

**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES  
SCRUTINY COMMITTEE**

**MONDAY 16 NOVEMBER 2015  
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 the Meeting Held on 14 September 2015** **3 - 10**
- 4. Call In of any Cabinet, Cabinet Member or Key Officer Decisions**
- 5. Review of Outcomes of Peterborough Self Improvement School Network** **11 - 34**
- 6. Vulnerable Children in Education including Closing the Gap Strategy / EAL Strategy and Virtual School** **35 - 66**
- 7. Impact of Early Help (including Connecting Families)** **67 - 78**
- 8. Service Director and Portfolio Overview Report: Children & Safeguarding** **79 - 110**
- 9. Proposal to Develop a Permanency Service in Peterborough** **111 - 122**
- 10. Forward Plan of Executive Decisions** **123 - 146**
- 11. Work Programme** **147 - 152**
- 12. Date of Next Meeting**

Monday, 18 January 2016



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#### Committee Members:

Councillors: B Saltmarsh (Chairman), D Fower (Vice Chairman), J Peach, B Rush, C Harper, J Shearman and J Yonga

Substitutes: Councillors: G Nawaz, M Jamil, A Miners and J Davidson

Education Co-optees: Paul Rossi (Roman Catholic Church Representative),  
Miranda Robinson, (Church of England Representative),  
Andrew Read, (Director of Education & Training), Diocese of Ely  
Stuart Francis, Parent Governor Representative

Alistair Kingsley – Co-opted Member

Further information about this meeting can be obtained from Karen S Dunleavy on telephone 01733 452233 or by email – [karen.dunleavy@peterborough.gov.uk](mailto:karen.dunleavy@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 MONDAY 14 SEPTEMBER 2015**

**Present:** Councillors B Saltmarsh (Chair), Harper, B Rush, J Peach, J Shearman, J Yonga.

**Also present**

Andrew Brown	Education Co-optee
Alistair Kingsley	Independent Co-opted Member
Hani Mustafa	Youth Council Representative
Oliver Sainsbury	Youth Council Representative

<b>Officers in Attendance:</b>	Wendi Ogle-Welbourn	Corporate Director, People and Communities
	Jonathan Lewis	Service Director for Education, People Resources and Corporate Property
	Lou Williams	Service Director, Children's Services and Safeguarding
	Gary Perkins	Head of School Improvement
	Belinda Evans	Complaints Manager, Corporate Complaints Service
	Paulina Ford	Senior Democratic Services Officer
	Karen S Dunleavy	Democratic Services Officer

**1. Apologies**

Apologies for absence were received from Councillor Fower. Apologies for absence were also received from the Education Co-optees Miranda Robinson and Stewart Frances, Education Co-optee Andrew Brown was in attendance as a substitute.

**2. Declarations of Interest and Whipping Declarations**

There were no declarations of interest or whipping declarations.

**3. Minutes of meetings held on 20 July 2015**

The minutes of the meetings held on 20 July 2015 were agreed 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. Children's (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2014/2015**

The Complaints Manager, Corporate Complaints Service, introduced the report which provided Members with an overview of the Children's Social Care Services statutory complaints process for 2014/15.

Observations and questions were raised and discussed including:

- Members sought clarification over the figures on page 17 of the report where there were 76 partially upheld and upheld complaints listed, but on page 43 there had only been 12 cases listed and whether the 12 cases were in relation to complaints that required action? *Members were informed that the 12 cases on page 43 were the cases where a service improvement had been identified and represented only a small proportion of the complaints that were upheld where there might not have been a service improvement identified that could be rolled out across the department.*
- Members asked whether the complaints referenced within the report, which had pointed to the accuracy and timeliness of conference minutes, had been a result of not enough back office support and training undertaken? *Members were informed that where a child was subject to a child protection plan, the conference minutes were produced by a social worker or independent reviewing officer. Following a recent review of the conference minute taking process, it had been highlighted that the option of business support to take on these duties would provide a significant impact in terms of increased support. In terms of the training to resolve the issues highlighted, the Assistant Director Children's Social Care now holds a quarterly meeting with all team managers in order to review and implement improvements identified from complaints..*
- Members sought clarification over the statement made within the report in regards to the decrease of upheld complaints of 31% in 2013/2014 to 20.5% in 2014/2015 and the reasons behind the reduction? *Members were informed that services were being more robustly delivered, which had contributed to the reduction in complaints fully upheld. In addition Members were also advised that issues were being resolved at an earlier stage of the complaints process.*
- Members sought clarification over the summary of responses in relation to 112 complaints raised and what barriers were being experienced for PCC in reaching an 80% or 90% completion rate? *Members were advised that when a complaint had been sent to the service managers, in some cases there had been a delay in the receipt of a quick response, which had been due to managers trying to balance other priorities.*

