recession and low growth. There are planning permissions in place for over 8,000 further dwellings that have not yet been started. It is anticipated that as the economy recovers the rate of house building will increase.

The 2011 census showed that the total Peterborough population had increased from 156,072 to 183,631 since 2001. Over that period the total number of dwellings increased by 8708 and the overall school population increased by 1610, only 18 new pupils per 100 new dwellings. In practice the pupil yield from new housing was higher than this would suggest but the school population in established areas of the city was declining. Between 2011 and 2013 the number of dwellings increased by a further 1513 but the overall pupil numbers by 2232, 147 new pupils per 100 dwellings. Up to 2011 the pupil number growth could be mainly attributed to an expanding housing stock, since then the school population has risen at a much faster rate, as new families have moved into areas that previously had a relatively elderly population.

	Primary pupils	Secondary pupils	Total Peterborough population	Increased dwellings since 2001	Primary increase per 100 new dwellings	Secondary increase per 100 new dwellings
2001	15,688	12,889	156,072			
2011	16,432	13,579	183,631			
Increase 2001-2011	744	690	27,559	8708		
% increase	4.74	5.35	17.66		8.54	7.92
January 2014	18,409	13,822	187,100	10,221		
Increase 2001-2014	2721	933	31,028		25.85	8.13
% increase	17.34	7.24	19.88			
				Since 2011		
Increase 2011-2014	1977	243	3469	1513	125.45	9.32
% increase	12	1.79	1.51			

Between 2006 and 2014 most of the rise has been to primary pupil numbers, particularly in the Reception cohort. There has been little change to secondary student numbers.



	Reception	All Primary	Year 7	Year 7 - 11
2012 actual	2875	17524	2215	11288
2013 actual	2898	18330	2209	11264
% Difference	+0.8	+4.59	-0.28	-0.12

Comparing the April 2013 forecast with the October 2013 census return shows:

	Reception	All Primary	Year 7	Year 7 - 11
Forecast	3074	18969	2210	11380
Actual	2898	18330	2209	11264
% Difference	-5.7	- 3.37	-0.45	-1.02

The Year 7 forecast was accurate but the take up of Reception places was lower than anticipated. NHS data showed a cohort for 2013 of 3119 but only 92.9% were in school for the October census return. By February 2014 that number had risen to 2934 and previous experience suggests some pupils will not start school until September 2014 as the youngest in the cohort are not obliged to be in school until then. The overall school totals suggest that the in-year increases to cohorts are not as high as forecast. However, pupil mobility remains very high, both through pupils moving within the city and new arrivals replacing pupils who have moved away.

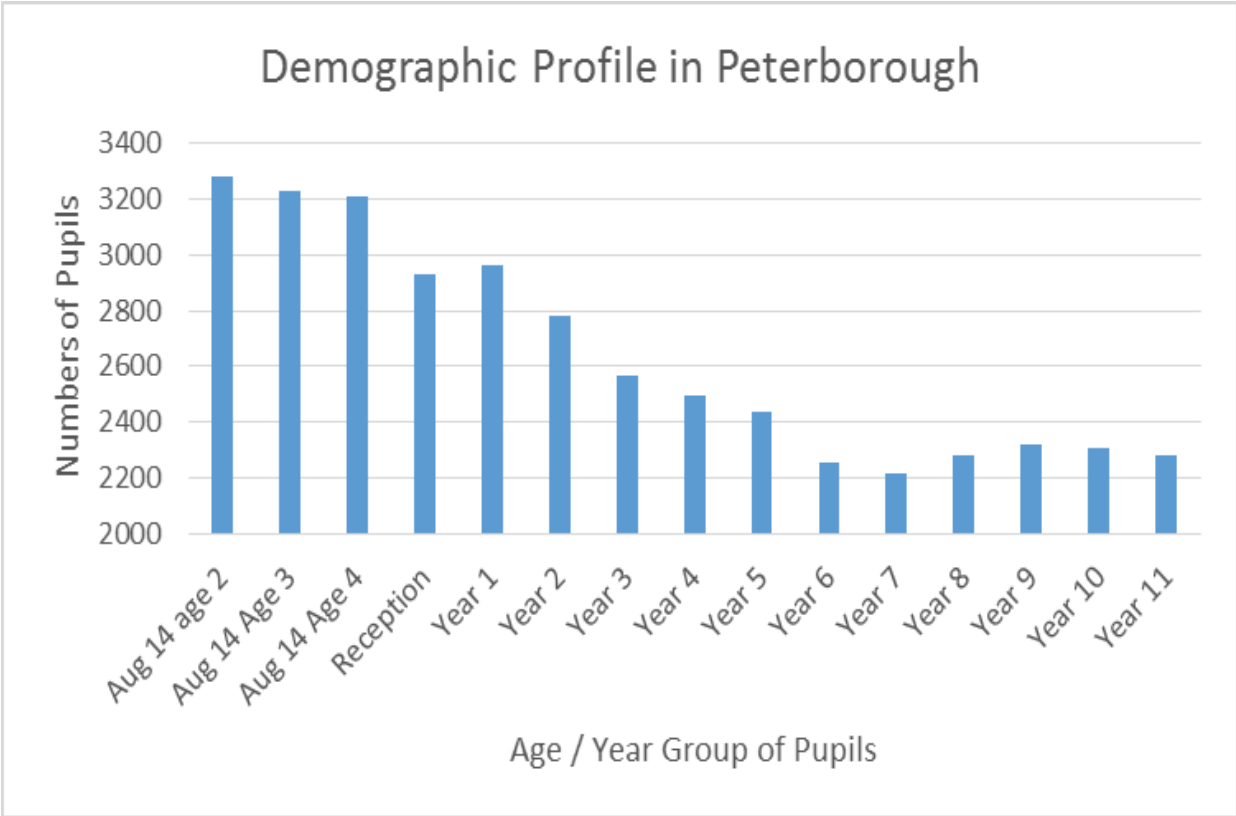
The Peterborough mainstream school population has increased over the past few years as follows:

	January 2006	January 2009	January 2010	January 2011	October 2013	Change since 2006
Primary	15,067	15,389	15,578	15,900	18,330	+ 21.65%
Secondary	13190	13,230	13,402	13,499	13681	3.7%
Total	28,257	28,619	28,980	29,399	32,011	+ 13.28%

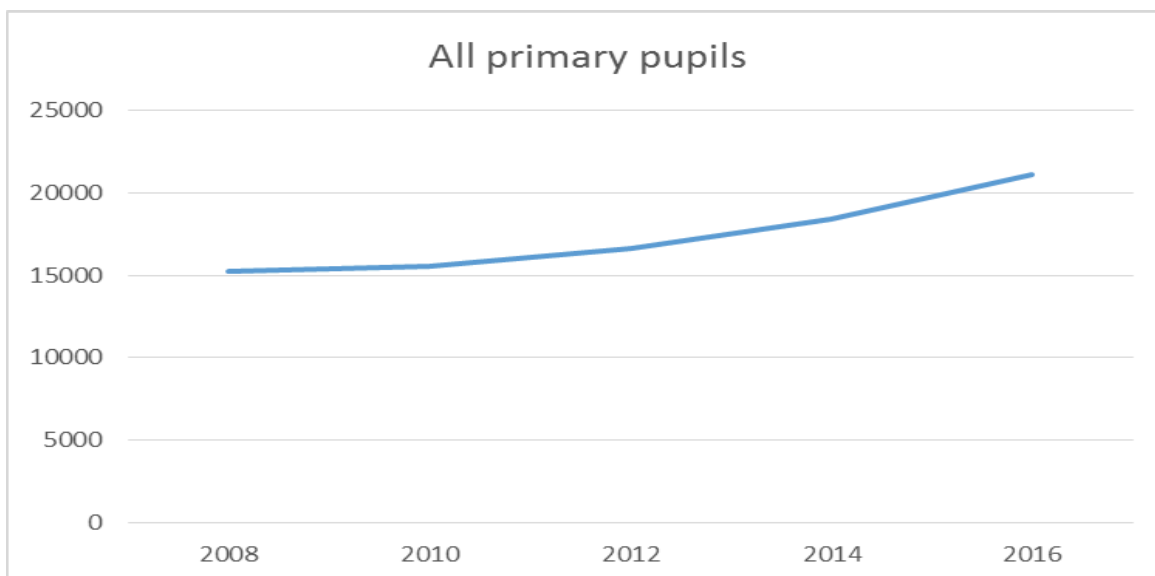
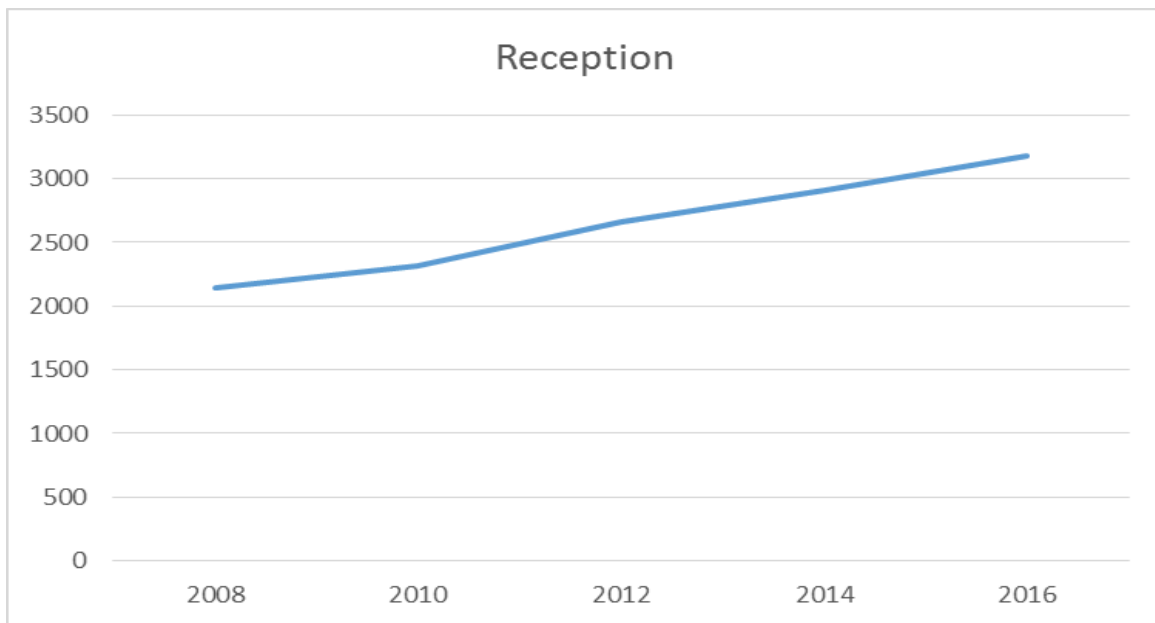
This table shows that the majority of the increase has been at primary school level, within the primary sector the biggest growth has been in Reception pupils, up by **40.74%** - details of current figures and future projections are in Annex 1. There is no evidence in previous data of cohorts reducing as they progress through the year groups. The birth rate is known to be rising so the overall school population will be rising each year for the foreseeable future.

Analysis of the increase in primary pupil numbers shows that the majority of the increase comes from the rising number of Reception pupils rather than increases to cohorts that are already in school. The average increase to existing primary cohorts between October 2012 and October 2013 was 1.04% – with the greatest growth (2.48%) between Reception and Year 1 which can partly be accounted for by pupils not starting school until they are of compulsory age. This rate of cohort increase is significantly lower – less than half – than that reported in the 2013 School Organisation Plan.

The secondary school population growth has been fairly static recently. The total Year 7 – Year 11 group has risen by 1.13% between January 2006 and October 2013. Numbers of Year 7 pupils are forecast to rise to 3252 in 2021. Pressures are starting to develop and will increase. The table below shows how cohort sizes are increasing year on year.



The next two graphs show how the growth in Reception numbers is forecast to slow slightly while the increase in primary pupils overall will continue as the smaller cohorts higher up primary schools are replaced by the larger Reception ones.



The increase in the participation age will oblige young people to be in education, employment or training up to the age of 18. The current post-16 capacity in secondary schools is about 3,000. The latest available data (October 2013) shows 2530 post-16 students, 74 of whom attend special schools. About 13% of post 16 students in school come from outside the Peterborough area. Schools currently offer predominantly A-level (NVQ level 3) courses, usually requiring students to have achieved at least 5 GCSEs at A* - C. There are many young people for whom an academic sixth form in school is not appropriate. It is likely that the increased provision for the raised participation age will be in the form of college placements and apprenticeships and that the current school provision will be sufficient for the next ten years.

While the majority of pupils with special educational needs, including those with statements, can be provided for in mainstream schools, some children and young people need the additional facilities offered by special schools. In 2008 there were 364 pupils attending Peterborough special schools 1.27% of the total school population, in October 2013 that number had risen to 534 – 1.62% of the total. This is mainly as result of earlier diagnosis and higher premature birth survival rates. As the overall pupil population increases the number of special school places required will also rise. There has been an increase in the number of children diagnosed with

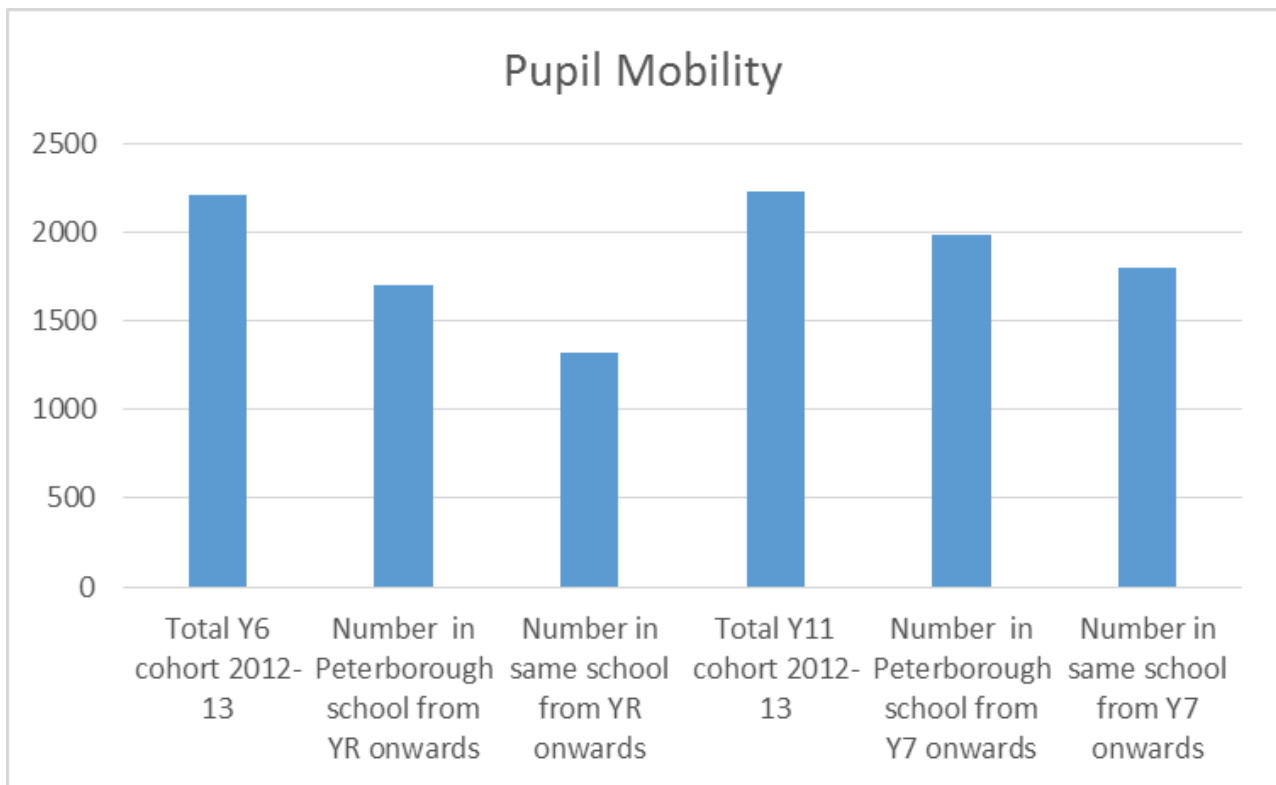
autistic spectrum disorders requiring special education, which is likely to continue. The capacity of existing special schools has been increased by extension works at Heltwate and provision of mobile classrooms at The Phoenix and Marshfields. A new free special school (supporting needs on the autistic spectrum), The City of Peterborough Academy Special School, opened in September 2012. 53 children and young people are presently placed in special schools outside the local authority at forecast total cost for 2014/2015 of £2.8m. While there will always be a need for some placements because of particular needs that cannot be met within the local authority, an increase in places at Peterborough schools would be both cost effective and of benefit to those children and young people who can be educated nearer to home. Work is starting to develop a project to expand capacity at The Phoenix School as the use of mobiles is not viable in the long term. We are also experiencing increases in numbers in our Pupil Referral Unit and a longer term plan is needed around both quality of accommodation and numbers.

Mobility

The 2012-13 cohort of Year 6 pupils was 2207 at the 2013 spring census. When they started in 2006 in Reception the cohort was 2100 – an increase of 5%. Analysis of previous census data shows 74% of these Year 6 pupils started their school career at a Peterborough school. Of the remainder, 4 - 5 % joined each academic year. However, the overall cohort increase of only 5% over the seven years is explained by over 400 children moving out of the city. Of the 1699 who completed their entire primary career in Peterborough schools, 1324 were in the same school all through, 375 changed school at least once. This has an impact on standards; the RSA report of 2013, *Between the Cracks*, estimates the effect of each change of school as equivalent to the loss of one term's worth of progress.

The admissions team received an average of 119 in-year applications per week during the autumn term 2013. Of these, 58% were new to Peterborough schools, the remainder were families trying to change their child's school place, either because of moving house or because the initial allocation made to them was not what they wanted. As the number of spare places reduces there is less choice, leading to more families not getting the school they want and further mobility as they try to change their child's school.

The secondary school population was less mobile. The 2012-13 cohort of Year 11 pupils was 2226 at the 2013 spring census. When they started in 2008 in Year 7 the cohort was 2218 – an increase of only 0.35%. Of the 2226, 89% (1981) started Year 7 in a Peterborough school. The cohort therefore gained 245 pupils new to Peterborough and lost 235 pupils who moved away. Of the 1981 who completed their entire Y7-Y11 career in Peterborough schools, 1803 were in the same school all through, 423 changed school at least once. 63% of students were in Peterborough schools from Reception through to Year 11. 83 students had attended more than three Peterborough schools by the time they were in Year 11.



In spite of place pressures, the majority of families still get their first choice school places. 88% of on time applicants for September 2014 Reception places were allocated their first choice, with only 3.7% being directed to a school for which they had not expressed a preference. The equivalent figures for Year 7 places were 81% and 8%. The table below shows that Peterborough's performance at Reception level is in line with national averages but fewer Year 7 applicants achieve their first choice despite there being relatively more capacity at Year 7.

	YR first preference	YR any preference	Y7 first preference	Y7 any preference
Peterborough	88	96.3	81	92
Nationally	87.7	96.8	85.2	95.5

Recent Expansion

An additional 438 Reception Year places have been created over the past five years. These are permanent places and the schools will expand year by year until the increased PAN applies across all year groups. Temporary places (bulge years) have also been created where the increase is limited to a specific cohort. Since the 2013 plan the following works have been completed or are on site:

School	Scheme	PAN Increase	Extra Places	Year	Cost Estimate
Queen's Drive	2 classroom extension	20	60	2013	£1.3M
Abbotsmede	2 classroom extension	15	105	2013	£300K
Old Fletton	Conversion of former children's home	15	105	2013	£750K
Hampton Vale	6 classroom extension	30	210	2013	£2.7M
All Saints	New primary school	KS1	180	2013	£6.4M
Bishop Creighton	Bulge class		30	2013	£100K
Hampton College	Primary phase (excludes community facilities)	60	420	2013	£6M
City of Peterborough Academy	New secondary school	180	900	2013	£13M
Orton Wistow	Expansion to 2FE using S106 funding	15	105	2014	£1.2M
Gladstone	Detached extension to Gladstone Primary School	60	420	2014	£8M
Woodston	1 FE extension	30	210	2014	£2.5M
Thomas Deacon Academy	KS 2 accommodation	90	360	2014	£7m
Fulbridge	Detached extension	30	210	2015	£3M
Ravensthorpe	Increase to 2 FE	30	210	2015	£3.5M

Early Years Education

Under the Childcare Act of 2006 Local authorities are required to secure sufficient early years education and childcare. This includes an entitlement to 570 hours of free early education per year for eligible two-year-olds, starting the funding period following their second birthday; and all three and four-year olds, starting the funding period following their third birthday. This entitlement must be taken over no fewer than 38 weeks, which equates to an average of 15 hours a week. Peterborough mainly fulfils this obligation via the private and voluntary sector, there is only one nursery school in Peterborough and five primary schools include nursery provision.

Between the 2001 and 2011 censuses the 0-4 population grew by 36%. Current evidence is that this growth is continuing, with an academic year cohort of 3221 one year olds identified in August 2013.

The eligibility of two year olds to receive free early years education is assessed based on parental income. Peterborough data suggests that 54% of two year olds will be eligible in September 2014, up to 1545 children. By this time the total number of registered places for 0-4 year olds will be:

Provider type	Number of settings	Number of registered places
Childminder	197	615
Day nursery	38	2,249
Maintained nursery school/unit	6	213
Nursery unit of independent school	1	56
Pre-school playgroup	67	2,301
Total	308	5,434

Assessments of the sufficiency of Early Years places shows potential shortfalls in Dogsthorpe, East, Eye and Thorney, Fletton, North, Orton Longueville, Orton with Hampton, Park, Paston, Ravensthorpe and Walton wards.

Grant funding is available for providers who increase the number of places available for two year olds. The council is encouraging providers to apply from areas of potential shortage.

Peterborough Schools

The following table details the number and types of schools within each phase with effect from 1 April 2014. (see Annex 2 for an explanation of the different types of schools)

Type	Community	Voluntary Controlled	Voluntary Aided	Foundation	Academy	Free School	Total
Nursery	1						1
Infant	3						3
Junior	1		1				2
Primary	31	5	6	1	9		52
All through schools	1				1		2
Secondary	1		1	1	6	1	10
Special	4					1	5
PRU	3						3
Totals	45	5	8	2	16	2	78

The main change over the past year has been in the number of primary academies. By September 2014 there will be 10 primary academies, three convertor academies, one with the Elliott Foundation Academy Trust, one with the Ormiston Academy Trust, three with Greenwood Academies Trust, one with Cambridge Meridian Academy Trust and one with the Diocese of Ely. More are expected to follow this route. The council's statement on academies and free schools is set out in annex 3.