The Chairman thanked the Complaints Manager for a comprehensive report and for providing assurance that PCCs complaints policy was effective.

## **ACTIONS AGREED**

The Committee considered and noted the report.

### **6. Presentation Of 2015 Unvalidated Examination Results**

The Service Director for Education, People Resources and Corporate Property introduced a report which provided Members with a summary of Peterborough schools' Unvalidated Examination Results for 2015. Members were advised that the results were provisional and were liable to change by the time of final reporting in January/March 2016. Members were also informed that Peterborough City Council had been rated 64 out of 152 authorities nationally for the proportion of schools being judged good or better rate by the Office for Standards in Education, Children's Services and Skills (OfSTED), which was above the national average. The Head of School Improvement also highlighted to Members that there had been an update to the report which had seen an increase in the proportion of pupils making the expected rate of progress at the end of Key Stage 4 in English from 72 to 73%.

Observations and questions were raised and discussed including:

- Members commented that it was reassuring that the local average in education attainment had been improved for Peterborough.
- Members asked what upgrade in the final results had been expected across schools and what could be implemented for those schools that had achieved slightly worse

results as anticipated. *Members were advised that 11 congratulation letters had been sent to the schools that achieved high standards. Members were also advised that warning notices to improve had been sent to schools that had under achieved, and for some, official notice of formal warning of intervention. In addition, further support would be provided to the schools that had underachieved. However, the LA would continue to challenge them in order to raise standards. Members were also informed that recent research had demonstrated that early intervention had positively encouraged schools to improve in respect of the key stage levels 2, 2b and 3 at Key Stage 1. For some pupils, the improvements made had also started to feed into their secondary school education, especially where there had been demographic challenges such as a pupil's first language not being English.*

- *Members asked how the level of investment for key stage 1 would feed into the key stage 2 results? Members were informed that the results had improved rapidly for key stage 1, which was anticipated to correlate to the key 2b level. The improvements demonstrated that there had been a higher quality of teaching standards being delivered.*
- *Members asked how effective the Council's communication was in the event that they had to intervene following a school's poor OfSTED outcome? Members were advised that the Council's relationship with schools was second to none and that the Council were very clear on the intervention documentation shared with schools and the actions required for improvement.*
- *Members commented that despite feelings in parts of the City that schools were not performing well, the chart on page 52 of the report had demonstrated that attainment, progress and good OfSTED results show a significant improvement in City schools over the past three years.*
- *Members sought clarification over the chart on page 50, which had detailed attainment results and asked whether the provisional figures had been provided by schools. Members were advised that there had been a three stage process to obtain the provisional results. The first stage had involved the completion of a Department for Education (DfE) table by all schools, which would outline what schools expected their results to be, which would include data relating to all children. The second stage involved the DfE publishing the statistical first release of provisional data. The third stage was the final result with the relevant and necessary data included, which would be in accordance with DfE guidelines. This may involve the removal of some data in relation to children that were not required to be included within the schools figures.*
- *Members sought clarification over whether Academy schools were precluded from receiving formal warning notices as they were not LA maintained schools. Members were advised that formal warning notices were attached to maintained schools. The LA did not hold direct control over an Academy as these were accountable to the Regional Schools Commissioner (RSC). However, the LA could write a warning letter to an Academy, even though it held no legal standing. The LA would also liaise with the RSC over the Academy's poor performance to highlight concerns.*
- *Members asked whether the intake capacity of a secondary school that had not performed well would adversely affect the overall LA results. Members were informed that there were a number of schools with capacity ranges and the implication of a large school's low results could impact the overall results for the LA.*
- *Members commented that they looked forward to the fully validated results and were confident that Officers were in control of managing the schools that had not performed well.*

## **ACTION AGREED**

The Committee noted the report.