The availability of places for September 2014 will be:

Type	Published Admission Numbers	Total capacity
Nursery		
Junior	165	660
Primary	2845	18,625
Secondary (11-16)	2647	12,385
Post-16		2,735
Special (actual numbers)		534
PRU (actual numbers)		178
Totals		35,837

The capacity of each school is calculated using the government's net capacity methodology. This calculates the total number of pupils a school can physically accommodate and the indicated admission number (IAN) that derives from it. It is based on the number and type of teaching spaces, with different formulae for primary and secondary schools. It does not apply to special schools. The net capacity is no longer used for admission appeals but helps to determine the published admission number (PAN) in discussion with schools and still forms the basis of the SCAP (capacity) return to the Department for Education.

There are two independent schools in the Peterborough City Council area, The Peterborough School offering 365 places from age 4 to 18 and The Iqra Academy registered for 205 places for girls aged 11 to 16 but with 68 on roll in 2014. The school has been granted permission to extend its age range to include post 16 students.

About 1400 pupils from outside the City Council area attend Peterborough schools – about 4.3% of the total school population. (This includes those living in Yaxley for whom Stanground College is their catchment school). Lincolnshire reports 340 Peterborough pupils being taught in Lincolnshire, 58 at primary, 278 at secondary and 4 at special schools. Cambridgeshire had 147 primary and 116 secondary in October 2013.

There is currently a proposal to establish a University Technical College (UTC) on the Peterborough Regional College site with a view to opening by September 2015. The Greater Peterborough UTC will support pupils aged from 14 to 19 years with entry points at 14 (Year 10) or 16 (Year 12) focusing on enhancing opportunities for them to develop the technical and employability skills to support key local employment sectors such as sustainable manufacturing and engineering, biosciences and computing. At maximum capacity the student numbers will total 500, 200 places for Key Stage 4 for Years 10 and 11 and 300 for Key Stage 5 for Year 12 and Year 13. Admissions arrangements are being finalised and the impact on school place planning is being monitored and will be reported in the next school organisation plan.

Catchment areas

For primary pupils the entire local authority is divided into school catchment areas. Under admissions criteria in-catchment pupils get priority over others, apart from those who are in care. In addition to the schools with catchments, All Saints CE, Sacred Heart RC and St Thomas More RC admit pupils on faith grounds and do not have designated catchments.

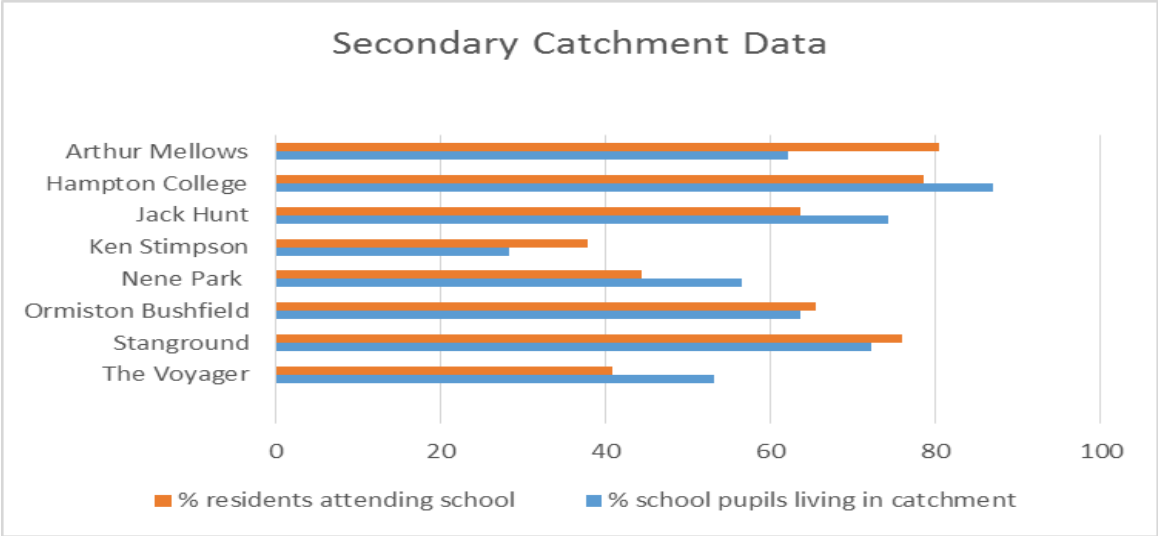
Most of the local authority area is covered by secondary school catchment areas but the central area, east of Lincoln Road, is not. The Thomas Deacon Academy, City of Peterborough Academy, St John Fisher RC and The King's School CE are all in this geographical area. The Thomas Deacon Academy admits on the basis of ability banding and then proximity; City of Peterborough admits on the basis of having attended a primary school within the area; the other two schools admit on faith grounds.

The vast majority of young people in Peterborough are allocated to their first preference school, 88% for 2014 Reception pupils and 81% for 2014 Year 7 students. Analysis of October 2013 census data showed that 55% of primary pupils were attending their catchment school and 44% of secondary students. This suggests that many families are opting for a school other than their catchment school and that in many cases the authority is able to meet that preference. These figures are based on young people attending Peterborough schools only as we do not have data on individuals resident in Peterborough but attending other local authority schools or independent schools.

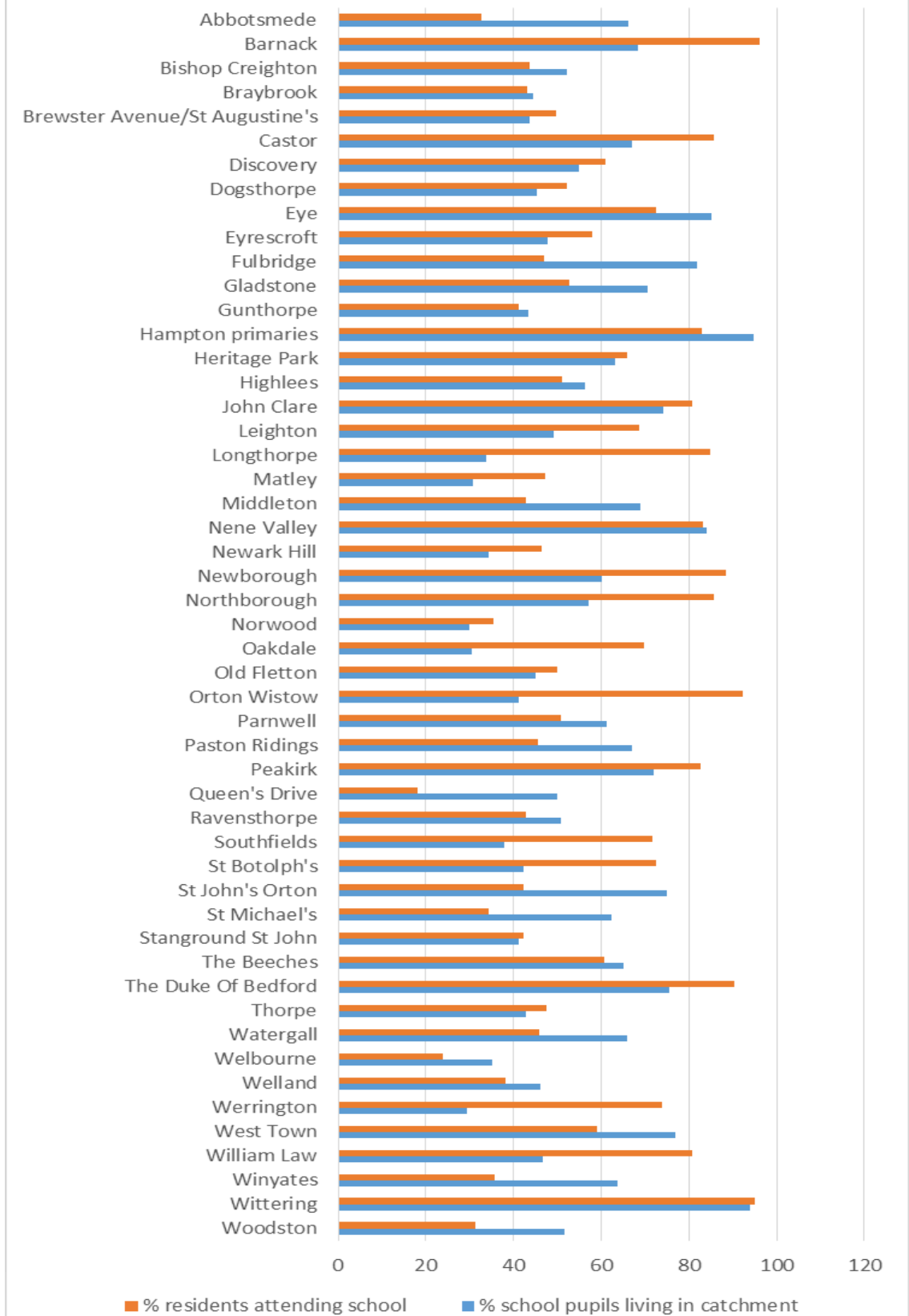
Of the secondary schools, Hampton College has the highest percentage of in-catchment pupil and Ken Stimpson the lowest.

For primary schools, Hampton College, Hampton Hargate and Hampton Vale, which share a catchment, and Wittering Primary School have the highest number of in-catchment pupils in school, above 90%, and Werrington the lowest at below 30%. Werrington takes 74% of the pupils living in its catchment area but has many more places than needed for in-catchment children.

The charts below show the percentages of young people resident in each catchment area attending that school and the percentage of in-catchment pupils out of each school's total roll.



Primary Catchment Data



Diversity

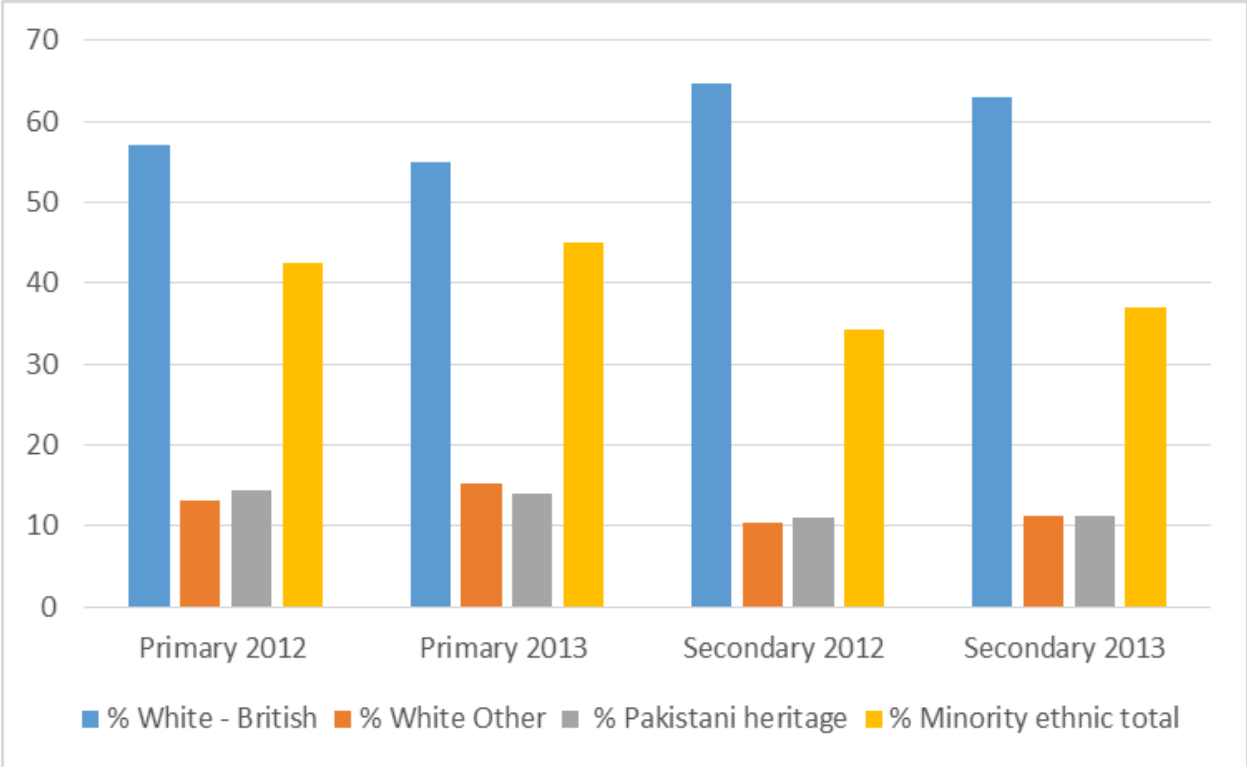
The 2011 census showed an increase in the total Peterborough population from 156,072 to 183,631 but the number of residents defining themselves as white British decreased by about 3500. The proportion of residents from a minority ethnic background increased from 13% to 29.1%. In 2001 the largest single minority ethnic group was Pakistani heritage at 4.5% of the population. By 2011 this had risen to 6.6% but the largest minority group was 'other whites' at 10.6% - up from 2.7% in 2001. While this term includes many different groups, the main reason for the increase was the impact of arrivals from the states that joined the European Union in 2004 and whose nationals were eligible to work in the UK from 2007.

From January 1 this year Romanian and Bulgarian nationals have been eligible to work in the UK. It is too early to judge how this will affect the demand for school places in Peterborough but evidence so far nationally is that there has not been a major increase in the number of people moving from those countries.

Croatia joined the European Union on 1 July 2013. For a transitional period of up to seven years Croatian nationals will need authorisation to work in the UK. Negotiations are in place with Iceland, Macedonia, Montenegro, Serbia and Turkey. A similar transition period is likely before nationals of any of these countries will have the right to work freely in the UK but there is likely to be an eventual impact.

As well as an increasingly ethnically diverse population, Peterborough also has a young population. The overall population increased by 16.6% between 2001 and 2011 but the 0-4 age group increased by 36.3%.

The chart below shows the largest ethnic groupings plus the total minority ethnic pupil population in 2012 and 2013. Annex 7 shows the total current ethnic make-up of the school population and how it has changed over the past year.



2. Processes of School Place Planning

The basis of school place planning is to achieve a balance between the number of places available and the pupils for whom they are required. The local authority has a statutory duty to provide sufficient places without having surpluses as they are not cost effective. In Peterborough the main issue is shortfalls leading to families being unable to access places at their local or preferred school.

Demographic forecasts and preferences on admission applications are used to anticipate where the greatest pressures will be. The major limiting factors on increasing school places are funding and land availability. There has to be sufficient time built into the forward planning process. Typically a new build can take two years to complete from start to finish and an extension around 12 -15 months.

Peterborough's policy has been to avoid long term use of mobiles wherever possible. They will be used as a short term solution either as a bulge year (expansion for one specific year cohort without affecting the overall admission number) while a more permanent extension is built. The local authority aspires to achieve high quality learning environments for all pupils. There are a number of issues associated with using mobiles other than for short term deployment, including limited planning permission and suitable location on a school site.

Because of the overall growth strategy for the city, the local authority anticipates that the increased pupil numbers will continue. Expansion by one or two forms of entry, with the school expanding year on year as pupils progress through the school and a permanent build is therefore the preferred solution.

The only new schools that can now be opened are academies or free schools, which are effectively the same. The majority of secondary schools in Peterborough are already academies. As the increased cohorts progress through school and pressures increase at secondary level, working with academies will be essential to achieve sufficient capacity.

Academies receive their funding direct from central government. Academies remain an essential part of the overall school provision and as the local authority has the duty to provide sufficient school places there needs to be close co-operation. Capacity is being increased at Fulbridge Academy and The Thomas Deacon Academy is being expanded to include Key Stage 2 Pupils. Funding for the Fulbridge scheme is from the Targeted Basic Need Funding, supplemented from council's capital programme and for The Thomas Deacon scheme is entirely from the capital programme. West Town Primary converted to academy status from 1 June 2014. It is scheduled for rebuild and expansion under the Priority Schools Building Programme, with additional funding coming from the capital programme.

The Department for Education has recently published a scorecard for Local Authorities which covers where investment has been made and the Ofsted judgements of those schools which have been expanded. Peterborough focus is to create places in the areas which need them most but due regard is taken to the schools educational position and their capacity to expand and will only agree expansion where it will not impact upon the education of the pupils in those schools. Where options exist, we would look to expand schools which are rated by Ofsted as being 'Good' or 'Outstanding' as our first preference.

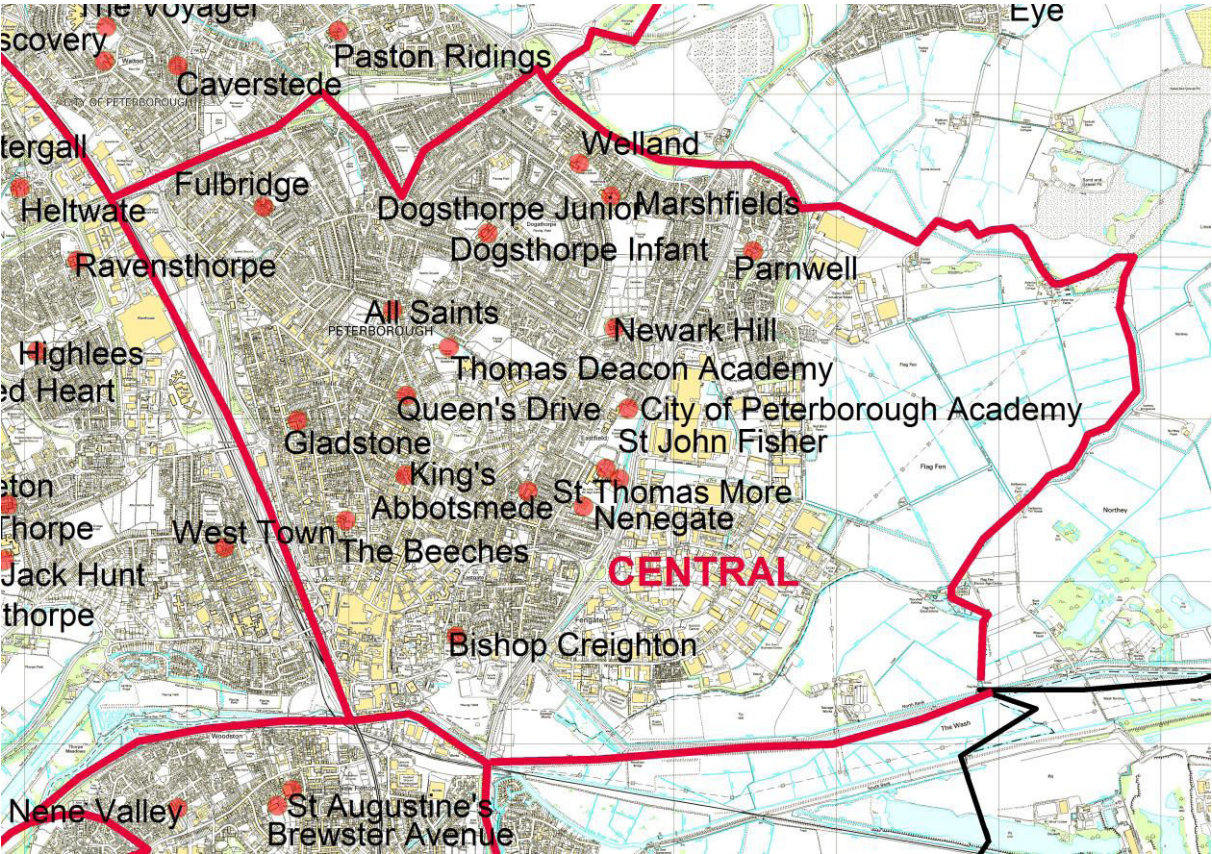
3. Planning Area Profiles

The planning areas used in the summaries below are groups of school catchments, as used for the School Capacity Survey (SCAP) annual return to the Department for Education. They are based on geographical proximity with areas divided by physical barriers such as the river, the railway and major roads.

These areas are –

1. Central
2. North
3. West
4. Ortons
5. Stanground
6. Fletton/Woodston
7. Hampton
8. Rural areas

3.1 Central



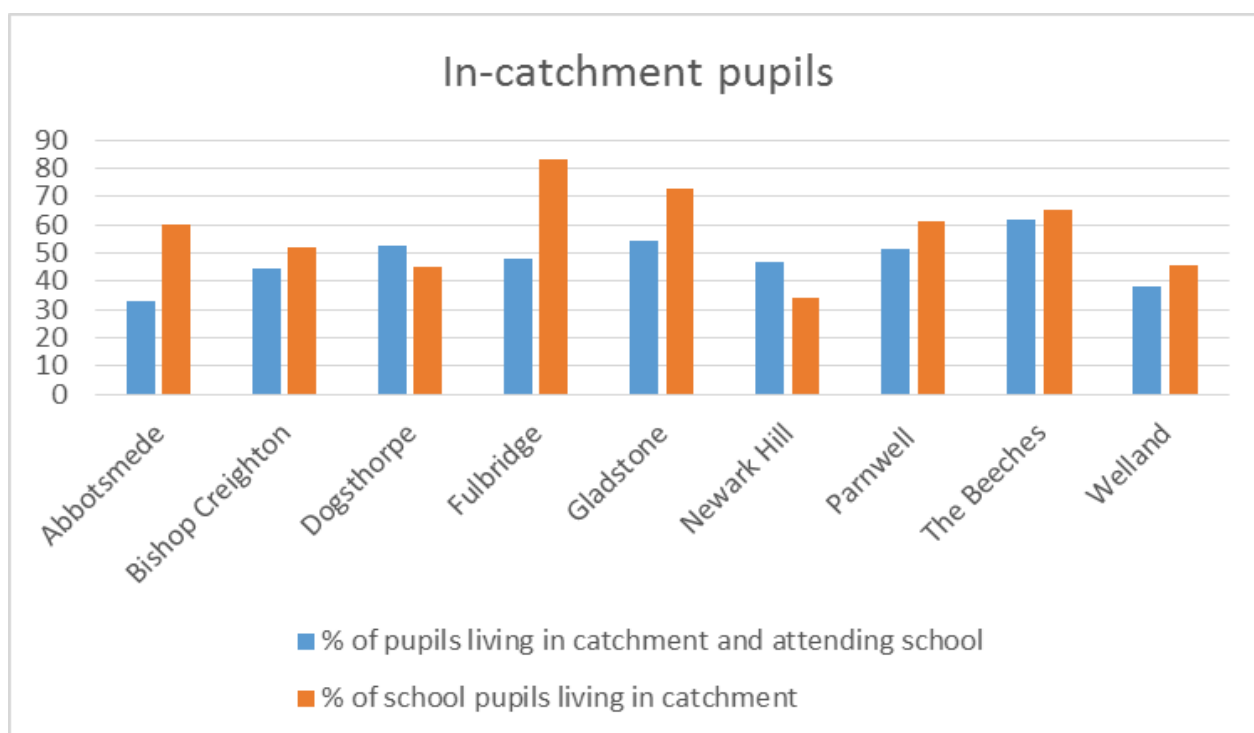
Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	1002	781	826	797	708	695	655	637
2014/15	1013	880	816	834	814	705	694	659
2015/16	1024	880	885	822	836	817	706	696
2016/17	1090	885	885	885	836	837	824	706

2017/18	997	869	885	885	900	840	838	828
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This is the area of the city with the highest birth rate and the most mobile population. It covers the Central, East, Park, Dogsthorpe and North wards which between them saw a population increase of 9968 between the 2001 and 2011 census, an average of 25.4%. It has the highest level of inward migration and the greatest pressure for school places. All schools are on tight urban sites and none would be easy to extend.