## 7. Draft School Organisation Plan 2015/20 - Delivering Local Places For Local Children

The Service Director for Education, People Resources and Corporate Property, introduced the report which outlined the draft school organisation plan for 2015/20. The report outlined the ongoing strategy for meeting the statutory requirement for school places in Peterborough.

Observations and questions were raised and discussed including:

- Members commented that there had been a problem in the facilitation of school places in the PE1 area of Peterborough, which was outlined on pages 80 and 81 of the report where there was a need for 172 school places for four year old children. Members also asked how the situation would be monitored, reviewed and what weight the issue stood in terms of planning application consideration. *Members were advised that the PE1 area of Peterborough had always provided a challenge in terms of school place provision. This had been due to a very transient population, however, there had been extra school places recently made in available through Gladstone Primary and Fulbridge Academy schools in order to meet the high demand. Members were also advised that the team would continue to closely monitor the situation for the future and would feed into planning applications and the planning site allocation documents as consultees. This would also involve objecting to planning applications where appropriate.*
- Members sought clarification over how the team would predict if a household was likely to be classified as a house of multiple occupation. *Members were advised that there had not been an exact science, but some areas of the City had generated more children than others, however, the team had been able to keep track of the situation.*
- Members commented on a good comprehensive report, which enabled the LA to build a picture of what was required in terms of school places for the next five years in Peterborough.
- Members asked how the LA had changed their measurements in terms of forecasting for school places. *Member were advised that the forecast results had been transferred to an in house service as the Cambridge service had become unreliable. There had also been a number of data sets utilised such as General Practitioner registrations, birth data, national census and new housing development plans. Members were also advised that the most challenging calculation to predict was the future reception intake.*
- Members asked how many extra school places the LA were required to find during August 2015. *Members were advised that the final figures were currently being gathered and that to date there had been 360 new applications for school places for children moving into Peterborough. The team were also currently working on the school leaver figures. In addition, Members were advised that the forthcoming budget setting process was anticipated to show where the provision of school places required, would provide a challenge. Members were also informed that there were plans in place to mitigate any shortage in statutory school provision if required, such as the use of mobiles units.*
- Members sought clarification over why the opening of the University Technical College (UTC) had been deferred and whether the facility was indeed required in the City? *Members were advised that the decision to defer the opening was made due to the insufficient take up of students. Members were also informed that pupils would enter UTC at age 14 and that the curriculum on offer had differed to mainstream schools, which was considered a leap of faith for parents.*

### RECOMMENDATION

The Committee endorsed the Draft School Organisation Plan 2015/20 and recommended that the document was submitted to Cabinet for approval.

## 8. Recruitment And Retention Of Qualified Social Workers In Children's Services

The Service Director, Children's Services and Safeguarding introduced the report which outlined the ongoing challenge of recruiting qualified social workers and the strategic approach being taken to reduce the reliance on qualified social workers by recruiting alternatively qualified workers. The report also outlined the impact of the capped social worker fees, introduced across Local Authorities in the Eastern Region.

Observations and questions were raised and discussed including:

- Members asked whether the LA had any other choice in terms of social worker recruitment? Members were advised that every child on a child protection plan or looked after would continue to be allocated a social worker, however there is some flexibility about the type of qualification needed for working with Children in Need. Until now, the expectation in Peterborough is that all Children in Need were allocated qualified social workers, but we have not been in a position to recruit enough permanent qualified social workers to fill all our social worker posts. *Members were also informed that staff such as nursery nurses and experts in child development had experienced better outcomes for looked after children in understanding their needs. Recent experience had also demonstrated that families found that the non-social worker approach was less intrusive in meeting their needs. It had also been anticipated that the proposed approach would also reduce the number of caseloads for social workers due to the fact that child protection cases had always been treated as a priority.*
- Members asked whether there would be the same work pressure anticipated for social workers when the integration of alternative workers had been implemented? *Members were advised that there were rules that applied to how many cases newly qualified social workers could take on which included the amount of supervision and development required. It was anticipated that this approach should not apply to alternative workers and would not impact in the same way. In terms of supervision of the alternative worker role, care would need to be taken not to overload team managers and it was anticipated that advanced practitioners would also share the supervision responsibilities.*
- Members welcomed the creativity of the proposed social workers posts, however, requested that consideration should be given to using the post title 'alternatively qualified workers.
- Members sought clarification over the work alternatively qualified workers would undertake and whether the role would replace the reliance on agency social workers. *Members were advised that it is estimated that there were 400 children in need that would be appropriate to allocate to alternatively qualified workers. This group of children and young people would no longer be allocated to qualified social workers and this would reduce our reliance on agency staff.*
- Members asked whether there would be clear training and management support provided for alternatively qualified workers. *Members were informed that the decision regarding the type of workload that alternative workers undertook, would be made by team managers following an assessment carried out by a qualified social worker. In addition, there would be an intense induction programme for alternatively qualified workers to undertake. Agency social workers would stay in place until the transition of casework was underway.*
- Members asked whether there had been marketing data to indicate whether the alternatively qualified worker roles would be easy to recruit to. *Members were informed that an advert had recently been placed for team support workers, which received 80 applications, resulting in the recruitment of 15 staff. Members were advised that the figures provided were considered a good recruitment rate.*
- Members asked whether using alternatively qualified workers was a unique idea to Peterborough and what the PCC qualified social workers views were over this approach? *Members were informed that other LAs were using alternatively qualified*

*workers and some were ahead of others in terms of the process. There had been national recognition of what tasks alternatively qualified workers and qualified social workers should undertake. Members were also advised that permanent social worker staff welcomed the alternative arrangements as there was a need to recruit permanent staff.*

- *Members sought clarification over whether there would be a shortage of alternatively qualified workers if other LAs started to use the same posts to cover child in need caseloads? Members were informed that there seemed to be sufficient capacity within the market for the alternatively qualified workers and it was not perceived as an issue for the future. In addition Members were advised that the alternatively qualified workers were local with local commitments as opposed to the position of many qualified agency social workers, who often come from further afield.*
- *Members commented that there had been a precedence set in schools in respect of the level and experience of teaching assistants compared to the standards years ago and asked whether there would be work undertaken with other LAs to set a similar precedence for alternatively qualified worker posts? Members were informed that the career structure for the alternatively qualified worker posts required attention, however, the LA needed to concentrate on undertaking a six month pilot to understand whether the key objectives of the project had been met. Members were also informed that recent research had shown that PCC needed to ensure that career pathways were available for the alternatively qualified staff and a piece of work was to be commissioned to explore the options that could be available to produce a training programme.*
- *Members asked about the progress of web site development in order to attract interest from potential candidates to alternatively qualified worker vacancies. Members were informed that a meeting was due to be held with web developers to discuss the Council's requirements. The recruitment web page format was intended to replicate the Teach Peterborough web infrastructure. The recruitment campaign would also be marketed through social media.*
- *Members commented in regards to the impact of sensible capping fees of agency social workers, which came into force in April 2015 in the Eastern Region. Members were informed that although a fee cap had been agreed for the Eastern Region, there had been a clause placed in the agreement, which respected the rates that agency social workers were receiving in current placements. This meant that those agency social workers that had been paid at the higher rate than the capped fee, were not vacating their placements.*
- *Members commented that they appreciated the work the Council had undertaken to reduce the issues of social worker retention and recruitment.*

## **ACTIONS AGREED**

1. The Committee noted the content of the report and agreed that further progress reports were to be provided to the Committee on a quarterly basis.
2. The Committee also requested that consideration be given to change the title of unqualified workers to alternatively qualified workers.