A consequence of the mobile population and close proximity of schools is a relatively low percentage of pupils attending their catchment schools, 48.2% at primary level. The chart below shows the figures for the various schools, the position is further complicated by the presence of two schools, St Thomas More and All Saints, which admit on the basis of faith and parental preference rather than catchment.



Primary Schools

At the October 2013 census date there were 16 available places in reception classes in this area but other classes were over capacity by a total of two, leaving a net surplus of 14. Pupil numbers are constantly changing, effectively all the schools are full in all year groups, apart from a small amount of capacity in Years 4, 5 and 6.

The former All Saints Junior School has now been rebuilt as an all through primary school, Queens Drive Infants has been expanded to become a full three form entry infant school by a remodelling providing two additional classrooms.

A new block is under construction at Thomas Deacon Academy to facilitate an extension of age range at Thomas Deacon Academy to take three forms of entry for key stage 2 from September 2014. This will be the key stage 2 destination for most of the Queen's Drive pupils as All Saints will no longer be available to them.

Fulbridge Academy is expanding by an additional form of entry to give an overall capacity of 840. This is being achieved by a detached extension on the former Belvedere Bowls Club site. Works are scheduled for completion in January 2015 but the academy has taken in additional Year 1 pupils and will increase its PAN for the whole of Key Stage 1 from September 2014. Part of the funding is coming from a successful Targeted Basic Need Programme bid. Gladstone Primary School is doubling in size with a detached extension, reception numbers will increase to 120 from September 2014.

The current numbers on roll and projected capacity situation for 2016 are as below.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Abbotsmede	367	420	60	134	-74
All Saints	397	420	60	N/A	60
Bishop Creighton	221	210	30	57	-27
Dogsthorpe Infant	267	270	90	103	-13
Dogsthorpe Junior	350	360		N/A	
Fulbridge	657	840	120	208	-88
Gladstone	443	840	120	119	1
Newark Hill	473	420	60	64	-4
Parnwell	282	315	45	68	-23
Queen's Drive	244	270	90	135	-45
St Thomas More	407	420	60	N/A	60
The Beeches	617	630	90	120	-30
Thomas Deacon Academy (Key Stage 2)	N/A	360		N/A	
Welland	280	420	60	82	-22
Total	5005	6195	885	1090	-205

Working on the basis of a 97% take up rate of places by in catchment four year olds, there will be a need for an additional 172 places for children already resident in the area – equivalent to six new reception classes. Some of these children will be accommodated out of the central area but numbers are rising across the city reducing this potential.

Secondary Schools

The secondary schools in this area are The Thomas Deacon Academy, The King's School, St John Fisher and the new City of Peterborough Academy Free School which opened in September 2013. The combined Year 7 PAN of these schools will be 693. These schools do not use catchment areas, although pupils to the west of Lincoln Road in the Gladstone primary catchment are in Jack Hunt secondary catchment and those living in the Beeches primary catchment are in Voyager. The King's School takes 85% of its pupils from outside the central area, including 39% from other local authorities. St John Fisher takes 77% of its pupils from PE1. 67% of students living in the area attend secondary schools located in PE1 with a further 20% at The Voyager and Jack Hunt.

Examination of total numbers of pupils resident in the PE1 area shows cohorts will rise as follows. Although there appears to be a reduction in cohort size for the current reception cohort, this group will increase because children of this age are not legally required to be in school.

Current Year Group	Y6	Y5	Y4	Y3	Y2	Y1	YR
Starting Y7 in	2014	2015	2016	2017	2018	2019	2020
Total PE1 residents	752	753	799	816	917	925	888

Growth

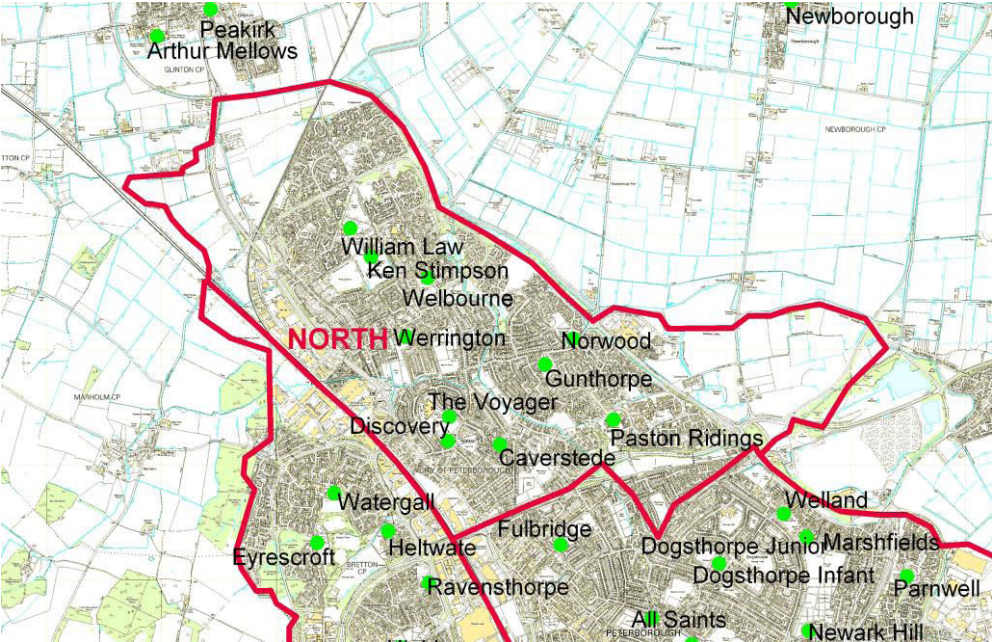
The City Centre Area Action Plan (CCAAP) is proposing around 700 additional dwellings in the City Core Policy Area – bordered by Bourges Boulevard, Bright Street, Stanley Recreation Ground and St John’s Street – and 510-610 in the Fengate South development. The central school place planning area extends well beyond the remit of the CCAAP. Under the local site allocations plan 290 dwellings are proposed for the former John Mansfield sites and 166 for the Millfield district centre. The type of housing is not yet known but, based on Peterborough’s formula, a primary pupil yield of 600 and 11-16 year old of 463 could be expected. If all this development takes place it will be over a long period but without additional school provision it will not be viable.

Cohort increases from inward migration and housing expansion make it probable that there will be shortfall in higher year groups in this area. Fulbridge is increasing its admission number to 120 across the whole of Key Stage 1 from September 2014.

Future Action

The 2013 School Organisation Plan proposed expansion at Gladstone and Fulbridge. As reported above, these works are now being undertaken. The demographic data shows that, even without expansion of the housing stock, there will still be a shortfall in both primary and secondary school places. Further schemes need to be identified, including the possibility of expanding popular and successful schools outside the PE1 area that would take out of catchment pupils. These plans will emerge as our demography forecasts are refined and spatial shortfalls are identified.

3.2 North



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	423	427	417	430	386	378	380	337
2014/15	449	441	438	422	428	388	381	381
2015/16	449	446	450	441	426	430	393	383
2016/17	414	450	450	450	442	431	433	395
2017/18	412	434	450	450	450	444	434	435

This area has a more settled population than the central area and there is still capacity at primary school level. Overall the population increased by only 99 between the 2001 and 2011 census, although the population to the south rose and to the north declined. There are higher pupil numbers to the south but the schools to the north are popular and many families choose to send their children to them.

Primary Schools

The area has benefited from two extension schemes which increased both Discovery and Paston Ridings to three form entry schools. The Paston Ridings scheme is complete but the second phase of Discovery, to increase capacity in Key Stage 2, will be undertaken in 2014-15.

The current numbers on roll and projected capacity situation in 2016 are as below.

School	NOR	Capacity (2016)	Reception PAN (2014)	2016 in catchment 4 year olds	2016 surplus / shortfall
Discovery	490	630	90	97	-7
Gunthorpe	371	420	60	76	-16
Norwood	198	210	30	18	12
Paston Ridings	490	630	90	108	-18
Welbourne	165	210	30	42	-12
Werrington	417	420	60	17	43
William Law	624	630	90	56	34
Total	2755	3150	450	414	36

Working on the basis of a 97% take up rate of places by in catchment four year olds, there could be nearly 50 surplus places which could be used for out of catchment pupils.

Secondary Schools

The secondary schools in this area are The Voyager Academy and Ken Stimpson Community School. There is currently capacity at both of them.

Growth

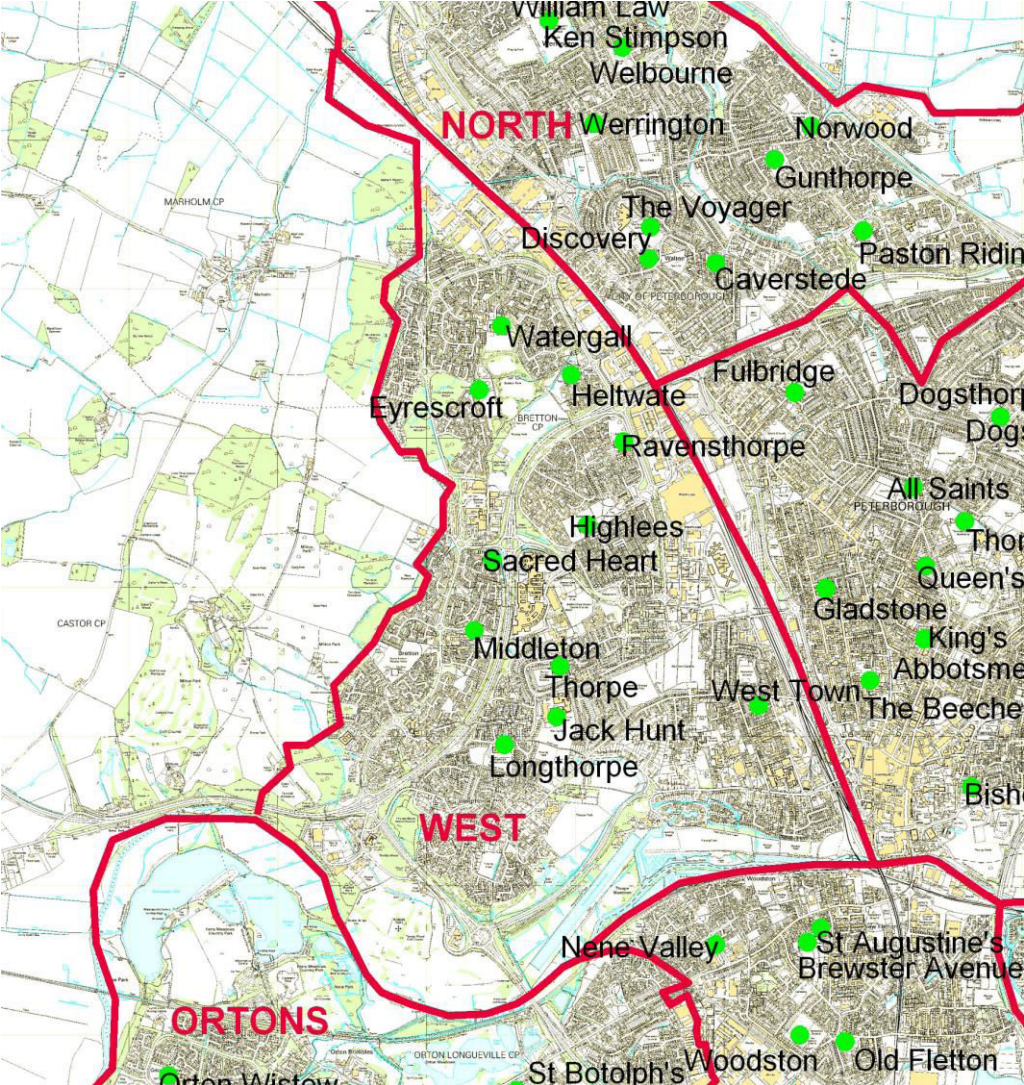
The new development at Paston Reserve will ultimately have its own schools (see below) but pupils from the first phase are in the catchment areas of Gunthorpe Primary School and The Voyager Academy.

The local plan proposed 100 new dwellings for the Werrington district centre and a further 250 across the area. This could produce a further 88 primary age children plus 77 secondary age students. These are likely to be accommodated within existing provision but this would then impact on the capacity to take out of catchment pupils.

Future Action

There is currently no need for further expansion but the situation will need reviewing if demographic forecasts show increases.

3.3 West



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	503	450	460	445	412	409	399	392
2014/15	544	474	455	469	445	416	414	402
2015/16	507	523	495	459	475	445	417	416
2016/17	542	540	540	495	459	478	446	419
2017/18	473	510	540	540	495	461	479	451

Primary Schools

This area has a diverse population. Thorpe and Longthorpe catchments have stable demography and Longthorpe takes many out of catchment children as the birthrate within it is very low. West Town has a wide range of ethnic groups and many newly arrived migrant families. Much of the rest of the area has former development corporation housing, which is relatively inexpensive, and

a fairly mobile population. The population of Ravensthorpe ward increased by 17.2% between the 2001 and 2011 censuses, but the overall increase for the area was 3.9%.

The current numbers on roll and capacity situation in 2016 are as below.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Eyrescroft	402	420	60	48	12
Highlees	364	420	60	90	-30
Longthorpe	418	420	60	29	31
Middleton	318	420	60	92	-32
Ravensthorpe	220	420	60	42	18
Sacred Heart	209	210	30		30
Thorpe	417	630	90	73	17
Watergall	320	420	60	77	-17
West Town	299	630	90	91	-1
Totals	2967	3990	570	542	28

Working on the basis of a 97% take up rate of places by in catchment four year olds, there will be a surplus of 15, which would provide some capacity for out of catchment pupils or higher than anticipated growth.

Secondary Schools

Jack Hunt covers the southern end of this planning area and also takes students from the Gladstone primary school catchment area in the city centre. Students from north Bretton are in The Voyager catchment area. Jack Hunt is effectively full and pupil demography shows it will continue to be so. There is some capacity at The Voyager but this will not sufficient for the long term. Pupils living in this area are within travelling distance of the new City of Peterborough Academy that will relieve some of the pressure.

Growth

An outline planning application for the former district hospital site will be submitted this year, this is likely to be for 350 dwellings. Construction has started on 156 dwellings at the Grange site and the local plan identifies 231 potential additional dwellings for Bretton Centre, 460 for the Freemans site and 200 for the station west opportunity area.

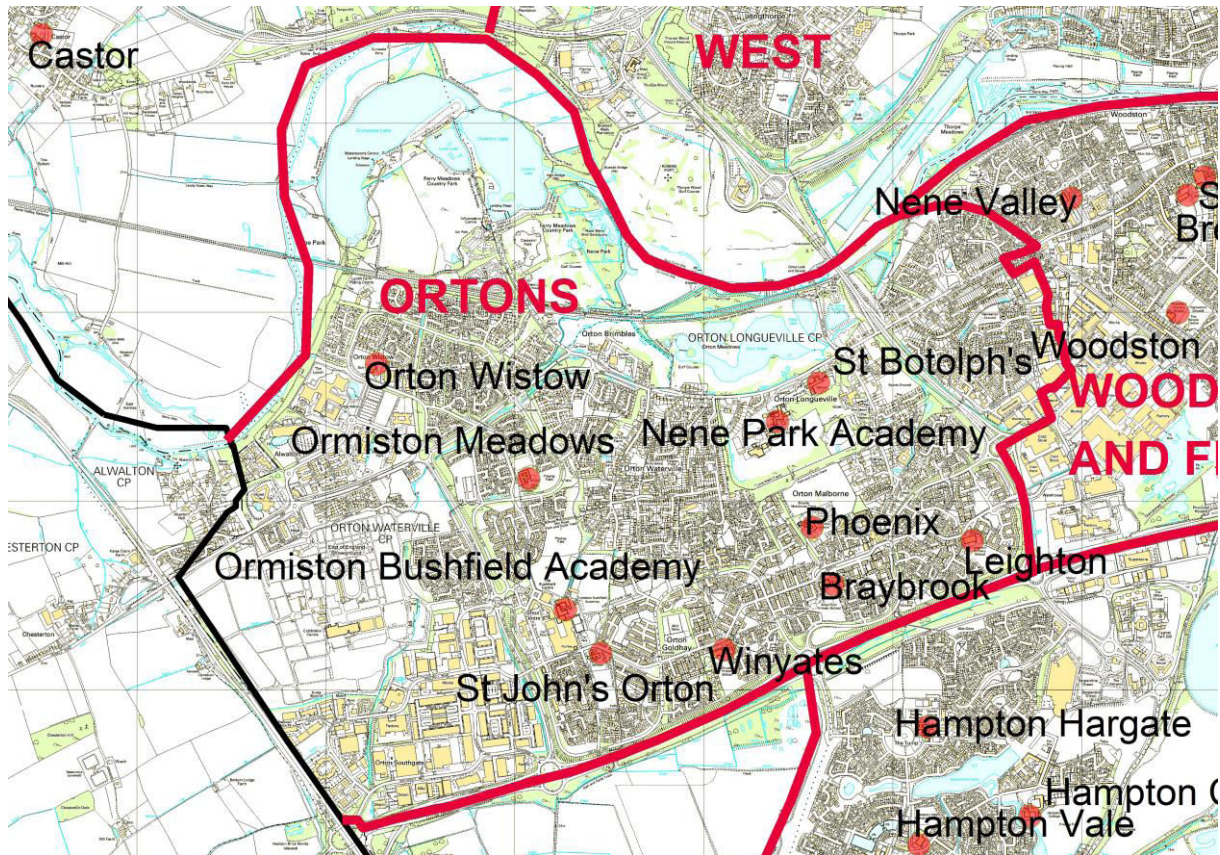
The potential 490 primary age and 375 secondary age children and young people would further increase pressure in the area and require expansion.

Future Action

West Town has been accepted on to the Priority Schools Building Programme and will be rebuilt as a three form entry school on the former district hospital site, in a project that includes preservation of the memorial wing. The anticipated opening date is September 2016. Ravensthorpe is being expanded to two form entry and will have an admission number of 60 from September 2014.

Thorpe will be expanded to 3 forms of entry from September 2015. The scheme is currently being designed.

3.4 Ortons



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	307	303	331	297	297	294	281	259
2014/15	315	302	324	337	296	298	294	281
2015/16	319	335	315	338	337	297	299	295
2016/17	311	345	345	315	339	339	298	299
2017/18	290	323	345	345	315	346	338	299

This area was developed during the new town expansion of Peterborough. Schools in the area have also taken pupils from the Hampton development when there were too many to be accommodated there. There was hardly any change to the population between the 2001 and 2011 censuses.

Primary Schools

The current numbers on roll and projected capacity situation in 2016 are as over.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016surplus / shortfall
Braybrook	254	270	30	43	-13
Leighton	386	420	60	54	6
Ormiston Meadows	261	315	45	28	17
Orton Wistow	321	420	60	25	35
St Botolph's	382	420	60	33	27
St John's	259	420	60	74	-14
Winyates	199	210	30	54	-24
Totals	2062	2475	345	311	34

Working on the basis of 97% take up of Reception places, in 2016 there would be 44 spare Reception places for out of catchment pupils or if growth exceeds current expectations.

Secondary Schools

The area is divided into the catchments of Nene Park Academy and Ormiston Bushfield Academy, both schools having been rebuilt. Ormiston is largely full but there is still some capacity at Nene Park Academy to accommodate increasing pupil numbers from September from 2014.

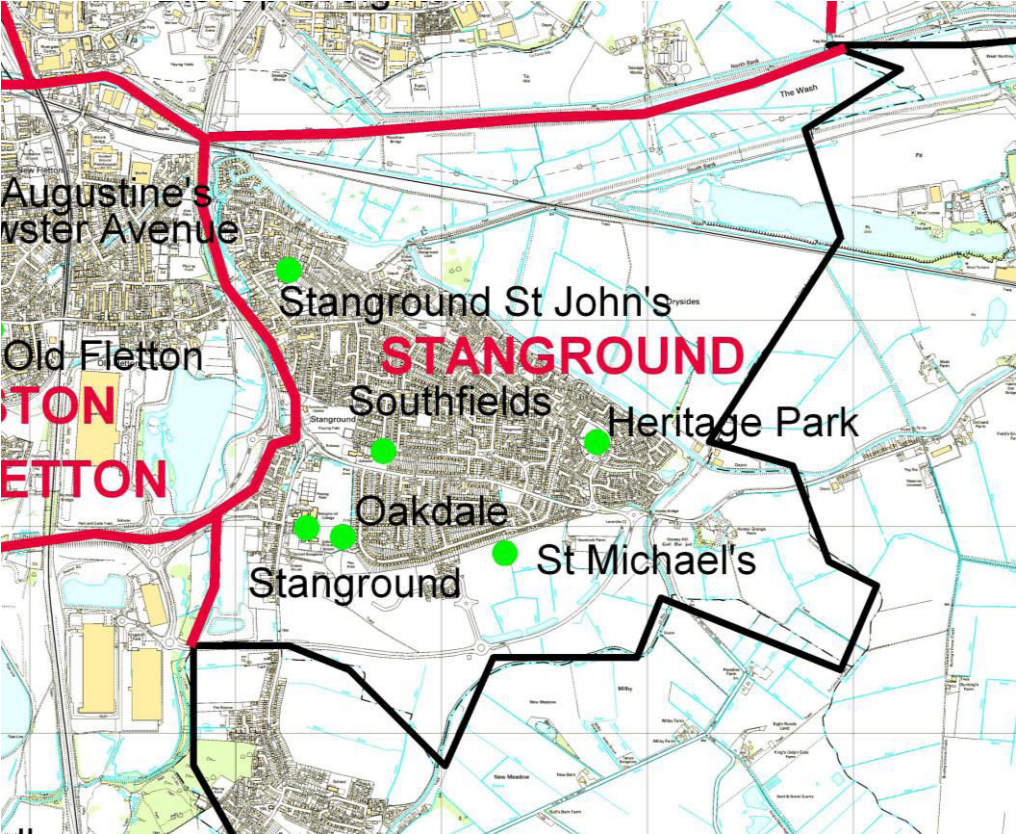
Growth

The local plan identifies 600 potential new dwellings for the area. Of these 330 are on the East of England showground site where construction has started and a further 210 in Alwalton. There is S106 funding from the Showground development which is being used to increase capacity at Orton Wistow. The likely pupil yield from these dwellings is 210 primary pupils and 162 secondary students.

Future Action

St John's Church School has been accepted on to the Priority Schools Building Programme and is being redeveloped as a two form entry primary school. Orton Wistow is being expanded to two form entry with a four classroom extension, part funded by the East of England Showground S106 agreement. Braybrook has a double mobile, used for bulge reception classes in 2012 and 2013. Currently a permanent expansion to two forms of entry is not required but the situation will be reviewed if pupil forecasts suggest it is needed.

3.5 Stanground



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	154	203	190	158	162	148	150	126
2014/15	182	180	200	196	161	165	148	149
2015/16	179	180	180	210	202	166	168	149
2016/17	182	180	180	180	210	203	169	170
2017/18	194	180	180	180	180	210	208	171

Until recently this was one of the more settled areas of the city, although the Heritage Park development was built in the late 20th century. There was a small increase (2.1%) in the population between the 2001 and 2011 censuses. The new development south of Stanground, Cardea, has grown rapidly and attracted many families with young children. In February 2014 the number of completed dwellings was calculated at 656, out of a total planning permissions of 1650. The October 2013 school census identified 122 primary school age children living on the development, although only 44 were attending the new St Michael's primary school in Cardea which was part funded from a developer contribution. It is likely that the number of children on the development will have increased since October.

Primary Schools

The October 2013 numbers on roll and projected capacity situation in 2016 are as over.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Heritage Park	209	210	30	29	1
Oakdale	204	210	30	11	19
St Michael's	69	420	60	44	16
Southfields	463	630	90	58	32
Stanground St John	192	210	30	40	-10
Totals	1137	1680	240	182	58

The in-catchment four year olds figure is based on current residents. The Cardea development is likely to continue rapid growth so the 2016 in-catchment four year olds figure are likely to have increased significantly by the time they start school. The Stanground primary schools have until recently had spare capacity and attracted out of catchment pupils, this has helped to ease pressures elsewhere in the city but rising numbers in Stanground will make this less likely.

Secondary Schools

Stanground Academy has been rebuilt and will provide sufficient capacity for the next few years. Its catchment includes Yaxley and Farcet in Cambridgeshire. If the proposed additional secondary school for Hampton Gardens is built in conjunction with Cambridgeshire County Council it will free up places at Stanground for Peterborough students.

Growth

Sites have been identified for about 220 new dwellings in addition to those planned for Cardea. St Michael's has been funded from S106 money to provide primary school places in the development and there was also a contribution towards the new Stanground Academy building.

Future action

There is land provision for a second phase at St Michael's which can extend the intake to 60 but only £400,000 funding. The council has applied to the developer for the land to extend the school to be released and has started discussions with the school and the Diocese of Ely to expand and develop a design for the school.

Southfields was formerly separate infant and junior schools. The site is large and can accommodate expansion to three forms of entry. The design process to expand the school has now commenced.

3.6 Fletton / Woodston



Primary forecasts – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	260	222	193	177	168	169	147	144
2014/15	276	225	224	195	174	169	171	148
2015/16	280	225	225	225	190	175	171	173
2016/17	301	225	225	225	222	190	175	171
2017/18	261	224	225	225	225	222	190	175

Demographic forecasts show a rapid increase in pupil numbers across this area. The population increased by 45% between the 2001 and 2011 censuses. Woodston increased its PAN from 20 to 30 with an extension funded by S106 money in 2010. Nene Valley, which was built for the Riverside development using S106 funding, increased its PAN from 30 to 45 with an extension funded from government basic need grant. Old Fletton has been expanded to a capacity of 420 with an admission number of 60 by conversion of the former children’s home adjacent to the site. Woodston is currently being further expanded to increase its capacity to 420, with an admission number of 60. Works will be completed by September 2014 but the school started admitting to the increased PAN in September 2013 by using a mobile classroom.

Primary Schools

The current numbers on roll and projected capacity situation in 2016 are as over.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Brewster Avenue	176	180	60	86	-26
Nene Valley	280	315	45	57	-12
Old Fletton	335	420	60	76	-16
St Augustine's	201	240	N/A	N/A	
Woodston	228	210	60	82	-22
Total	1220	1365	225	301	-76

On the basis of 97% take up of reception places, there would be a shortfall of 67 places. Previously pupils from this area have travelled to Stanground as there was some capacity there, this is ceasing to be an option as the Stanground schools are now filling with local pupils as numbers expand there.

Secondary Schools

Stanground and Nene Park Academies cover the area. There is likely to be pressure on Year 7 places in this area from 2018. If the proposed additional secondary school for Hampton Gardens is built in conjunction with Cambridgeshire County Council it will free up places at Stanground for Peterborough students.

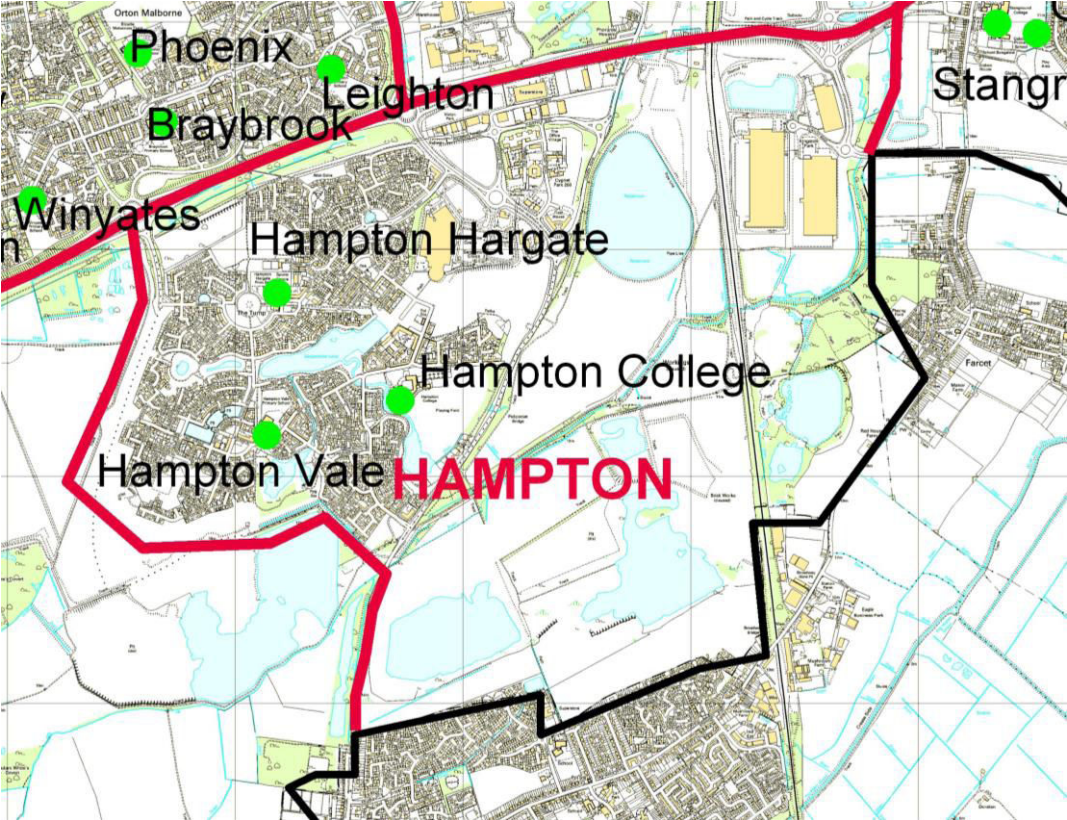
Growth

Sites have been identified for about 1550 new dwellings including the south bank development and the remainder of the almost completed Hempsted development, for which the S106 funding has already been spent on the first expansion of Woodston. Apart from the south bank and Hempsted, most of the proposed developments are fairly small, none will provide land and the S106 funding will not be sufficient to provide the places required – approximately 542 primary school places and 418 secondary, using the S106 formula.

Future action

This area is densely populated with little surplus land. The 'green backyard' currently operates from a site at the corner of London Road and Oundle Road. In the long term there may be potential to develop it as a school site.

3.7 Hampton



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	267	231	238	179	179	150	148	119
2014/15	212	240	238	240	179	180	150	150
2015/16	276	240	240	240	240	180	180	150
2016/17	238	240	240	240	240	240	180	180
2017/18	234	240	240	240	240	240	240	180

This is an area with a very rapidly increasing school population. Changes to the expected tenure of the properties from owner occupier to private rental and the late construction of the social housing element has resulted in approximately 40 primary children coming from 100 dwellings against the 25 anticipated in the original S106 agreements. There are currently about 4500 dwellings completed. The S106 agreement for the development allowed for two two-form entry primary schools to the west of the development (Hampton Hargate and Hampton Vale) and two to the east (Hampton Leys). There was also provision for a secondary school, Hampton College with seven forms of entry and the option of an eighth if required at the very end of the development.

Primary Schools

Hampton Hargate opened in 2000, by 2008 it was accommodating bulge classes in mobiles and has now been increased to three forms of entry with a permanent extension. Hampton Vale’s permanent extension to three forms of entry was completed in 2014. Demographic forecasts showed that even this would be insufficient and, following consultation, Hampton College has expanded to an all through 4 – 18 school. A new primary block combined with community facilities was completed in 2013 adjacent to the existing building. 60 reception pupils were

admitted in September 2012, accommodated for the year at Hampton Hargate. Local consultation showed that the addition of a new school gave rise to concerns in families about younger children being able to attend the same school as older siblings. It was therefore decided that the three Hampton schools would run on a combined catchment area covering the whole Hampton development.

The current numbers on roll and projected capacity situation in 2016 are as below. The township is covered by one catchment so the four year olds are given in total only. In 2015 the forecast number of reception age pupils increases to 276 – giving a shortfall of 27 based on 97% take up. This appears to be a peak year as the numbers for 2016 and 2017 are currently forecast to be below the available capacity. Current indications are that house sales are increasing locally and nationally making it probable the rate of house building at Hampton will increase. This in turn will lead to higher pupil numbers.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Hampton College (Primary Sector)	115	420	60		
Hampton Hargate	593	630	90		
Hampton Vale	536	630	90		
Totals	1244	1680	240	238	2

Secondary Schools

Under the S106 agreement Hampton College is to provide for the whole township, with a planned admission number of 210 and the possibility of an additional form of entry if required when the final primary school on Hampton Leys is completed. Demography for the 4500 dwellings already built shows that this will be insufficient by 2017 but in practice the number of houses being completed each year and the number of families moving in to the township make it likely that Year 7 places will run out before then.

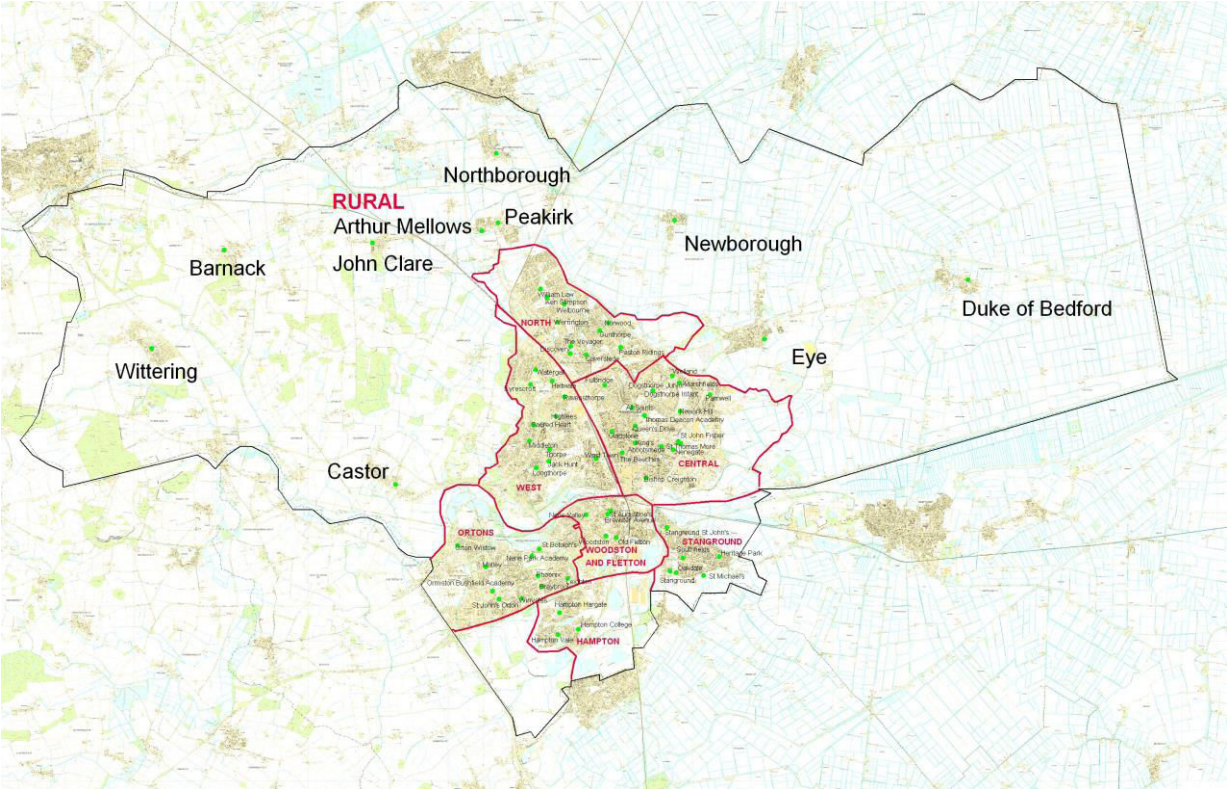
Growth

The total projected number of dwellings in Hampton is about 7200. There is still some building taking place to the west of the A15 but the majority of the new housing will be to the east in Hampton Gardens. The S106 agreement for the township gives two further primary schools in Hampton Gardens but they will only be delivered when agreed numbers of homes have been built.

Future Action

The most urgent priority is to deliver additional secondary school capacity. There is no room for further expansion on the existing College site. Discussions have started with the developers, planners and Cambridgeshire County Council for a jointly funded secondary school in Hampton Gardens, probably on a shared site with one of the primary schools. A site feasibility assessment was completed in April 2014. The school would take students from Hampton and from Yaxley and Farcet in Cambridgeshire and would relieve pressure on Hampton College and also Stanground Academy. A further new township – Great Haddon – is proposed to the south of Hampton. Primary and secondary schools will be built under the Section 106 agreement but the first families to move in will have to use existing schools in the area until these are delivered.

3.8 Rurals



Primary forecast – based on admitting up to capacity

School Year	4 year olds	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2013/14	203	281	280	291	237	246	270	241
2014/15	219	308	290	286	291	240	249	272
2015/16	190	266	324	295	288	292	241	252
2016/17	199	285	282	327	297	291	291	247
2017/18	193	274	292	292	327	297	297	291

The rural areas are put together for school place planning but cover a very wide geographical area; it is 14.5 miles between Wittering in the west and The Duke of Bedford (Thorney) in the east. The distances between schools are such that some children will qualify for transport to their catchment school and any child directed outside their catchment will almost inevitably qualify. Given the cost of transport, it is important to ensure that the majority of rural children can access their catchment school. The population of the villages increased by 14% between the 2001 and 2011 censuses.

Primary Schools

The main area of growth has been at Eye, which has been extended to two form entry. The number of in-catchment four year olds for 2014 exceeded the available places but the parental choices made meant that pupils could be accommodated without expansion. As the village continues to expand the capacity situation will be kept under review. Wittering Primary School takes service children from the Wittering base. It was extended to three form entry in 2001 when the Ministry of Defence planned to increase personnel levels at the base. There was then a change of plan and the forces went elsewhere. Since then there has always been a high number

of surplus places at the school and the admission number was reduced to 60. Barnack has built a small extension with S106 funding; this increased the admission number from the current to 23.

The current numbers on roll and projected capacity situation in 2016 are as below.

School	NOR	Capacity (2016)	Reception PAN (2016)	2016 in catchment 4 year olds	2016 surplus / shortfall
Barnack	146	161	23	13	10
Castor	152	154	22	14	8
Eye	350	420	60	63	-3
John Clare	101	105	15	6	9
Newborough	205	210	30	23	7
Northborough	198	210	30	16	14
Peakirk	197	210	30	13	17
The Duke of Bedford	188	210	30	19	11
Wittering	309	480	60	32	28
Totals	1846	2160	300	199	101

Because of the relatively small number of families involved there is often a greater fluctuation in pupil numbers for rural areas compared to urban areas. Pupil forecasting has been made more difficult by problems with obtaining accurate data for under 5s as many of the pupils in rural areas are registered with GP practices based outside Peterborough.

As new homes are built the numbers will increase. Contributions for education provision will be required from all housing developments in the rural areas. It may be necessary to look at temporary accommodation in the short term if numbers go beyond capacity.

Birth data shows low numbers for the other primaries but Northborough takes about 13% of its pupils from Lincolnshire and pupils are travelling increasing distances to these schools because of the shortage of places nearer to home.

Secondary Schools

Arthur Mellows Village College Academy covers the whole of the rural area. Many of the students are eligible for school transport. It has been refurbished and extended with targeted capital funding and has an admission number of 264. Some students in the rural area have previously chosen to attend schools in Lincolnshire, including St Guthlac's College in Crowland. Lincolnshire County Council has now amalgamated this with the George Farmer Academy in Holbeach. The St Guthlac's site has closed and will re-open as a replacement primary school. Pupils living in Peterborough will not be offered transport to attend the school in Holbeach. Forecast numbers for Year 6 pupils in the rural areas suggest the cohorts will be larger than the capacity at Arthur Mellows but some of these pupils will be from outside Peterborough and they, and others, are likely to opt for schools in other areas. The rural primary schools have in the past also sent a higher than average percentage of their pupils to The King's School.

Growth

Eye and Thorney are both identified as key service areas in the growth strategy. There has already been significant house building at Eye, as a result of which the capacity of the primary school has been increased from 336 to 420.

Future action

The demography of the rural areas needs to be monitored carefully because of the distances involved and transport costs if children are unable to access their nearest primary school. There may be a requirement to support large individual cohorts through mobiles / internal alterations on the school sites. There is space for expansion at The Duke of Bedford Primary School in Thorney which could accommodate pupils from house building in that area.

Barnack and Castor both have non-standard admission numbers that do not readily organise into classes of 30. Both schools are over-subscribed. If funding can be secured (including any developer contribution) and it can be demonstrated that the sites are feasible to expand and value for money, the council will support expansion to more viable PANs.

4. Peterborough City Growth Issues and Other External Issues

Peterborough City Council has published its aspirations for growth in the Local Development Framework (2011) and the proposed City Centre Area Action Plan. Sites have been identified for 20,495 new dwellings plus approximately 3000 in the city centre between 2010 and 2026. Between 1 April 2009 and 31 March 2013 3329 dwellings were completed. The rate of growth appears to have increased, with Cardea and the East of England Showground site expanding fast. If the growth aspirations are to be achieved the number of new homes per year will need to increase from the 800 per annum recently to over 1400.

Growth can have a serious impact on the existing infrastructure if that infrastructure is already under pressure. Whereas Section 106 contributions (to be replaced by the Community infrastructure levy (CIL) in due course) should help towards additional school places, this will never pay for all aspects of providing new school places.

The accumulative effect of many small developments cannot provide the land needed for new schools and many existing schools are unable to expand on their current sites. Larger development sites are easier to manage as new schools are planned within the land development brief and there is an expectation of providing enough land for them.

As well as the growth outlined in the planning areas (above) two further urban extensions are proposed, for Great Haddon, to the south of Hampton and near to Yaxley and Paston Reserve/Norwood to the east of the city.



There are 1050 dwellings proposed for Paston Reserve, 2300 for Norwood, and 5300 for Great Haddon. Developments of these sizes include education provision as part of the planning process and S106 agreement. An example of the detailed analysis used is in Annex 5.

The first phases of the Paston Reserve development have started and will include 190 homes. There is S106 funding for education but no land. The next phase will provide land for a one form entry primary and further funding. The Paston Reserve development is next to the proposed Norwood development, which should provide further primary schools and a secondary school. Planning for Haddon includes three primary schools and a secondary school. While these new

developments will be largely self-contained for education, there are issues with school places for the first residents before schools are built and with over-subscription leading to pupils being allocated places at other schools. S106 funding does not provide the full costs of building new schools and has to be supplemented by other capital.

5. Funding

Until recent years all Education Capital funding has been provided by direct grants or supported borrowing from the Government. A three year settlement from 2008-2011 saw record amounts of capital allocated to meet Peterborough's needs. Successful bids and Primary Capital Programme (PCP) funding plus a Basic Need contribution to help with a shortage of school places meant many projects were planned and begun.

The change of Government and the sudden withdrawal of the Primary Capital and Building Schools for the Future programmes have led to uncertainty over future capital funding. The government set up the James review to consider their approach to capital funding but this has not yet been implemented. Capital funding settlements for 2011-2013 were made on an annual basis rather than a longer cycle which would allow for planning. The March 2013 announcement of Basic Need funding of £22,273,538 for 2013-15 allowed the council to adopt a more strategic approach. However, uncertainties remain about funding beyond 2015 and, while there has been success with bids under the Priority Schools Building and Targeted Basic Need Programmes, Peterborough has otherwise been funded no money for increasing school places in 2015-2016.

The financial pressures are leading to a change in approach to school buildings. Following government policy the council is proposing to build basic functional buildings to meet educational needs, using framework agreements to deliver best value. While it has been Peterborough policy to install sprinklers in new builds, these are not cost effective in terms of reducing insurance premiums. The national record for school fire safety is excellent but depends on quick evacuation rather than deployment of sprinkler systems. It is therefore intended that future projects will be designed without sprinklers.

The Council is also investigating the feasibility and costs associated with built off site modular construction.

Following government guidance the council is now building to space standards 5% below the building bulletin for primary schools and 15% for secondary, in line with Building Bulletin 103.

6. Admissions

All aspects of school admissions are based on the Schools Admissions Code. It governs the way **all** schools set their admission criteria, ensures compliance with a co-ordinated scheme, makes offers of places and allows for school admission appeals.

It also places the local authority as a regulator for all other admission authorities within its boundaries with the expectation of the local authority reporting those admissions authorities whose admissions arrangements are not in line with the Schools Admissions Code to the schools adjudicator.

The Schools Admission Code of 2010 placed the co-ordination of **all** school admissions with the local authority (previously the local authority was only responsible for entry into Reception Year, transfer between Years 2/3 and transfer from primary school to secondary school). The in-year co-ordination has brought with it a number of problems that the local authority has had to overcome. The School Admissions Code of 2012 removed the need for in-year co-ordination; however it has been agreed with all schools that Peterborough will keep this going as it is felt to abandon it leaves the way open to safeguarding issues for children who are not tracked from school to school.