At this point the meeting adjourned for a five minute comfort break.

## **9. OfSTED Report - Update To Scrutiny In Relation To Publication Of Inspection Of Children's Services**

In accordance with the Local Government Act 1972, Section 100A, paragraphs 2 and 3 this agenda item was held in a closed session in order to discuss confidential information contained within a report furnished to the Council by a Government department, namely OfSTED upon terms, which forbid the disclosure of the information to the public.



9:06pm at this point Councillor Shearman left the meeting and members of the public and press returned for the next item, Forward Plan of Executive Decisions.

**10. Forward Plan of Executive Decisions**

The Committee received the latest version of the Council's Forward Plan of Executive 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 Executive Decisions.

**11. Work Programme 2015-2016**

Members considered the Committee's Work Programme for 2015/16 and discussed possible items for inclusion.

**ACTION AGREED**

The Committee confirmed the work programme for 2015/16.

The meeting began at 7.00pm and ended at 9.11pm

CHAIRMAN

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<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>AGENDA ITEM NO. 5</b>
<b>16 NOVEMBER 2015</b>	<b>PUBLIC REPORT</b>

## **Report of the Corporate Director for People and Communities / Resources**

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

Contact Details – [jonathan.lewis@peterborough.gov.uk](mailto:jonathan.lewis@peterborough.gov.uk) / 01733 863912

### **REVIEW OF OUTCOMES OF PETERBOROUGH SELF IMPROVEMENT SCHOOL NETWORK**

#### **1. PURPOSE**

- 1.1 A report was brought to this committee in November 2013 and March 2014 which provided an overview of the School to School support arrangements proposed for Peterborough. This paper provides an update on the first full year of operation and the action areas where refinements / updates will be taken to ensure outcomes are impacted.

#### **2. RECOMMENDATIONS**

- 2.1 Members of the committee are asked to review the progress to date and also note the new arrangements for the Schools Performance Clinic which commenced in October 2015.

#### **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 In November 2010, the Department for Education published the schools White Paper 'The Importance of Teaching', which set out a radical reform programme for the schools system with the inference that schools would be freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement. One of the key elements of the paper was an expectation that school improvement should be school led replacing top down initiatives both from central and local government.
- 4.2 SLE Associates were commissioned by the Local Authority to work with schools independently to develop a school to school partnership, drawing on the recent experience of LAs such as Wigan, where school to school support has been introduced with significant success.
- 4.3 A task and finish group was formed consisting of Headteachers from both primary and secondary sectors and they have worked with SLE associates over the summer and at the start of the autumn term to develop the 'Peterborough Self-Improving Schools Network'. This process was finalised in the summer 2014 and full implementation began in September 2015. The school to school support system developed can be found in appendix 1 – the 'system on a page'.
- 4.4 The premise of the arrangements was that schools, in partnership with the local authority, would through a school improvement strategy determine shared priorities through the Peterborough School Improvement Board, which will be commissioned to undertake the local authority's school improvement responsibilities. This strategy is captured in the public value proposition which was developed at the outset of the development -

*"A sustainable school to school support network will raise the aspiration and achievement of all*