The admissions processes begin approximately 18 months before the relevant school year and it is difficult to work this far ahead for some aspects of school place planning. An example is the desperate need for an additional primary school. Proposed PANs and admissions criteria need to be published in the January of the year preceding entry (i.e. January 2013 for September 2014 entry). At this point in time the building plans are by no means certain and it is therefore impossible to include such a new school in the consultation and then in the preparation of the admissions booklet.

Guidance issued in January 2014 has relaxed the requirements for expanding schools. If building works are not required, pupil numbers can be increased by altering the admission number as part of the annual admissions consultation. A statutory consultation process still applies for local authority led expansion of premises, changes to special schools, extension of age range by more than three years and for schools transferring to a new site.

7. Conclusions – Summary of Future Action

The demographic forecasts (annex 1) show the projected total number of pupils exceeding the available places for Reception in 2014 (although there should be just enough space for the number of pupils likely to take up places) and for Year 7 in 2018. This is based on existing known pupils with some allowance for future expansion and migration. The guideline for surplus capacity is 5%, to allow for parental choice and movement within the area. Work to expand capacity has been outlined above. In summary the plans now include:

School	Proposal	PAN Inc-rease	Extra Places	Year	Cost Estimate	Status
St Johns Primary	New 2 FE primary school	30	210	2015	Priority Schools Building Programme	Design
Nenegate Special School	2 additional classes to extend age range to primary	NA	14	2015	£350K	Design
Phoenix Special School	New dedicated 6 th form centre on the Tunnel site creating a split site school	N/A	30	2015	£4m	Design
Discovery Primary	Completion of 1 FE expansion	30	210	2015	£700k	Design
Thorpe Primary	1 FE expansion	30	210	2015	£3m	Design
St Michael's Primary	1 FE expansion	30	210	2016	£3m	Design
Southfields Primary	1 FE expansion	30	210	2016	£2m	Design
Paston Reserve Primary	1 FE primary school (part funded by S106)	30	210	2016	£3.5m	Feasibility

School	Proposal	PAN Inc-rease	Extra Places	Year	Cost Estimate	Status
West Town Primary	New 3 FE primary school on hospital site	45	315	2016	Priority Schools Building Programme	Feasibility
Hampton Gardens Primary	2 FE primary school (part funded by S106)	60	420	2017	£6.5m	Feasibility
Hampton Gardens Secondary School	Joint development with CCC - 4 FE for PCC, 4 FE for CCC - saves places at Stanground	270	1200	2017	£25m	Feasibility
Norwood Primary	2 FE primary school (S106 land contribution)	60	420	2017	£7m	Feasibility

SECTION C - ANNEXES

Annex 1

January 2006 Primary Census Data

School Year	NHS Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals
2005/06	2139	2059	2117	2144	2151	2218	2141	2237	15067

Primary demographic forecasts for the whole of Peterborough – based on January 2014 data.

School Year	NHS Data	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Totals	PAN
2013/14	3119	2913	2959	2781	2566	2496	2435	2259	18409	3025
2014/15	3210	3049	3000	3003	2795	2578	2508	2447	19380	3125
2015/16	3224	3095	3140	3045	3018	2809	2591	2520	20218	3165
2016/17	3277	3179	3188	3188	3060	3033	2823	2604	21075	3225
2017/18	3054	3054	3273	3236	3204	3075	3048	2837	21727	3225

The NHS data figure represents children known to be in the area who will be eligible for a reception place in the given year. The total admission number represents the number of reception places that are planned to be available. Highlighted figures are cohorts where the projected number of pupils exceeds the projected number of places.

Primary Forecasting Methodology

Forecasts are based on actual data of pupils in school and under 5s known to the NHS. The forecasts are then calculated based on growth trends from previous years. Each year cohort is treated as a whole and multipliers used to forecast its growth.

Growth in Reception cohorts is anticipated by increasing the percentage of known four year olds predicted to be in school year on year, so that for 2014 it is 95%, 2015 96%, 2016 97% and 2017 100%. The 2017 figure reflects that figures for the most recent births tend to miss the very youngest children in the age group.

For subsequent years the increases are:

YR to Y1	3%
Y1 – Y2	1.5%
Y2 – Y3	0.5%
Y3 – Y4	0.5%
Y4 – Y5	0.5%
Y5 – Y6	0.5%

These cohorts are then allocated to schools based on previous popularity. The forecast above indicates that there will be shortfalls in school places in certain year groups from 2015.

January 2006 Secondary Census Data

School Year	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
2005/06	2237	2292	2157	2262	2174	1163	905	13190

Secondary demographic forecasts for the whole of Peterborough – based on October 2013 data.

	11 year olds	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Totals
2013/14	2210	2209	2266	2299	2267	2223	1393	1024	13720
2014/15	2255	2255	2242	2294	2328	2267	1395	1184	13965
2015/16	2442	2442	2289	2270	2323	2328	1423	1191	14266
2016/17	2514	2514	2479	2317	2299	2323	1459	1215	14606
2017/18	2587	2587	2552	2510	2346	2299	1459	1244	14997
2018/19	2830	2830	2626	2584	2541	2346	1455	1244	15626
2019/20	3039	3039	2872	2659	2616	2541	1482	1244	16453
2020/21	3091	3091	3085	2908	2692	2616	1597	1266	17255
2021/22	3252	3252	3137	3123	2945	2692	1639	1354	18142

The 11 year olds figure represents children in mainstream education in Year 6 in the year preceding the given year. This has tended to correlate very closely with the number of students admitted to Year 7. Data re out of city students indicates that there are many more from outside Peterborough in Year 7 than Year 6 because Stanground College serves Yaxley and Farcet and the King’s School attracts students from a wide area. The reduced number of Peterborough students in Year 7 is partly explained by a higher percentage attending special schools in Year 7, by students going out of Peterborough, e.g. to grammar schools in Lincolnshire and to the independent sector. The overall PAN for 2014 admission is 2647.

Year 7 cohorts are forecast to equal the previous Y6 cohort. 2017/18 Y5 is used for 2019, increased by 0.5, 2017/18 Y4 for 2020, increased by 1%, 2017/18 Y3 for 2021, increased by 1.5%, 2017/18 Y2 for 2022 increased by 2% and 2017/18 Y1 for 2023 increased by 2.5%.

Y7 – Y11 secondary cohort growth is based on the average for the past 4 years, slightly uplifted to allow for possible immigration increases after January 2014.

Y7 – Y11 figures are initially calculated on a whole city basis, this is then compared with overall PANs and previous trends to create school by school forecasts.

Each school’s % of the overall cohorts is calculated. Y7 places are allocated on this basis up to PAN. Where the proportion would exceed PAN pupils are reallocated. As a new school COPA is the exception, places are allocated on a ‘best estimate’ basis. Post 16 numbers are based on a combination of averages and trends.

Annex 2

Types of Schools

Community

The local authority runs the school, owns the land and buildings, employs the staff and determines the admission arrangements. It is no longer possible to set up a new community school. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Voluntary Controlled

The local authority runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or the local authority. The playing field is the responsibility of the Local Authority.

Voluntary Aided

The governing body runs the school, employs the staff and determines the admission arrangements. The building, playground and other hard surfaces are the responsibility of the diocese. Funding for expansion, repairs and maintenance comes from the school budget or a dedicated finance stream – the locally controlled voluntary aided programme (LCVAP). The playing field is the responsibility of the Local Authority.

Foundation and Trust

The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding for expansion, repairs and maintenance comes from the school budget or the local authority.

Academy

These are independent of the local authority and answerable directly to the government. The governing body runs the school, has responsibility for the land and buildings, employs the staff and determines the admission arrangements. Funding comes directly from central government.

Free School

Free schools are effectively academies but can be set up by independent groups, e.g. parents, teachers, educational charities. Groups wishing to set up free schools must apply to government and demonstrate a local demand. Funding comes directly from central government.

Annex 3

Peterborough City Council Statement on Academies and Free Schools

Support for the establishment of Academies and Free Schools

The Local Authority has a duty and responsibility under the Education and Inspection Act 2006 to ensure that all children in Peterborough have access to a good school which can enable them to have the best opportunities in life.

Government Policy

National Government policy since the Education Reform Act (1988) has been to promote school autonomy as a means to raise educational standards and outcomes through improvement and innovation in teaching and the ability to deploy all resources flexibly. The Academies Act (2010) has widened the range of schools able to seek to become an academy. The Government is also promoting the creation of new "Free Schools", where there is proven demand for them, to improve parental choice and quality of education provided. The Local Authority will continue to consider soft and hard federated arrangements between maintained schools where this is deemed to be appropriate.

Peterborough Stance

The Local Authority welcomes the diversification of the schools sector and the Government's stated aim of improving standards of attainment and closing the achievement gap between the most deprived children and young people and their more socially advantaged peers. The authority takes the view that all local schools are an intrinsic part of the social, professional and political context of Peterborough irrespective of their formal designation. All schools educate our children and young people and as such will be supported and challenged to be the best that they can for all of our children. The authority welcomes diversity of provision including a range of different types of schools managed in different ways and with a variety of teaching approaches.

We champion parental choice, not simply to help children to find the school that best suits their needs but also to help to improve the system as a whole. We have responsibility for the whole system, and will support the development of a market that provides for diversity, choice and sufficiency; encouraging collaboration to ensure that the system works well for all children and that choices exist for parents for different schools.

Approach to Academies

We have a presumption of support for the creation of academies and free schools, and will take our responsibility to actively manage their introduction into the existing system of schools.

We will actively support academy proposals in the following circumstances. The level of support will vary according to the particular proposal:

- a) The authority will promote the conversion of a school to a sponsored academy where performance is consistently below national minimum floor standards and other interventions have failed to bring about the required improvement rapidly enough. We will do this by linking the academy to a high performing school or other partner who can help to turn the school around and raise attainment.

- b) The authority will support the formation of sponsored academies where schools are rated as 'Inadequate'. The Local Authority will advise and support the selection of the most appropriate sponsor.
- c) The authority will support academies as part of any restructuring of local schools in a creative or different way to meet the specific needs of a locality. For example we would support a group of primary schools to become a multi academy trust to allow local provision to be maintained in a cost effective way.

The authority will not support proposals for academies designed to protect underperforming schools from challenge. We will make this clear to the schools involved and to the Department for Education (DfE), and will find alternatives which meet our objectives of raising attainment.

Free Schools

When a demand for a free school emerges, the authority will always offer information and advice to the parental or other sponsorship group. It will offer positive support to the proposal in the following circumstances:

- where it is required to meet basic need for school places in an area and is a more cost effective way of doing so than alternatives;
- where a free school is adding to diversity of provision.

The authority will provide advice, support and data to enable decisions on free school proposals to be taken on an informed basis. It will also facilitate consultation on proposals.

The authority will not support proposals that would result in surplus places in other schools or where the type of school may draw in children from other areas and have an unacceptable drain on other public services such as health and social care.

Ongoing Support to Academies and Free Schools

Once established, academies and free schools are outside of the remit of the local authority, being directly accountable to the Secretary of State through the Education Funding Agency (EFA). However, they would continue to be part of the Peterborough family of schools. Academies and free schools are also represented on the Schools Forum which is a key decision-making body. Academy governors are represented on the Governor Leadership Group and it is intended that the Local Authority maintains links with Academies through the provision of some school funded services.

The authority will champion standards and the interests of pupils, particularly vulnerable children, in all Peterborough schools.

Annex 4 Legislation and policies

There has been a variety of new legislation and guidance since the last School Organisation Plan was produced. Some legislation and guidance relating to school place planning can appear in other associated areas e.g. the School Admissions Code.

New legislation:

Education Act 2005
Education and Inspections Act 2006 (E&IA)
Education and Skills Act 2008 (E&SA)
The Academies Act 2010
Education Act 2011
New School Admissions Codes 2010
Revised School Admission Codes 2012

Existing legislation that applies to school place planning:

The Education Act 1996
School Standards and Framework Act 1998 (SSFA)

The Education Act 1996
Section 13

SSFA
Created School Organisation Committees
Added a Section 13A
Local Authorities were to have explicit duty to use all their educational functions to promote high standards of education

E&IA 2006
Abolished School Organisational Committees
Part 1 extended the duty to secure high standards and to embrace the well being of the whole child, to emphasise diversity and choice and to enshrine an enhanced role for parents.

Schedule 2: Proposals for establishment or discontinuance of schools in England
LEA became the decision maker for all proposals (with referral to Schools Adjudicator if necessary)

Sections 7-14 Establishment of new schools – competitions
Sections 15-17 Closing or discontinuing schools
Sections 18-24 Alterations to schools

E&SA 2008
Sections 150-151 Major restatement of the law of Admissions. Resulted in a new Schools Admissions Code (February 2009)

Education Act 2011
Allowing LAs to find an Academy provider for any new school
The establishment of Free School opportunities

Local Authorities are no longer required to produce various plans (e.g. Educational Development Plan) but have a strategic role in school place planning and a statutory duty to ensure sufficient school places are available.

Annex 5

Pupil Yields from Housing Developments

Peterborough has followed the formula below to calculate the number of school pupils likely to be living on housing developments.

Number of bedrooms	1-2	3	4	5	Overall figure
Primary per 100 dwellings	0	30	60	90	20-30
11-16 per 100 dwellings	0	20	40	60	15-20
Post-16 per 100 dwellings	0	5	10	15	3-5

This formula was developed in consultation with other local authorities, including Cambridgeshire, and has been the basis for negotiations and school planning for larger developments and to calculate contributions for individual dwellings and small developments.

With larger developments the S106 contribution can sometimes be determined and the school provision planned before the dwelling mix is known. This has given rise to shortfalls in school provision, as shown in the examples below.

Riverside

This is a development of 899 dwellings about one mile from the centre of Peterborough. It is a new development, with most of the housing less than ten years old. The housing mix was:

One bedroom	9
Two bedroom	112
Three bedroom	313
Four bedroom	429
Five bedroom	32
Eight bedroom	1

The provision of a 210 place primary school was based on the overall calculation of 25 pupils per 100 dwellings, which would have resulted in 225 pupils. Application of the detailed formula based on the number of bedrooms would have suggested 384. Currently there are 277 pupils, giving a figure of 30.8 per 100 dwellings. This is a development with a high number of three and four bedroom homes so a higher pupil yield is to be expected. Future forecasting shows the number will rise further as the Year 6 cohort is only 23 pupils while the NHS figure for the Reception cohort for 2012 and 2013 are both 62. If there is no significant movement of pupils, then the likely total primary pupils in 2013 will be 336, 37 per 100 dwellings. Current births are registering about 60 per year, meaning the 384 figure will eventually be exceeded.

Currently there are 112 11-16 year olds, a relatively low yield of only 12.46 pupils per 100 dwellings. This is a new development and the higher primary numbers should work their way through to the secondary age group.

If there is a low level of mobility, the primary and secondary pupil numbers will rise for the next few years, level off and then start to decline, starting with the youngest age groups. If the development proves to be popular with families with young children only, these families will

eventually move out to be replaced by other families with young children and primary numbers will remain high and secondary ones lower. The type of housing, moderately expensive with many four bedroomed properties, suggests the former scenario.

Hampton

Hampton is a larger development, further from the city centre but again with a high percentage of family accommodation. The rate of completions of dwellings has been fairly slow, an average of 350 per year since January 2002. In January 2012 there were 4193 occupied properties. The increase in the number of pupils over this period is shown below:

Age	Jan-12	Jan-10	Jan-09	Jan-08	Jan-07	Jan-06	Jan-05	Jan-04	Jan-03	Jan-02
4	218	191	156	130	103	95	90	62	44	68
5	222	182	149	117	102	92	77	52	51	22
6	188	168	128	121	105	87	71	66	37	27
7	181	146	130	117	93	84	86	49	41	24
8	167	150	135	111	96	94	61	46	37	25
9	158	153	120	114	101	75	61	48	33	15
10	163	143	118	124	85	76	62	41	23	16
11	182	138	132	110	87	70	50	28	11	7
12	165	150	107	101	86	66	33	19	13	12
13	140	125	97	98	76	41	36	22	18	7
14	152	115	96	103	46	42	33	25	15	12
15	149	108	87	61	47	35	36	12	16	4
Total	2085	1769	1455	1307	1027	857	696	470	339	239
Total 4-10	1297	1133	936	834	685	603	508	364	266	197
Total 11-15	788	636	519	473	342	254	188	106	73	42
Dwellings (approx)	4193	3770	3290	2890	2550	2060	1700	1300	900	600
Pri pupils per 100 dwellings	30.9	30.1	28.4	28.9	26.9	29.3	29.9	28.0	29.6	32.8
Sec pupils per 100 dwellings	18.8	16.9	15.8	16.4	13.4	12.3	11.1	8.2	8.1	7.0

The number of primary age pupils per 100 dwellings over this period has remained relatively steady, but there has been a marked increase in the number of secondary age pupils. At all stages in the development the number of Reception age pupils has exceeded the number of Year 6s. If the under fives in Hampton are added to the existing pupils, the forecast number of primary age children for January 2014 from the existing 4193 dwellings is 1465, which equates to 34.9 per 100 dwellings.

The increasing number of secondary age pupils per 100 dwellings suggests that families are staying as their children grow older. There is no corresponding decline in primary age pupils, which indicates either large families with both primary and secondary age children or that the newer dwellings have a higher ratio of children living in them. The average number of school age children per family with school age children is 1.61. About 20% of the Hampton households include school age children.

Current birth data shows an average of about 250 births per year, this is 6.2 per 100 dwellings and would result in a primary pupil yield of 43 per 100 dwellings.

Park Farm

Park Farm in Stanground has about 600 dwellings. Planning permission was granted in 1990 and most of the development was complete by 2000. A 17 year average of pupil cohorts gives 28.8, an average of 4.8 per 100 dwellings. This would give a primary pupil yield of 33.6 and 11-16 of 24 per 100 dwellings.

Social/Affordable Housing

The above examples are relatively similar developments, with a mix of open-market, affordable and social housing. Hempsted, to the south of the city, and Century Square in Millfield, are both currently averaging 10 births per year per 100 dwellings. This would give rise to a primary pupil yield of 70.

Revised Formula

The formula in current use has underestimated the number of school places required from a development. To provide clarity for planners and developers, a realistic formula is needed. This involves upward revision, to reflect the higher pupil yield that has been experienced. The revised formula, below, reflects the higher pupil yield, particularly from smaller dwellings.

Number of bedrooms	1	2	3	4	5	Overall figure
Primary per 100 dwellings	0	10	35	65	90	35
11-16 per 100 dwellings	0	5	25	45	60	22
Post-16 per 100 dwellings	0	0	5	10	15	5

Applied in detail to the Riverside development this would give a yield of 423 primary age pupils, which corresponds with the current birth cohorts averaging 60. The overall formula would give 313 pupils, below the current yield but this is a development with a high proportion of family housing.

A spreadsheet to calculate developer contributions has been devised in consultation with planners which will be made available via the city council website. The formula takes account of levels of basic need grant funding received and will be adjusted in future years as this level changes.

School Place Developer Contribution Calculator

Dwelling Multipliers	Pre-school	Primary	Secondary	Post-16
1 bed dwelling	0	0	0	0
2 bed dwelling	0.02	0.1	0.05	0
3 bed dwelling	0.03	0.35	0.25	0.05
4 bed dwelling	0.04	0.65	0.45	0.1
5+ bed dwelling	0.05	0.9	0.6	0.15

School Place Costs	Without Grant	With Grant (2013-2014)
Cost of pre-school place	£15,476.00	£10,076.00
Cost of primary school place	£15,476.00	£10,076.00
Cost of secondary school place	£23,987.00	£17,229.00
Cost of post-16 place	£23,987.00	£17,229.00
Proposed Dwelling Mix (Insert Dwelling Mix Totals)		
1 bed	0	
2 bed	0	
3 bed	0	
4 bed	0	
5+ bed	0	
Proposed Total Number of Dwellings	0	
Developer Contributions Required		
	Without Grant	With Grant (2013)
primary and pre-school contribution	£0.00	£0.00
secondary and post-16 school contribution	£0.00	£0.00
Total Contribution	£0.00	£0.00

Pre-school Places

Based on birth data from all the developments included above, there is an average birth rate of 6.35 per 100 dwellings per year. Translating this into pre-school places is more complicated. Pre-school education is an entitlement but is not compulsory. It is mostly provided in Peterborough by the private and voluntary sector. For most children the entitlement starts in the term after the third birthday. The oldest children in the school year will have five terms of pre-school entitlement, the youngest will have three.

Assuming children's birthdays are evenly distributed throughout the year and that all children will start school in the September following their fourth birthday, the totals eligible for places are:

Term	Calculation for number of children	Number per 100 dwellings
Autumn	1 year cohort	6.35
Spring	1 year cohort plus 1/3	8.46
Summer	1 year cohort plus 2/3	10.58

The entitlement is to 15 hours per week, over a minimum of 3 days. Sufficient space must be allowed for the summer term number of children, i.e. 10.58 per 100 dwellings. This leads to a need for 31.74 day sessions to be available per week per 100 dwellings, i.e. 6.34 places for 5 days a week.

Following discussions with Early Years colleagues, possible take up of places is estimated at 50%, i.e. 3.17 per 100 dwellings. This is because:

- pre-school education is an entitlement but parents are not obliged to take it up
- some parents will make alternative provision – using private full day care as they are working
- some parents will choose to take their children to other pre-school providers

Many pre-school places are provided in existing buildings, e.g. community centres, church halls and private businesses. Pre-school contributions will therefore be requested only for larger developments where they will be built as part of an on site primary school. Based on the overall formula of 33 primary age pupils per 100 dwellings, this means developments of about 600 dwellings or more. 600 dwellings would generate a need for a one-form entry primary school and about 20 pre-school places so one pre-school room will be required for each form of entry in an on-site primary school.

Number of bedrooms	1	2	3	4	5	Overall figure
Pre-school places per 100 dwellings	0	2	3	4	5	3.5

Annex 6

Indicative Costs of School Places

The Department for Education used to publish indicative prices for school buildings, based on a per pupil place cost and subject to location factors to reflect variable costs across the country. These are no longer in use and were last updated in 2008. In 2008 the primary school figure for Peterborough was £11,766 per pupil, making a one-form entry primary school £2,470,860.

Norfolk County Council did a small survey of local authorities' building costs. The average price per primary pupil place was £16,711 for primary places and £23,987 for secondary places. The range for construction of a 2 FE primary school (420 places) was between £5.34 M (Lincolnshire) and £8.5 M (Norfolk). Peterborough's estimate is at the lower end of this at about £6.5M, which would equate to £15,476 per primary place. The average for a 900 place secondary school was £25,062,000 equating to £27,847. Again Peterborough's estimate is lower than this at £23,987 per place. These figures will be used as the basis for the developer contribution formula calculation.

Annex 7

Ethnicity

The ethnic make-up of the school population has also changed over the years, following the increase in pupils from the 2004 and 2007 accession countries. The change in position between January 2012 and January 2013 was:

Ethnic category	Primary			Secondary		
	2012 %	2013 %	Change in % points	2012 %	2013 %	Change
White - British	57	54.9	-2.1	64.8	63	-1.8
White Other	13.2	15.3	+2.1	10.4	11.3	+0.9
White - Irish	0.2	0.2	0	0.3	0.2	-0.1
White - Irish Traveller	0.1	0.1	0	0	0.1	+0.1
Gypsy/ Roma	0.7	0.7	0	0.4	0.5	+0.1
Mixed - White and Black Caribbean	1.8	1.7	+0.08	1.6	1.6	0
Mixed - White and Black African	0.7	0.8	+0.21	0.6	1.6	+1
Mixed - White and Asian	1.3	1.5	+0.14	1.1	1.1	0
Mixed - Any Other Mixed Background	1.4	1.3	+0.23	1.1	1.2	+0.1
Black/Black British - Caribbean	0.4	0.4	-0.13	0.5	0.5	0
Black/Black British - African	0.7	2.1	+1.4	0.6	1.7	+1.1
Black/Black British - Any Other Black Background	0.4	0.5	+0.01	0.4	0.5	+0.1
Asian/Asian British - Indian	2.6	2.5	-0.1	2.2	2.2	0
Asian/Asian British - Pakistani	14.3	14	-0.3	10.9	11.2	+0.3
Asian/Asian British - Bangladeshi	0.2	0.2	0	0.1	0.2	+0.1
African Asian	0.2		-0.13	0.4		-0.09
Asian Other	1.7		+0.63	1.7		-1.11
Chinese	0.3	0.3	+0.02	0.5	0.5	0
Any Other Ethnic Group	0.8	0.9	+0.19	0.8	0.9	+0.1
Minority ethnic total	42.5	45.1	+2.6	34.2	37	+2.8

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
14 JULY 2014	Public Report

Report of the Director of Children's Services

Contact Officer(s) – Jonathan Lewis

Contact Details - Tel: 01733 863912 email: jonathan.lewis@peterborough.gov.uk

IMPROVING EDUCATION OUTCOMES TASK AND FINISH GROUP FINAL REPORT

1. PURPOSE

- 1.1 The purpose of this report is for the Committee to review the outcomes from the Task and Finish Group. A number of meetings have been held and it's proposed to close the work of this group with recommendations being made for moving forward.

2. RECOMMENDATIONS

- 2.1 That the Committee reviews and agrees the recommendations made in section 5.

3. BACKGROUND

- 3.1 Since 2012, an informal task and finish group has been working with officers around improving the committees understanding of Education performance and supporting the authority with the changes it is proposing in light of the changing role of local authorities in supporting education. To increase accountability around education, a proposal was made to the scrutiny committee on the 12th June 2013 to formalise this group into a formal task finish group to look at improving education in Peterborough.

- 3.2 The terms of reference (appendix 1) identified that the task and finish group will consider the following areas -

- Consider how to instil in all elected members the vision that Peterborough's educational performance is everybody's responsibility
- How does the new proposed Improvement Board report into Scrutiny?
- What school level data does Scrutiny need to properly exercise their function?
- What information does Scrutiny require from our school improvement team to monitor school improvement role against the Ofsted requirements?
- Consider what data Scrutiny needs to assist in school place planning i.e. ethnicity, in year admissions, birth rate, numbers, available places
- How does Scrutiny challenge their school support services and schools to meet the needs of children in their wards i.e. EAL, special needs
- How will Scrutiny understand the requirements of the Local Authority given the recent academisation programme and its officer's responsibilities?

- 3.3 The task and finish group have met on the following dates –

29th October 2013
9th December 2013
3rd March 2014
25th June 2014

- 3.4 Information shared with the committee has included –

- Detailed breakdown of Foundation Stage, Year 1 Phonics, Key Stage 1, Key Stage 2, Key

Stage 4 and Key Stage 5 outcomes across a range of measures of attainment and progress broken down into groups including EAL, FSM, ethnicity and socio-economic characteristics.

- Information on the Pupil Premium Grant, best practice from across the country and information from schools at a local level.
- Considered the draft Ofsted report for School Improvement Arrangements.
- Ofsted data outlining the percentage of schools judged good or better at their latest inspection, and the proportion of children attending schools judged good or better.

5. KEY ISSUES

5.1 In line with the lines of enquiries outlined in the terms of reference, the following recommendation are endorsed to the committee (date for completion show in brackets) –

5.2 1. Consider how to instil in all elected members the vision that Peterborough's educational performance is everybody's responsibility.

Recommendation -

- An 'All Party Policy' meeting on education outcomes is held ensuring that members understand the role and duties of the local authority and the difference between maintained schools and academies (Autumn Term)
- Ofsted reports on individual schools are distributed to ward members when published with the opportunity to ask questions of officers where appropriate (ongoing).
- Ensure that the school improvement strategy and other key documents (e.g. school organisation plan) are shared with all members and that they have the opportunity to discuss and question them (following agreement at the Scrutiny Committee)

5.3 2. How does the new proposed School Improvement Board report into Scrutiny?

Recommendation -

- Agreement is being sought with the School Improvement Board that the governor representative for the board is the independent co-opted member of the scrutiny committee (Al Kingsley - who is a governor). This will help a key link to be formed between the Board and the committee (July)
- The terms of reference for the School Improvement Board include a requirement for a termly report to the Director of Children's Services with an annual report to the Scrutiny Committee. (ongoing)

5.4 3. What school level data does Scrutiny need to properly exercise their function?

Recommendation -

- Through reviewing the data available to the authority, the link between ethnicity and achievement will become a standard data set for the committee. In addition, a greater focus on the outcomes for pupils eligible for the pupil premium grant will be considered in the future. These will be included in future reports to the committee (November and March annually)

5.5 4. What information does Scrutiny require from our school improvement team to monitor school improvement role against the Ofsted requirements?

Recommendation -

- Data on the latest position on Ofsted outcomes in Peterborough schools will continue to form part of the regular data set including the proportion of schools judged good or better at their latest inspection. (standard reporting cycle)
- The proposed working party (see later note) will consider in further detail outcomes from the Ofsted inspections of schools in Peterborough. (September onwards)

5.6 5. Consider what data Scrutiny needs to assist in school place planning i.e. ethnicity, in year admissions, birth rate, numbers, available places

Recommendation -

- The school organisation plan covers sufficient information and is part of the annual cycle of reports to the Scrutiny Committee. Where appropriate, the working party may wish to receive updates on the school place planning situation including proposed building schemes. (annual cycle)

- 5.7 6. How does Scrutiny challenge their school support services and schools to meet the needs of children in their wards i.e. EAL, special needs

Recommendation -

- When data is produced for future committees it will be appropriate to do this at ward level to help members to understand how schools in their area are performing. This will not be easy to undertake at Secondary level but at a primary level this could be undertaken. Data on socio-economic, demographic, attendance and educational needs would also help members understand their ward profiles compared to wider Peterborough. (November and March)
- It is proposed that the working party review on a rotation basis the support services provided by the local authority either through visit or report. Examples include attendance, SEN services, finance, school place planning. (September onwards)

- 5.8 7. How will Scrutiny understand the requirements of the Local Authority given the recent academisation programme and its officers' responsibilities?

Recommendation -

- It is proposed that a paper to be brought in this municipal year to the Scrutiny Committee outlining the council's statutory responsibility for Education (including legislation), its role and approach to academies.

- 5.9 To support the continued role of scrutiny to understand in more depth the educational landscape in Peterborough, it is proposed that an informal working party is formed in September from the committee to work with officers within the Education Division to gain a better understanding of Peterborough performance. This will include visits to schools and discussions with Heads and Governors to understand their challenges, approaches and best practice. Notes of visit and outcomes from meetings will be recorded. The outcome of the working group will be reported termly or at the request of the Scrutiny Committee. The group will meet termly to consider the performance of schools.

6. IMPLICATIONS

- 6.1 The proposed recommendations will contribute to raising the profile of schools with Members and ensure that scrutiny has the information it requires to hold the officers to account.

7. CONSULTATION

- 7.1 N/A

8. NEXT STEPS

- 8.1 Date of the Education Working Group will be circulated to the committee with a view to setting the first meeting for September. Other actions will be undertaken as outlined in section 5 of the report.

9. BACKGROUND DOCUMENTS

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

- 9.1 None

10. APPENDICES

10.1 Appendix 1 – Improving Educational Outcomes - Scrutiny Task & Finish Group Terms of Reference

1 Purpose and Terms of Reference

- 1.1 For the Task and Finish Group to consider how the Scrutiny Committee scrutinise school performance and its school improvement services to raise educational attainment.

2 Methodology of the review

- 2.1 How can our Scrutiny committee effectively scrutinise school performance and school improvement to challenge both school support services and schools to raise attainment?
- 2.2 The Task and Finish Group will answer the following questions:
- Consider how to instil in all elected members the vision that Peterborough's educational performance is everybody's responsibility
 - How does the new proposed Improvement Board report into Scrutiny?
 - What school level data does Scrutiny need to properly exercise their function?
 - What information does Scrutiny require from our school improvement team to monitor school improvement role against the Ofsted requirements?
 - Consider what data Scrutiny needs to assist in school place planning i.e. ethnicity, in year admissions, birth rate, numbers, available places
 - How does Scrutiny challenge their school support services and schools to meet the needs of children in their wards i.e. EAL, special needs
 - How will Scrutiny understand the requirements of the Local Authority given the recent academisation programme and its officer's responsibilities?
- 2.3 The groups initial focus would be upon the following areas –
- Pupil Premium
 - EAL

3 Identification of Key Witnesses

- 3.1 Although the scope hasn't yet been approved, the following groups are expected to be key witnesses –
- Headteachers / School Leaders / Governors
 - Lead member for Education, Skills and the University
 - Senior Officers within Children's Services
 - External bodies within the city with a vested interest – Academy Trusts, PLP, FE colleges etc.

4 Identification of Research and background information required

- 4.1 It is suggested the data from the November scrutiny panel around outcomes and performance forms the basis for the review. Detailed pupil level information should be available in the coming months alongside detailed comparative data. Historic data will be provided to support the member review.

5 Agreed timescales of review

- 5.1 Report to Scrutiny March 2014. Officers will be called to assist as and when required.

6 Reporting Timetable

- 6.1 It is proposed that the group meets monthly for the initial period of the review.

Membership of the working group is –

Councillor Day
Councillor Fower

Councillor Shearman
Councillor Saltmarsh
Councillor Jamil
Alistair Kingsley

CREATING OPPORTUNITIES & TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 9
14 JULY 2014	Public Report

Report of the Executive Director of Children's Services

Contact Officer(s) – Sue Westcott
Contact Details - 863606

DIRECTOR'S REPORT FOR SOCIAL CARE PRACTICE AND PERFORMANCE

1. PURPOSE

- 1.1 The purpose of this report is to continue to update the committee on the progress of performance and improvement in Children's Social Care. This was a recommendation of the Children's Services Improvement Programme Scrutiny Task and Finish Group on its conclusion in March 2014.

2. RECOMMENDATIONS

- 2.1 To note the progress made with continued improvement.

3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 The Sustainable Community Strategy identifies "Improving Health" and "Supporting Vulnerable People" as priorities. Improvement in Children's Social Care is key to the delivery of these priorities.

4. BACKGROUND

- 4.1 Following an Ofsted Inspection in August 2011, the Council has engaged in a programme to secure rapid improvement. This improvement will be driven by three key elements:

- The Children's Services Single Delivery Plan
- The Ofsted Action Plan which focuses effort on what we must prioritise
- The leadership of Members and officers in delivering the required changes

- 4.2 The Council's progress is closely monitored by this Committee and the Internal Improvement Board.

5. KEY ISSUES

5.1 Highlights (as of May 2014)

- Increase in CAFs
- Fewer contacts
- Timescales for initial assessments on target
- Improvement in timescales for core assessments
- Decrease in re-referrals
- Number of CP and LAC high
- Update on reconfiguration
- Recruitment and retention

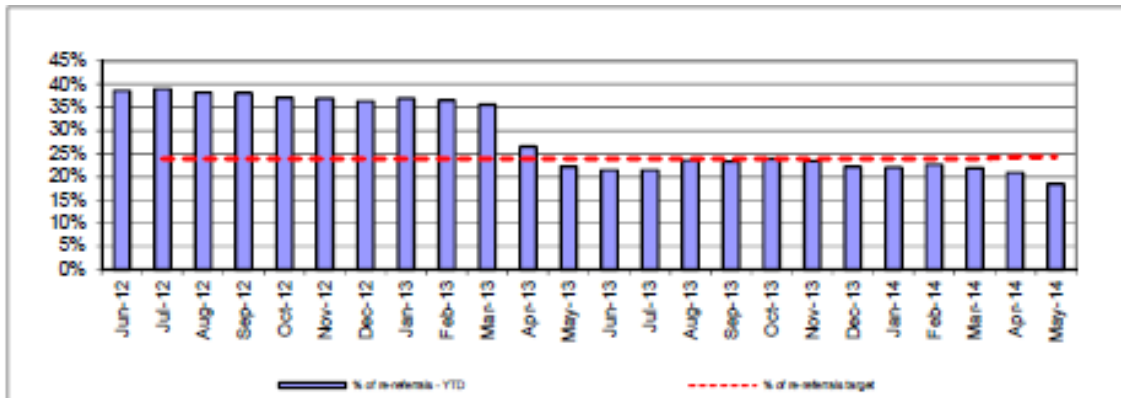
5.2 Referrals

There were 254 referrals in May 2014 which is slightly higher than the previous month of 221. However the rolling 12 month rate has decreased to 584.0 from a high of 808.0 in December 2012. The target is a rate of 601.6 per 10,000. To meet this target we would need to reduce the number of referrals over 12 months to 2,647. This equates to an average of 220 per month.



5.3 Re-referrals

The number of re-referrals remained in line with the previous month at 42 from 46 last month. This means that the re-referral rolling rate is at 18.5%, comfortably below the 24.3% target by 5.8%.



5.4 Number of Initial Assessments

267 initial assessments were completed in the month; higher than the 230 in April.



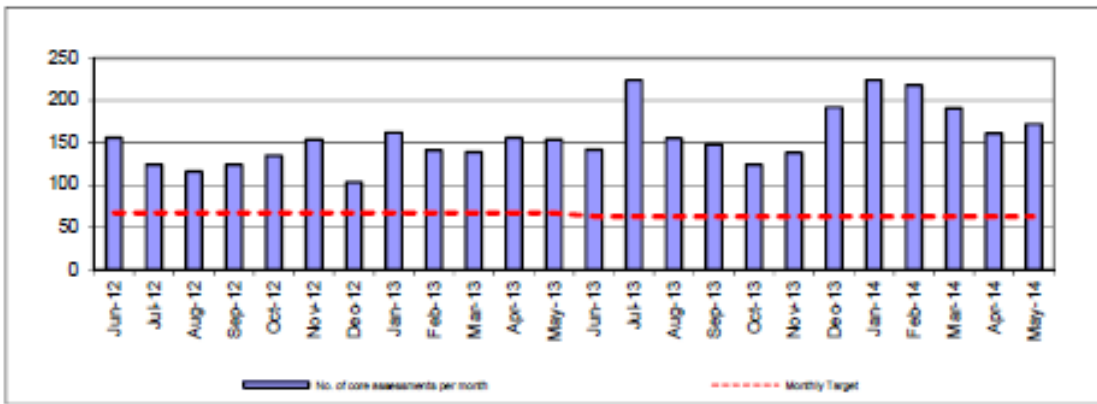
5.5 Initial Assessments in Timescale

More were however completed in timescale: 81.3 % compared to 79.6% in April. This means the year to date figure has increased to 80.5% which is in line with performance at the same time last year at 81.0%. This indicator is above the target of 77.6% and equates to good performance.



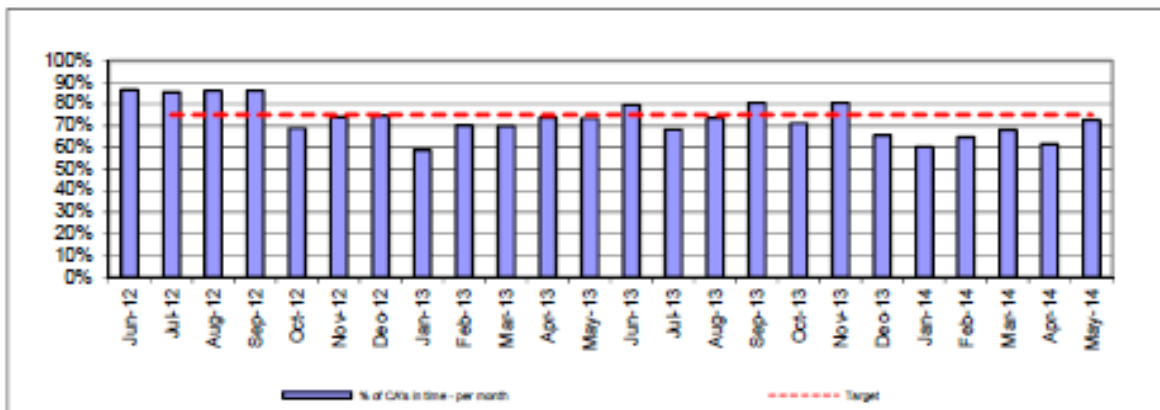
5.6 Number of Core Assessments

172 core assessments were completed in the month; higher than the 161 completed in April.



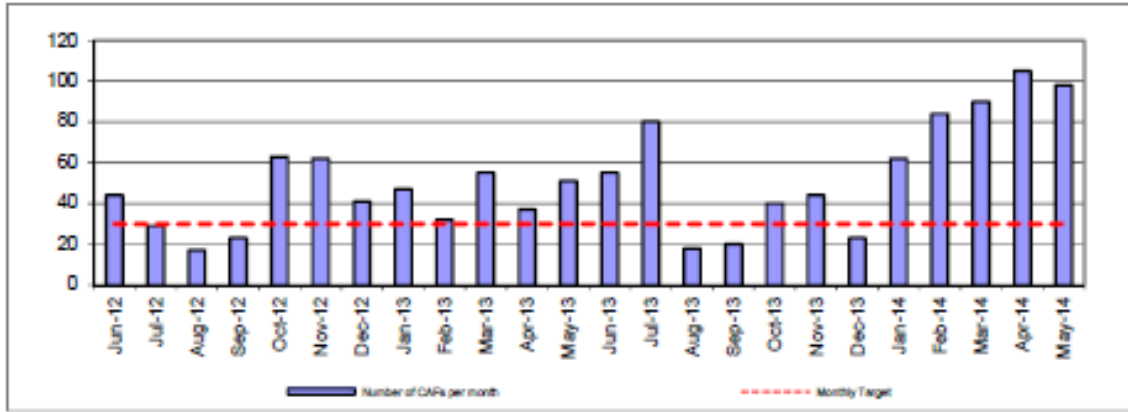
5.7 Core Assessments in Timescale

The percentage of cores completed in timescale rose by over 10% this month to 72.7% from 61.5% in April. The year to date figure at 67.3% is still 7.8% below target, but performance has steadily increased as old cores have been closed down.



5.8 CAFs

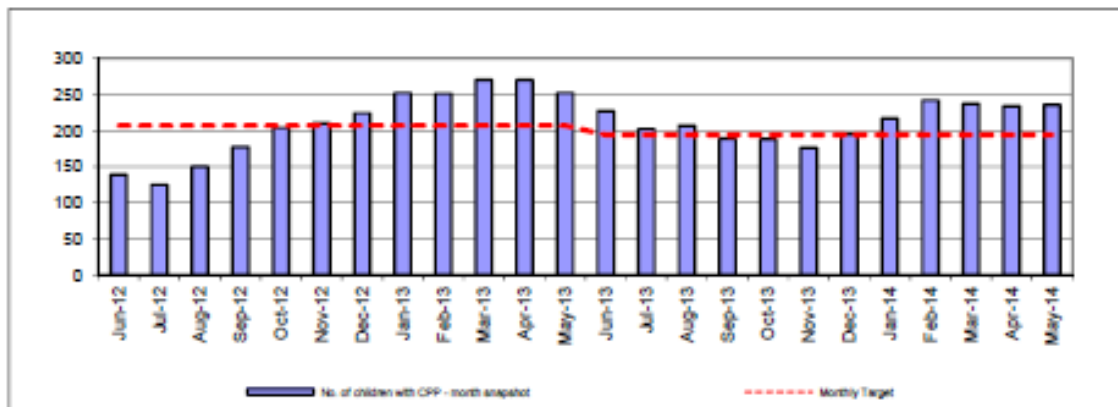
98 CAFs were completed with a rolling rate of 159.8. This has already exceeded the new target which was a 10% stretch target and denotes good performance.



5.9 Child Protection Plans

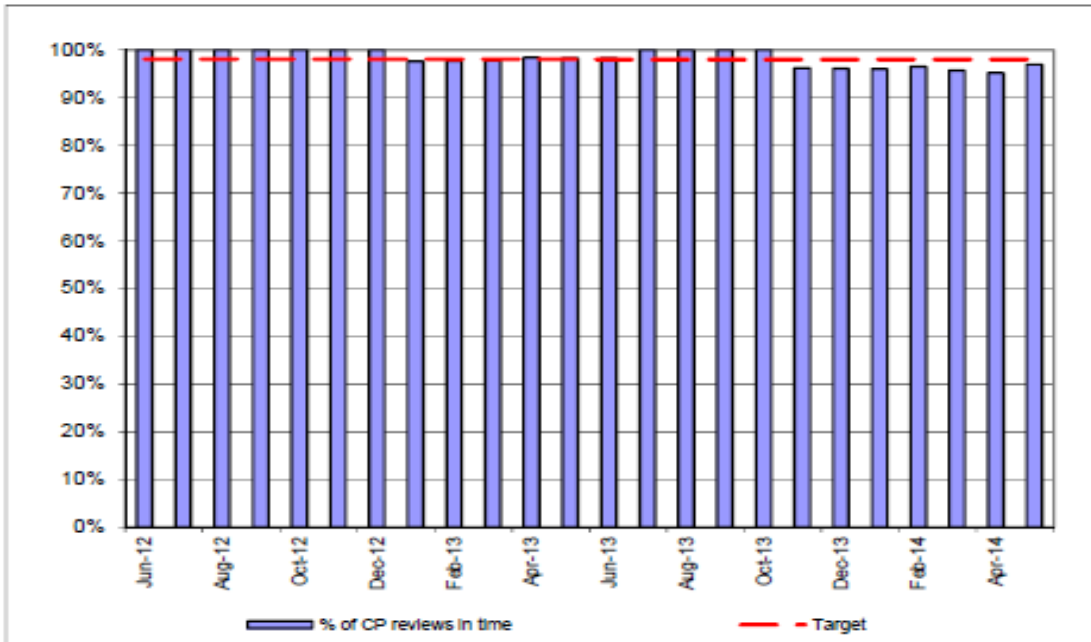
The number of children subject to a child protection plan has decreased to 236 at the end of May. This indicator is a rate of 52.4% per 10,000 which is still 21.7% higher than the target of 43.1%.

The Heads of Service are now taking the decision to convene a conference so we can thoroughly test out the threshold. The service will focus on working with children under our Children in Need procedures and raising the profile with partner agencies. We are introducing a tool kit for practitioners working with neglectful families and restoring professionals' confidence in social care, to work with children without having a child protection plan.



5.10 Child Protection Visits

Almost 100% of child protection visits have been completed in timescale. The small percentage that have not been completed in timescale were due to a family being out of country and a visit being made within days of the expected date.

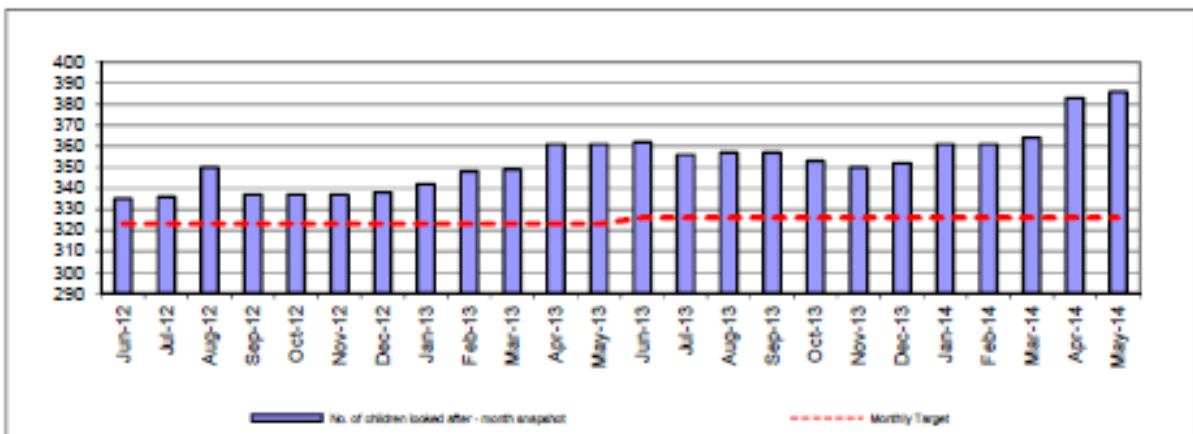


5.11 Looked After Children

At the end of May 2014, the number of looked after children was at 386. This is the highest rate in the previous two years and due to transient populations and a number of cases that have not been worked effectively over the last six months. It is also a sign of a service that is becoming risk adverse which we are trying to reverse whilst working with the PLO process. In order to meet the target of 80.0 per 10,000, the looked after children number needs to be 360.

We have audited all children subject to Section 20 to see if there is any drift and are now checking out the findings. Early indicators are that plans are clear.

The number of admissions at 14 is slightly higher than previous months and is just above our target of 11. The number of care leavers at 4 was in line with the previous month which still signifies a high number of adolescent children still within the LAC population.



5.12 Update on Re-configuration of the front door

The First Response Team (FRT), having been one team previously, was reconfigured, moving colleagues from Family Support Teams to become three teams in March 2014. The assessment activity (initial and core assessments) was placed back with the FRT and changes made to the management capacity within the service. Corporate Management Team put in place additional resources in the form of an additional team manager and two social workers (back fill for the two CSE workers) for a six month period to add capacity and to support the transition process. At the

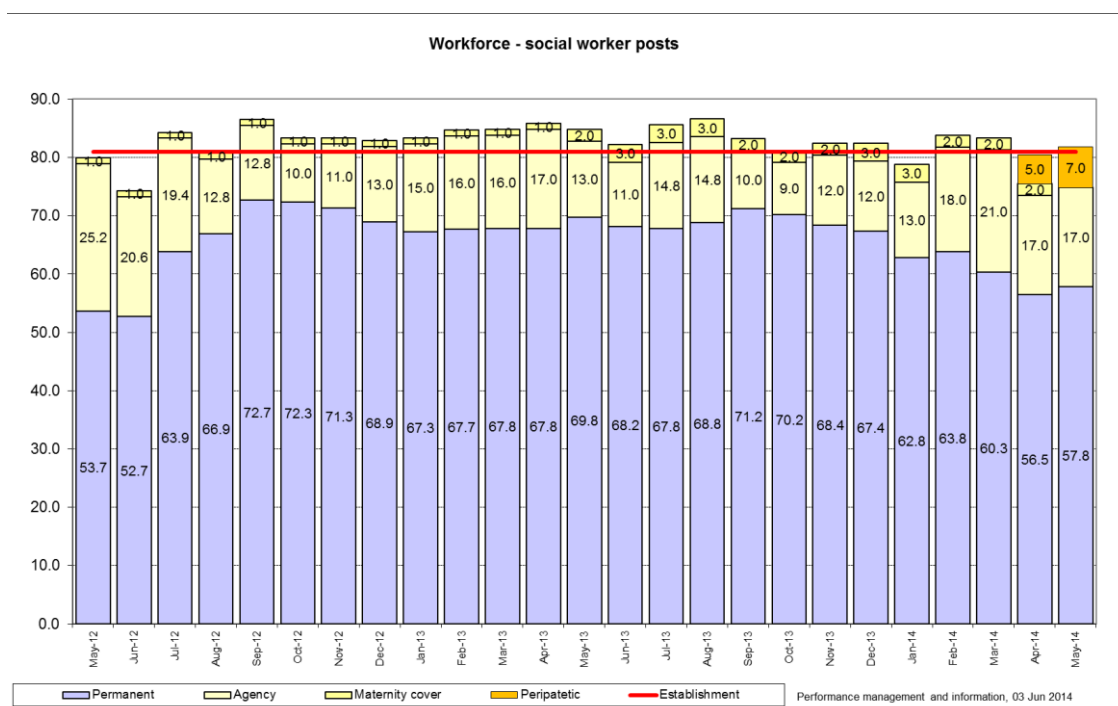
same time, the responsibilities of the Head of Service (Referral, Assessment, and Family Support) were split with an additional Head of Service post being created (one responsible for the First Response Service and the other responsible for Family Support).

A Child and Family (single) assessment has been developed during the period since then and will be implemented mid-June 2014.

Changes were made to the management teams of both the First Response and Family Support teams at the end of May, with one locum manager leaving FRT and one manager from Family Support swapping teams with a manager from First Response (in order to make best use of their relative skills and experience). The First Response Service now has a relatively new team manager group in that they have only recently come together, but they have a great deal of relevant experience between them and they are already working well together.

Negotiations are progressing to secure a health practitioner post in the FRT and also a CAF/Connecting Families co-ordinator to further develop the work that the team undertakes.

5.13 Staffing



As at 03 June 2014 the current vacancy rate is 18.2 FTE against an establishment of 81. This figure includes pipeline leavers and pipeline starters. Presently there are 17 locum and a peripatetic locum social work team.

The new cohort of NQSWs are currently being recruited and these will form 15% of the 81fte establishment. This is 5% increase on last year's cohort. This will decrease the number of agency staff on a 'grow your own' principle.

A permanent Team Manager has been recruited for the vacant post in Looked after Children and has now started the post. After a further interview, there has been an appointment to the vacant Leaving Care Team Manager post subject to references and employment checks.

Both of these appointments have been a result of the recent national advertising campaign that has been embarked upon in the Guardian.

Further adverts are being organised in the Local Press for Team Managers in First Response, Family Support, Fostering and Conference and Review. This will then be followed by adverts for two Heads of Service posts in the Guardian for Family Support and QA and Safeguarding.

The Social Work Careers website has been refreshed completely from the original Head and Heart Website. There was also extensive radio advertising for social worker posts.

Advanced Practitioners have been offered the opportunity to succession plan to be developed for Team Manager opportunities in the future. The career progression scheme has been launched.

Our existing Team Manager for Conference and Review has stepped up as Head of Quality Assurance and we are back filling her role as Team Manager. This post will be recruited to permanently and carry the Principal Social Worker role.

5.14 Adoptions

A new way of working was introduced in the last year to ensure that children become a legal part of their adoptive family at the earliest opportunity. The past year has seen the adoption service embrace the changes brought about by the adoption reform agenda, and continue to grow and develop. This has led to an increase in activity in all areas of the service. There were 27 adoption orders granted in the period 2013/14. This compares to a total of 18 in the year 2012/13, representing a 50% increase. 29 adoptive families were approved in 2013/14. This compares with a total of 22 for 2012/13.

Growth in activity has continued into 2014/15. Within the first few months of this new financial year, 7 children have been adopted and 6 new adoptive families approved. There are also 21 children placed with their adoptive families and for these children an Adoption Order is imminent. The service is on track to exceed last year's outstanding performance and achieve an even greater number of successful adoptions for an increased number of children in care.

5.15 Liquidlogic System

After a period of development and testing, a new suite of some 25 forms were introduced into the Liquidlogic application on 28 May 2014. These new forms are designed to be more user-friendly and concise and to reduce the number of screens that a social worker would need to access in order to complete a specific task.

Additionally, the move towards Single Assessment has been undertaken, with a new Single Assessment Form introduced to the system on 16 June 2014, replacing the existing Initial and Core Assessment Forms.

5.16 Raising Quality of Practice / Getting to Good

A practice development programme has been established which is aimed at developing and embedding good quality children's social care practice across all the teams. The subject areas being covered during April and May, 2014 include:

- Reflective Supervision
- Assessment Practice
- Managing Risk
- Care Planning
- Team Manager Leadership
- Single Assessment
- Special Guardianship
- Managing Workflows

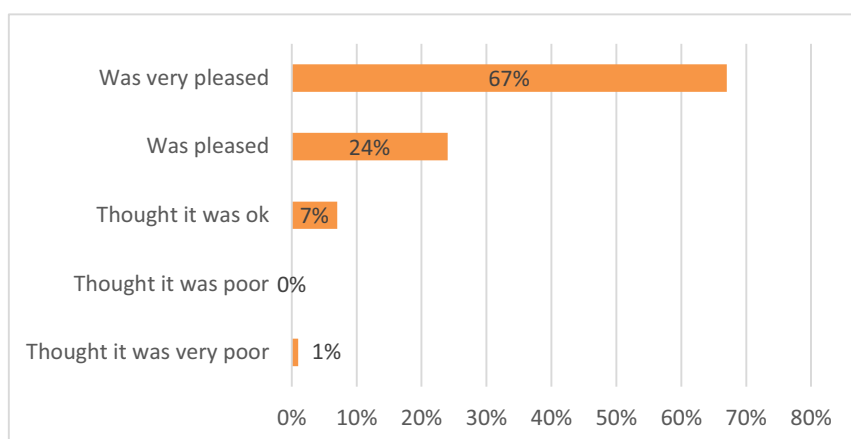
The methodology ranges from Practice Workshops, mentoring and coaching, information dissemination to action learning sets. These practice developments are being led by the practice development consultants, team managers and heads of service.

5.17 Early Intervention and Prevention

The electronic version of the Early Help Assessment – E-CAF – continues to be rolled out successfully; training is being provided to partner agencies and the system is becoming established across the early help partnership.

We continue to monitor the impact of the CAF and the Team Around the Child [TAC] process, and brief questionnaires are sent to parents/carers and where appropriate, to young people, asking them to comment on the support they have received. These are sent out between 3 and 6 months after the initial CAF assessment. The response rate is typically between 10% and 15%, which while low is in line with most postal surveys of this kind.

A number of questions are asked; the table below illustrates the response to the question, ‘What do you think about the support that you have received over the last few months?’ and the responses are summarised in the table below:



The same survey asks respondents to comment on whether they think the original issues have improved, stayed the same or have become worse since the support through the CAF and the Team Around the Child approaches were put in place. 81% of respondents said things had got better, 14% that they had stayed the same while 5% said things had got worse.

Clearly a low response rate can only provide an indication of impact and the CAF team is looking at how we might use other communication mechanisms that could provide a higher response rate. Any such method would need to maintain confidentiality, while enabling the family to be identified should there be a need to follow up any comments that indicate that they have not received a good enough service, as is the case at present.

Despite the low response rate, these results do provide an encouraging indication of the positive impact of the multi-agency partnership in supporting children, young people and their families as a result of coordinated assessment and support.

Early Help and Connecting Families services are linked together through the Multi-Agency Support Group. Any lead professional working with a family who believes that the family would benefit from support through Connecting Families presents the assessment of needs [the CAF] to the Multi-Agency Support Group. This ensures that families being referred to Connecting Families meet the required criteria as well as providing an opportunity for any other relevant support services to be identified.

Responsibility for the commissioning of School Nursing services has now transferred to the local authority. We are in the process of negotiating performance targets with the provider of this service and are committed to ensuring that the service is able to demonstrate a more holistic approach to supporting positive outcomes for children and young people.

Working with our partners, we are developing a healthy child pathway which encompasses the life of the child from pre-birth to 18 years, drawing together maternity, health visiting, early years and

school nursing services and ensuring smoother transitions at key points along the pathway – from home to school, for example.

NEET performance locally remains very strong and the latest data indicates that Peterborough has fewer young people aged 16-18 who are NEET than our statistical neighbour average for the first time ever. The current rate of young people NEET in the city is 6.3%; the England average is also 6.3% while our statistical neighbour average is 7.5%. In addition, we know the status of over 97% of our young people, while the equivalent figure among our statistical neighbours and in England more generally is around 90%. Given that it is likely that a significant number of young people who have a status of 'Not Known' will be NEET, this suggests that local performance is even better in comparison with other areas. This has been subject to a successful OFSTED inspection.

Young people spending any proportion of this period of their lives out of education, employment or training tend to have much poorer lifelong outcomes than their peers so this is really good news in terms of the future prospects of our young people. This is also an area where local performance has historically been much poorer than statistical neighbours and is the result of a determined approach by schools, local colleges, council and voluntary agency provided services to work together to improve outcomes.

6. IMPLICATIONS

- 6.1 The cost of the improvement programme can be met from within existing budgets. Resources are available to secure improvement in the immediate and longer term.
- 6.2 The Secretary of State has the power to issue a statutory notice if he is not satisfied that sufficient progress is being made.

7. CONSULTATION

- 7.1 Partner agencies, parents and children will be involved in the improvement activity.

8. NEXT STEPS

- 8.1 This Committee will continue to receive a regular update on progress.

9. BACKGROUND DOCUMENTS

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

- 9.1
 - Ofsted Inspection of Safeguarding: Peterborough 6th September 2011
 - Ofsted Unannounced Inspection of contact referral and assessment arrangements 3rd March 2011
 - Ofsted Safeguarding and Looked after Children Inspection: Peterborough 21st May 2010
 - Ofsted Local Authority Arrangements for the Protection of Children: inspection report 8 March 2013

10. APPENDICES

- 10.1 None

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CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 10
14 JULY 2014	Public Report

Report of the Director of Governance

Contact Officer – Paulina Ford, Senior Governance Officer, Scrutiny
Contact Details – (01733) 452508 or email paulina.ford@peterborough.gov.uk

REVIEW OF 2013/2014 AND WORK PROGRAMME FOR 2014/15

1. PURPOSE

- 1.1 To provide the Committee with a review of the work undertaken during 2013/14 and to develop a work programme for 2014/15.

2. RECOMMENDATIONS

- 2.1 That the Committee considers the 2013/2014 year in review and makes recommendations on the future monitoring of these items where necessary.
- 2.2 That the Committee determines its priorities, and develops a work programme for the forthcoming year.

3. REVIEW OF 2013/14

- 3.1 The Creating Opportunities and Tackling Inequalities Scrutiny Committee was established by Council at its annual meeting on 18 May 2009. During the year 2013/2014, the Committee considered the following issues:

Information / Update

- Review of 2012/13 and Future Work Programme
- Corporate Parenting Panel Annual Report

Monitoring / Calling to Account

- Progress Report on Alternative Play Centre Provision
- Children's Services Delivery Plan – Progress Report
- Impact of Welfare Reform
- Progress Report from Scrutiny Task and Finish Group Monitoring Children's Services Improvement Plan
- Update Report on NEET's (16 to 18 year olds not in Education, Employment or Training)
- Poverty Action Plan – Updated
- Peterborough Safeguarding Children Board Annual Report (PSCB) 2012/13 and Business Plan 2013/14
- Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2012
- Establishment of Education Improvement Task and Finish Group
- Presentation of 2013 Unvalidated Examination Results
- Scrutiny in a Day: Understanding and Managing the Impacts of Welfare Reform on Communities in Peterborough
- Children's Services Performance Report to DfE
- City College Peterborough
- Presentation of 2013 KS 4 & KS2 Validated Examination Results
- The Vision for Education in Peterborough – Update Report

- Children’s Improvement Programme Task and Finish Group Final Report

Policy / Plans / Consultation

- Peterborough School Improvement Strategy
- Peterborough EAL Strategy
- Tackling Poverty Strategy and Action Plan
- The Vision for Education in Peterborough – Developing School to School Partnerships
- New Vision for Early Years Services including Children’s Centres in Peterborough
- Adoption Reform and Implementation Plan
- Implementation of the Placement Strategy and Fostering Action Plan
- Draft School Organisation Plan 2013-2018 – Delivering Local Places for Local Children – Refreshed
- Budget 2014/15 and Medium Term Financial Plan

The Committee considered two Call-ins:

1. Call-In of Executive Decision: Early Years Services Including Children’s Centres – NOV/CAB/094 – December 2014. Outcome – **Not Called In**
2. Call-In of The Future Direction of Children’s Centers Delivery – FEB14/CAB/09 – February 2014. Outcome – **Called In and referred to Full Council.**

The Committee also established the following Task and Finish Group:

- Improving Educational Outcomes Task and Finish Group – Formed September 2013

and continued to run the following Task and Finish Group:

- Children’s Services Improvement Programme – Task and Finish Group – Completed review March 2014.

The Committee took part in the Joint Scrutiny in a Day Event which focused on the Impact of Welfare Reform on 17 January 2014.

- 3.2 For the information of the Committee, copies of the recommendations made during the year are attached at Appendix 1.

4. WORK PROGRAMME 2014/15

- 4.1 In accordance with the Constitution, the Committee is responsible for setting its own programme in line with the Council’s key priorities and the Committee’s remit.

- 4.2 The Committee’s remit is:

<p>To review and scrutinise the delivery of the Sustainable Community Strategy priority of creating opportunities, tackling inequalities. This will include reviewing and scrutinising the performance of other public bodies in their activities and performance in the delivery of the Single Delivery Plan.</p>
<p>Hold the Executive to account for the discharge of functions in the following ways:</p> <ul style="list-style-type: none"> • by exercising the right to call-in, for reconsideration, decisions made but not yet implemented by the Executive or key decisions which have been delegated to an officer. • by scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan • by scrutinising Executive decisions after they have been implemented, as part of a

wider policy review.
To review and scrutinise the planning, decisions, policy development, service provision and performance relating to the following service areas: <ul style="list-style-type: none"> • Adult Learning and Skills • Children's Services • Education • Safeguarding Children
To assist and advise the Council and the Executive in the development of its budget and policy framework by in-depth analysis of policy issues in relation to the terms of reference of the committee.
Make recommendations to the Executive and/or Council arising from overview and scrutiny activity.
Establish ad-hoc Task and Finish Groups to investigate specific topics on a time-limited basis.
To consider any appeals from petition organisers who are not satisfied with the outcome of the Council's consideration of their petition.

4.3 A draft work programme which shows the items which are currently scheduled along with items carried over from last year is attached at Appendix 2.

5. **BACKGROUND DOCUMENTS**

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

5.1 Minutes of the Creating Opportunities and Tackling Inequalities Scrutiny Committee held on 10 June, 22 July, 9 September, 11 November, 3 December 2013 and 6 January, 10 February, 17 March 2014.

6. **Appendices**

6.1 Appendix 1 - Recommendations made during 2013/2014
Appendix 2 – Draft Work Programme 2014/15

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**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014**

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
9 September 2013	Establishment of a Task and Finish Group for Improving the Educational Outcomes for Children and Young People in Peterborough	Jonathan Lewis	The Task and Finish Group for improving Educational Outcomes had their first meeting on 29 October 2013. A final report will be presented at the 14 July 2014 meeting of the Committee.
11 November 2013	The Committee recommended and approved: 1. The establishment of a Task and Finish Group for improving the educational outcomes for children and young people in Peterborough. 2. The Terms of Reference as set out in the report with the addition of how Pupil Premium was being used within schools. 3. The Membership of the Group and any additional members that might be nominated by Group Secretaries.		
Tackling Poverty Strategy and Action Plan	The Committee endorsed the Tackling Poverty Strategy and Action Plan and recommended it to Cabinet for approval.	Jawaid Khan	New Cabinet member to endorse the revised strategy.
3 December 2014			
Request for Call-In of an Executive Decision: Early	The request for Call-in of the decision made by Cabinet on 18 November 2013, regarding the Early Years Services	Cabinet	The decision was implemented by Cabinet and the Consultation continued.

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
<p>Years Services Including Childrens Centes - NOV/CAB/094</p>	<p>Including Children's Centres – NOV/CAB/094 was considered by the Creating Opportunities and Tackling Inequalities Scrutiny Committee. Following discussion and questions raised on each of the reasons stated on the request for call-in, the Committee did <u>not</u> agree to the call-in of this decision on any of the reasons stated.</p> <p>It was therefore recommended that under the Overview and Scrutiny Procedure Rules in the Council's Constitution (Part 4, Section 8, and paragraph 13), implementation of the decision would take immediate effect.</p>		
<p>6 January 2014</p>			
<p>New Vision for Early Years Services including Children's Centres in Peterborough</p>	<p>The Committee recommend that the Cabinet member for Children's Services and the Director of Communities provide the following information in the report being presented to Cabinet on 20 January for their consideration:</p> <p>a) Include a detailed financial analysis to clearly show where the proposed cost savings are to be made and clarify how the</p>	<p>Wendi Ogle- Welbourn Cllr Sheila Scott</p>	<p>The revised report was presented to Cabinet on 3 February 2014.</p>

**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014**

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
	<p>figure of £1.28M was arrived at. b) To include within the report to Cabinet a copy of the full Equality Impact Assessment report. c) To identify clearly within the report which recommendations have been added to (or revised within) the proposal as a result of feedback gathered during the consultation process. d) To reflect within the report to Cabinet on the potential deferred/future costs that may be generated as a result of the proposal, and identify where the funding would be sourced to meet these. For example, the costs for local school or community provision of facilities, impacts on early years learning etc. That Cabinet defer any decision making on the proposal until further alternatives and proposals have been thoroughly explored and considered.</p>		

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
<p>17 February 2014</p> <p>Request for Call In of an Executive Decision: The Future Direction of Children's Centres Delivery – FEB14/CAB/09.</p>	<p>Following discussion and questions raised on the reasons stated on the request for call-in, the Creating Opportunities and Tackling Inequalities Scrutiny Committee AGREED to Call-In the decision and to refer it to Full Council for consideration and debate.</p> <p>Under the Overview and Scrutiny Procedure Rules in the Council's Constitution (Part 4, Section 8, and paragraph 13), implementation of this decision remains suspended until further notice.</p>	<p>Full Council</p>	<p>The Called in decision was heard at an Extraordinary Meeting of Full Council on 26 February 2014. Council did not agree to call in the decision and it was therefore implemented.</p>
<p>17 March 2014</p> <p>Children's Improvement Programme Task and Finish Group Final Report</p>	<p>Recommendation 1 Continue Councillor visits to Children's Services departments across PCC on a regular basis to continue to get first hand validation on progress and issues remaining. This also has a positive impact on staff morale and hopefully provides reassurance that their opinions are genuinely important. The invitation should be extended to Members of the Corporate</p>	<p>Sue Westcott</p>	<p>The recommendations will be monitored by the Committee during 2014-2015.</p>

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
	<p>Parenting Panel.</p> <p>Recommendation 2 To continue to receive a progress report on the Improvement Programme at each meeting of the Creating Opportunities and Tackling Inequalities Scrutiny Committee - this to include a detailed section on progress being made with the Liquidlogic system.</p> <p>Recommendation 3 Circulate an electronic copy of the monthly monitoring report to members of the Creating Opportunities and Tackling Inequalities Scrutiny Committee each month so that individual questions can be raised on a 1:1 basis electronically with the relevant officer. This is to be extended to Members of the Corporate Parenting Panel.</p> <p>Recommendation 4 To consider Children's Services as a possible candidate for a Scrutiny in a day event. What the department covers, all of the feeder agencies, the challenges (Adoption vs Fostering, Child Protection, Looked after Children etc, social worker</p>		

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
RECOMMENDATIONS MADE DURING 2013-2014

APPENDIX 1

MEETING DATE / ITEM	RECOMMENDATION	REFERRED TO	RESPONSE TO RECOMMENDATIONS
Scrutiny in a Day Overview Report	<p>recruitment).</p> <p>Recommendation 5 The Scrutiny Committee to hold a review meeting in 6 months where the committee can have a single agenda topic to review progress on the Children's Services Improvement Programme.</p> <ol style="list-style-type: none"> 1. To explore the impact of welfare reform on young people and their attainment in mainstream education. 2. To identify barriers to work and explore how early years provision, support and related services can help parents into employment. 3. To understand the impact and needs arising from welfare reform and ensure that initiatives such as Connecting Families can meet these needs. 	Sue Westcott	Recommendations to be taken forward as part of the Commission's Work Programme during 2014-2015.

APPENDIX 2
 CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE
 DRAFT WORK PROGRAMME 2014/15

Meeting Date	Item	Progress
<p>14 July 2014</p> <p>25 June Draft report</p> <p>2 July Final report</p>	<p>Implementations of Ofsted School Improvement Inspection Action Plan</p> <p>Contact Officer: Jonathan Lewis / Gary Perkins</p>	
	<p>Draft School Organisation Plan 2014/2015 - Delivering Local Places for Local Children</p> <p>Contact Officer: Jonathan Lewis</p>	
	<p>New Vision for Early Years Services Including Children's Centres in Peterborough</p> <p>Contact Officer: Wendi Ogle-Welbourn</p>	
	<p>Directors Report for Social Care Practice and Performance</p> <p>Contact Officer: Sue Westcott</p>	
	<p>Improving Educational Outcomes Task and Finish Group Report</p> <p>Contact Officer: Paulina Ford</p>	
	<p>Review of 2014/15 and Future Work Programme</p> <p>To review the work undertaken during 2013/14 and to consider the future work programme of the Committee for 2014/15.</p> <p>Contact Officer: Paulina Ford</p>	

Meeting Date	Item	Progress
<p>8 September 2014 <i>20 Aug Draft report</i> <i>27 Aug Final report</i></p>	<p>Peterborough Safeguarding Children Board Annual Report (PSCB) 2013/14 and Business Plan 2014/15</p> <p>Contact Officer:</p> <p>Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2013 To scrutinise the Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2013 and make any necessary recommendations. Contact Officer: Belinda Evans</p> <p>Actions for Special Educational Needs Reform</p> <p>Contact Officer:</p> <p>School to School Improvement Developments</p> <p>Contact Officer: Jonathan Lewis</p> <p>Directors Report for Social Care Practice and Performance</p> <p>Contact Officer: Sue Westcott</p>	
<p>13 October 2014 <i>24 Sept Draft report</i> <i>1 Oct Final report</i></p>	<p>Performance Report on NEET / Raising the Participation Age</p> <p>Contact Officer: Jonathan Lewis</p>	

Meeting Date	Item	Progress
	<p>Report from Corporate Parenting Chair</p> <p>Contact Officer: Sue Westcott</p> <p>Portfolio Progress Report from Cabinet Member for Children's Services</p> <p>Contact Officer: Sue Westcott</p> <p>Pupil Referral Service</p> <p>Contact Officer: Jonathan Lewis</p>	
<p>10 November 2014</p> <p><i>22 Oct Draft report</i></p> <p><i>29 Oct Final report</i></p>	<p>Presentation of 2014 Unvalidated Examination Results</p> <p>To scrutinise the 2014 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations</p> <p>Contact Officer: Jonathan Lewis</p> <p>Portfolio Progress Report from Cabinet Member for Education, Skills and University</p> <p>Contact Officer: Jonathan Lewis</p> <p>Sufficiency of School Places</p> <p>Contact Officer: Jonathan Lewis</p>	

Meeting Date	Item	Progress
	<p>Placements Strategy</p> <p>Contact Officer:</p> <p>Directors Report for Social Care Practice and Performance</p> <p>Contact Officer: Sue Westcott</p>	
<p>5 January 2015</p> <p><i>15 Dec Draft report</i></p> <p><i>22 Dec Final report</i></p>	<p>City College Peterborough</p> <p>To scrutinise the role the City College has to play in delivering improved educational and other outcomes for the city.</p> <p>Contact Officer: Pat Carrington, Principal/Head of Service</p> <p>Scrutiny in a Day – Recommendations Outcomes Report</p> <p>Contact Officers: Sue Westcott / Wendi Ogle-Welbourn / Jonathan Lewis</p> <p>Directors Report for Social Care Practice and Performance</p> <p>Contact Officer: Sue Westcott</p>	
<p>7 or 9 Jan or 9 February 2015</p> <p>(Joint Meeting of the Scrutiny Committees and Commissions)</p>	<p>Budget 2015/16 and Medium Term Financial Plan</p> <p>To scrutinise the Executive's proposals for the Budget 2015/16 and Medium Term Financial Plan.</p> <p>Contact Officer: John Harrison/Steven Pilsworth</p>	

Meeting Date	Item	Progress
T.B.C.		
<p>9 March 2015 <i>18 Feb Draft report</i> <i>25 Feb Final report</i></p>	<p>Presentation of 2014 KS 4 & KS2 Validated Examination Results</p> <p>To scrutinise the 2014 examination results, assess the impact of the action plan to improve educational results and make any necessary recommendations</p> <p>Contact Officer: Jonathan Lewis</p>	

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CREATING OPPORUTNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 11
14 JULY 2014	Public Report

Report of the Director of Governance

Report Author – Paulina Ford, Senior Governance Officer, Scrutiny

Contact Details – 01733 452508 or email paulina.ford@peterborough.gov.uk

FORWARD PLAN OF KEY DECISIONS

1. PURPOSE

- 1.1 This is a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee outlining the content of the Forward Plan of Key Decisions.

2. RECOMMENDATIONS

- 2.1 That the Committee identifies any relevant items for inclusion within their work programme.

3. BACKGROUND

- 3.1 The latest version of the Forward Plan of Key Decisions is attached at Appendix 1. The Plan contains those key decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can take and any new key decisions to be taken after 25 July 2014.
- 3.2 The information in the Forward Plan of Key Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these key decisions, or to request further information.
- 3.3 If the Committee wished to examine any of the key decisions, consideration would need to be given as to how this could be accommodated within the work programme.
- 3.4 As the Forward Plan is published fortnightly any version of the Forward Plan published after dispatch of this agenda will be tabled at the meeting.

4. CONSULTATION

- 4.1 Details of any consultation on individual decisions are contained within the Forward Plan of Key Decisions.

5. BACKGROUND DOCUMENTS

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

None

6. APPENDICES

Appendix 1 – Forward Plan of Key Decisions

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PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF KEY DECISIONS

PUBLISHED: 27 JUNE 2014

FORWARD PLAN OF KEY DECISIONS

In the period commencing 28 days after the date of publication of this Plan, Peterborough City Council's Executive intends to take 'key decisions' on the issues set out below. Key decisions relate to those executive decisions which are likely to result in the Council spending or saving money in excess of £500,000 and/or have a significant impact on two or more wards in Peterborough.

If the decision is to be taken by an individual cabinet member, the name of the cabinet member is shown against the decision, in addition to details of the councillor's portfolio. If the decision is to be taken by the Cabinet, it's members are as listed below:

Cllr Cereste (Leader); Cllr Elsey; Cllr Fitzgerald; Cllr Holdich (Deputy Leader); Cllr North; Cllr Seaton; Cllr Scott; and Cllr Walsh.

This Plan should be seen as an outline of the proposed decisions for the forthcoming month and it will be updated on a fortnightly basis. Each new Plan supersedes the previous Plan and items may be carried over into forthcoming Plans. Any questions on specific issues included on the Plan should be included on the form which appears at the back of the Plan and submitted to Gemma George, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to gemma.george@peterborough.gov.uk or by telephone on 01733 452268.

Whilst the majority of the Executive's business at the meetings listed in this Plan will be open to the public and media organisations to attend, there will be some business to be considered that contains, for example, confidential, commercially sensitive or personal information. In these circumstances the meeting may be held in private, and on the rare occasion this applies this is indicated in the list below. A formal notice of the intention to hold the meeting, or part of it, in private, will be given 28 clear days in advance of any private meeting in accordance with The Local Authorities (Executive Arrangements) (Meetings and Access to Information) (England) Regulations 2012.

The Council invites members of the public to attend any of the meetings at which these decisions will be discussed (unless a notice of intention to hold the meeting in private has been given).

You are entitled to view any documents listed on the Plan, or obtain extracts from any documents listed or subsequently submitted to the decision maker prior to the decision being made, subject to any restrictions on disclosure. There is no charge for viewing the documents, although charges may be made for photocopying or postage. Documents listed on the notice and relevant documents subsequently being submitted can be requested from Alex Daynes, Senior Governance Officer, Chief Executive's Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039), e-mail to gemma.george@peterborough.gov.uk or by telephone on 01733 452268. For each decision a public report will be available from the Governance Team one week before the decision is taken.

All decisions will be posted on the Council's website: www.peterborough.gov.uk/executivedecisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the 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.

KEY DECISIONS FROM 25 JULY 2014

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	MEETING OPEN TO PUBLIC	RELEVANT SCRUTINY COMMITTEE	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER (IF ANY OTHER THAN PUBLIC REPORT)
<p>Peterborough Flood Risk Management Strategy - KEY/25JUL14/01 For Cabinet to approve the Draft Peterborough Flood Risk Management Strategy for public consultation.</p>	<p>Cabinet</p>	<p>22 Sep 2014</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Julia Chatterton Flood and Water Management Officer Tel: 01733 452620 julia.chatterton@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Joint Venture Implementation - KEY/25JUL14/02 To approve the implementation of the Joint Venture.</p>	<p>Councillor Marco Cereste Leader of the Council and Cabinet Member for Growth, Strategic Planning, Housing, Economic Development and Business Engagement</p>	<p>July 2014</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Simon Webber Capital Projects Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

PREVIOUSLY ADVERTISED DECISIONS

<p>Delivery of the Council's Capital Receipt Programme through the Sale of Dickens Street Car Park - KEY/03JUL/11 To authorise the Chief Executive, in consultation with the Solicitor to the Council, Executive Director – Strategic Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale of Dickens Street Car Park.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>July 2014</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Consultation will take place with the Cabinet Member, Ward councillors, relevant internal departments & external stakeholders as appropriate.</p>	<p>Richard Hodgson Head of Strategic Projects Tel: 01733 384535 richard.hodgson@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Care and Repair Framework Agreement - KEY/18DEC/12/01 To approve a framework agreement and schedule of rates to deliver disabled facility grant work, specifically providing disabled access to toilet and washing facilities and associated work in domestic properties.</p>	<p>Councillor Nigel North Cabinet Member for Communities and Environment Capital</p>	<p>August 2014</p>	<p>N/A</p>	<p>Strong and Supportive Communities</p>	<p>Relevant Internal Departments.</p>	<p>Russ Carr Care & Repair Manager Tel: 01733 863864 russ.carr@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

Amendments to the Affordable Housing Capital Funding Policy - KEY/04OCT13/02 To agree the amendments to the Affordable Housing Capital Funding Policy.	Cabinet	28 Jul 2014	Yes	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Richard Kay Policy and Strategy Manager Tel: 01733 863795 richard.kay@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Strategy for People with Dementia and their Carers - KEY/04OCT13/05 To approve the Dementia Strategy.	Cabinet	30 Jun 2014	N/A	Health Issues	Service users, relevant departments and Scrutiny Commission for Health Issues.	Rob Henchy Commissioning Manager Tel: 01733 452429 rob.henchy@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Expansion of Thorpe Primary School - KEY/13JUN14/03 Award of Contract for the construction of a new school buildings and the refurbishment and the refurnishing of and remodelling of existing buildings to accommodate the expansion of Thorpe Primary School (1 form entry expansion).	Councillor John Holdich Cabinet Member for Education, Skills and University	July 2014	N/A	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Emma Everitt Project Support Officer Tel: 01733 863660 emma.everitt@peterborough.gov.uk	It is not anticipated that there will be any further documents.

<p>The Vision for Older People - KEY/10JAN14/05 To consult users and carers/ family members on proposals to develop a dementia specific day service.</p>	<p>Cabinet</p>	<p>28 Jul 2014</p>	<p>Yes</p>	<p>Scrutiny Commission for Health Issues</p>	<p>Relevant internal and external stakeholders.</p>	<p>Nick Blake Improvement & Development Manager Tel: 01733 452406 nick.blake@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Approval of Community Asset Transfer of Gladstone Park Community Centre - KEY/24JAN14/03 Approval for the Council to enter into a full repairing lease with the recommended provider under the terms of the Community Asset Transfer Strategy.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>July 2014</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Emma Everitt Project Support Officer Tel: 01733 863660 emma.everitt@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

<p>Section 75 Agreement with the Clinical Commissioning Group (CCG) for the Provision of a Joint Child Health and Wellbeing Commissioning Unit - KEY/21FEB14/01</p> <p>Authorisation for the entry into a statutory Section 75 Agreement, for an initial two year period, with the CCG for the provision of a borderline and Peterborough joint child health and wellbeing commissioning unit.</p>	<p>Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care</p>	<p>July 2014</p>	<p>N/A</p>	<p>Scrutiny Commission for Health Issues</p>	<p>Relevant internal and external stakeholders.</p>	<p>Oliver Hayward Head of Business Management Tel: 01733 863910 oliver.hayward@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>
<p>Award of Contract for the Extension of Discovery Primary School - KEY/21MAR14/01</p> <p>Award of contract for the extension of the Discovery Primary School to accommodate increased pupil numbers.</p>	<p>Councillor John Holdich Cabinet Member for Education, Skills and University</p>	<p>July 2014</p>	<p>N/A</p>	<p>Creating Opportunities and Tackling Inequalities.</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents.</p>

Sale of Greenwood House - KEY/21MAR14/02 Delivery of the Council's Capital Receipt Programme through the sale of Greenwood House, South Parade.	Councillor David Seaton Cabinet Member for Resources	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Simon Webber Capital Projects Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Sale of the Herlington Centre - KEY/21MAR14/03 Delivery of the Council's capital receipts programme through the sale of the Herlington Centre, Orton Malborne.	Councillor David Seaton Cabinet Member for Resources	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Simon Webber Capital Projects Officer Tel: 01733 384545 simon.webber@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Peterborough City Council Customer Strategy 2014 - KEY/21MAR14/06 To approve the Customer Strategy. The vision is to provide a range of high-quality services whilst maximising customer satisfaction and delivering these services through different channels at the lowest reasonable cost, whilst also reducing or diverting demand.	Cabinet	28 Jul 2014	Yes	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders.	Ricky Fuller Head of Strategic Commissioning/Transformation Tel: 01733 452482 ricky.fuller@peterborough.gov.uk	It is not anticipated that there will be any further documents.

Assistive Technology Charging Policy - KEY/04APR14/01 To amend the Council's charging policy.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	July 2014	N/A	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mark Gedney Adult Social Care Tel: 01733 452335 mark.gedney@peterboroughpct.nhs.uk	It is not anticipated that there will be any further documents.
Formalise Integrated Community Equipment Service Funding and Commissioning Arrangements - KEY/18APR14/01 To formalise integrated community equipment service joint funding arrangements.	Councillor Wayne Fitzgerald Cabinet Member for Adult Social Care	July 2014	N/A	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Nick Blake Improvement & Development Manager Tel: 01733 452406 nick.blake@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Award of Contract for Build of a Waste Transfer Station - KEY/18APR14/02 To award a contract for the build of a waste transfer station.	Councillor Gavin Eisey Cabinet Member for Street Scene, Waste Management and Communications	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Paul Robertson Waste Project Officer Tel: 01733 864740 paul.robertson@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Award of Contract for Build of a Household Recycling Centre - KEY/18APR14/03 To award a contract for the build of a household recycling centre.	Councillor Gavin Eisey Cabinet Member for Street Scene, Waste Management and Communications	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Paul Robertson Waste Project Officer Tel: 01733 864740 paul.robertson@peterborough.gov.uk	It is not anticipated that there will be any further documents.

Future of the Eight Former Play Centres - KEY/02MAY14/01 To approve the recommendations for the eight former play centres.	Councillor Nigel North Cabinet Member for Communities and Environment Capital	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Cate Harding Neighbourhood Manager Tel: 317497 cate.harding@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Contract Award for 16+ Supported Accommodation - KEY/02MAY14/04 To award a contract for 16+ supported accommodation.	Councillor Sheila Scott Cabinet Member for Children's Services	July 2014	N/A	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Oliver Hayward Head of Business Management Tel: 01733 863910 oliver.hayward@peterborough.gov.uk	It is not anticipated that there will be any further documents.
The Expansion of Pheonix School - KEY/02MAY14/05 To award a contract for the expansion of Pheonix School, including the approval of property, legal and financial arrangements for various enabling with third parties.	Councillor David Seaton Cabinet Member for Resources	July 2014	N/A	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Brian Howard Programme Manager - Secondary Schools Development Tel: 01733 863976 brian.howard@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Dogsthorpe Junior School Academy Conversion - KEY/30MAY14/01 Closure of Dogsthorpe Junior School, academy transfer agreement and lease of premises.	Councillor John Holdich Cabinet Member for Education, Skills and University	July 2014	N/A	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Alison Chambers Principal Assets Officer (Schools) Tel: 01733 863975 alison.chambers@peterborough.gov.uk	It is not anticipated that there will be any further documents.

Print Managed Services - KEY/13JUN14/01 To enable Council officers to be able to print, copy and scan.	Councillor David Seaton Cabinet Member for Resources	September 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Ricky Fuller Head of Strategic Commissioning/Transformation Tel: 01733 452482 ricky.fuller@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Hampton College Conversion - KEY/30JUN14/02 Closure of Hampton College, academy transfer agreement and lease of premises.	Councillor John Holdich Cabinet Member for Education, Skills and University	July 2014	N/A	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Alison Chambers Principal Assets Officer (Schools) Tel: 01733 863975 alison.chambers@peterborough.gov.uk	It is not anticipated that there will be any further documents.
Draft Developer Contributions Supplementary Planning Document - KEY/13JUN14/02 For Cabinet to comment on the draft document.	Cabinet	28 Jul 2014	N/A	Sustainable Growth and Environment Capital.	Relevant internal and external stakeholders.	Richard Kay Policy and Strategy Manager Tel: 01733 863795 richard.kay@peterborough.gov.uk	It is not anticipated that there will be any further documents.
ICT Procurement - KEY/27JUN14/01 Procurement and implementation of software to support the councils transformation programme.	Councillor David Seaton Cabinet Member for Resources	July 2014	N/A	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Richard Godfrey ICT and Transactional Services Partnership Manager Tel: 01733 317989 richard.godfrey@peterborough.gov.uk	It is not anticipated that there will be any further documents.

<p>Provision of MFDs - KEY/11 JUL14/01 To replace the 17 HP Edgelines to enable council officers to be able to print, copy and scan.</p>	<p>Councillor David Seaton Cabinet Member for Resources</p>	<p>July 2014</p>	<p>N/A</p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Ricky Fuller Head of Strategic Commissioning/Transformation Tel: 01733 452482 ricky.fuller@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any further documents</p>
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RESOURCES DEPARTMENT Executive Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Strategic Finance
Internal Audit
Schools Infrastructure (Assets and School Place Planning)
Corporate Property
Waste and Energy
Strategic Client Services (Enterprise Peterborough / Vivacity / SERCO including Customer Services, ICT and Business Support)

CHILDREN'S SERVICES DEPARTMENT Executive Director's Office at Bayard Place, Broadway, PE1 1FB

Safeguarding Family and Communities
Education
School Improvement
Special Educational Needs / Inclusion and the Pupil Referral Service

ADULT SOCIAL CARE Executive Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Care Services Delivery (Assessment and Care Management and Integrated Learning Disability Services)
Mental Health
Public Health (including Health Performance Management)

COMMUNITIES DEPARTMENT Executive Director's Office at Bayard Place, Broadway, PE1 1FB

Strategic Commissioning
Safer Peterborough, Cohesion, Social Inclusion and Neighbourhood Management

GOVERNANCE DEPARTMENT Executive Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG

Communications
Legal and Governance Services
HR Business Relations (Training and Development, Occupational Health and Reward and Policy)
Strategic Regulatory Services
Performance Management

GROWTH AND REGENERATION DEPARTMENT Executive Director's Office Stuart House, St Johns Street, Peterborough, PE1 5DD

Strategic Growth and Development Services
Strategic Housing
Planning Transport and Engineering (Development Management, Construction and Compliance, Infrastructure Planning and Delivery, Network Management and Passenger Transport)
Commercial Operations (Strategic Parking and Commercial CCTV, City Centre, Markets and Commercial Trading and Tourism)

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