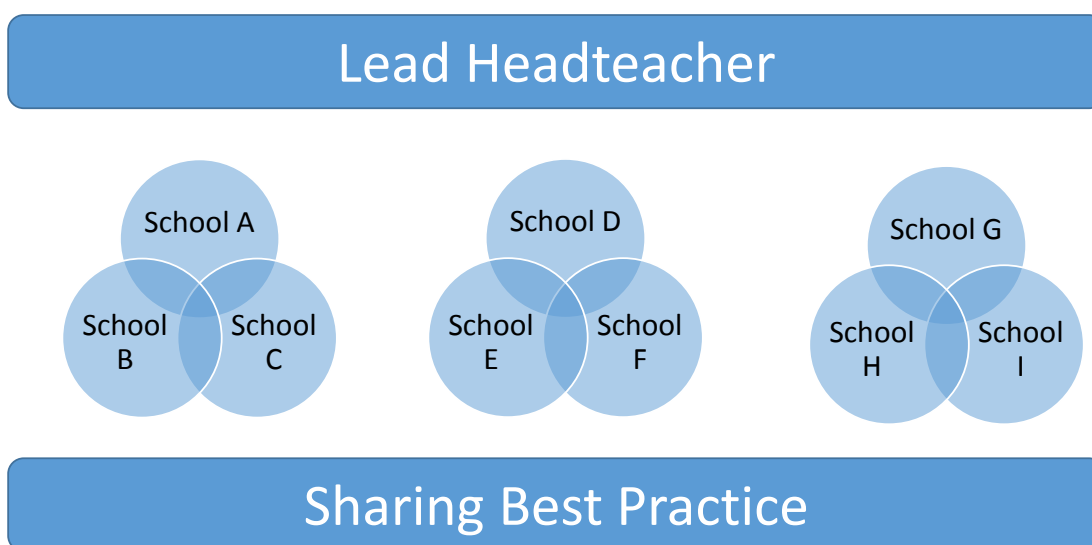
*children and young people in Peterborough, resulting in a significant improvement in progress, attainment, and realised potential, so that Peterborough is an outstanding and inspiring place to work and learn.”*

4.5 The system developed is organised into 3 blocks -

4.7 1. Collaboratives

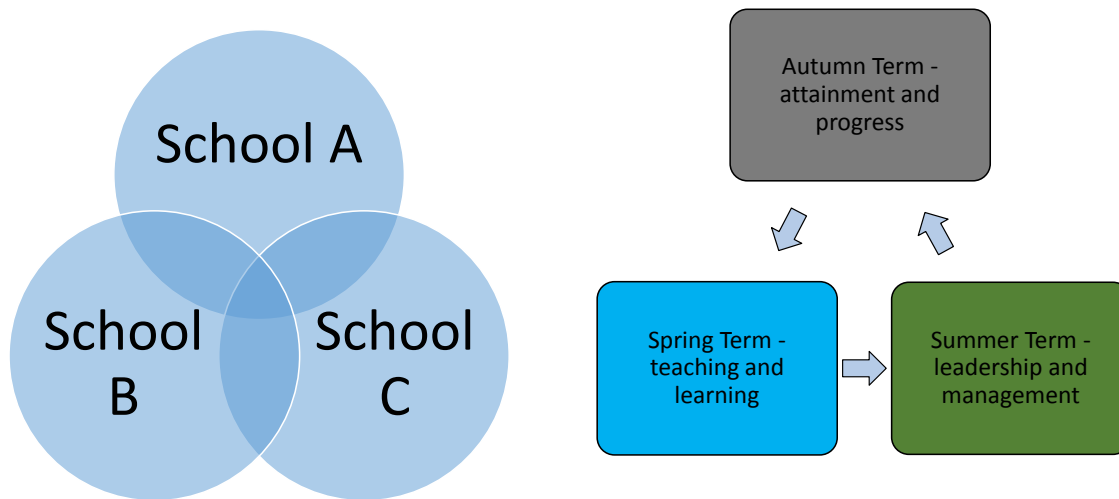
Schools have been set in phase-specific Collaboratives to drive improvement. Primary school collaboratives are composed of six or nine schools, which were drawn in equal proportion from across the city. The design principle was established to ensure that each collaborative reflects the full range of school contexts in Peterborough in terms of the community they serve, OFSTED rating and access to Headteacher leadership expertise. Secondary and special schools work as single collaboratives by their sector.

Each collaborative will designate a Lead Headteacher who will be ratified by the School Improvement Board. The Board will agree a specification for the Lead Headteacher role, with designation based on three criteria: leadership of a good or outstanding school; track record of collaborative working; credible evidence of leading successful school improvement. The Board will commission dedicated time to enable Lead Headteachers to undertake their role. The collaboratives will be supported to foster and develop further system leadership capacity from Headteachers and senior leaders in schools.



4.8 2. Triads

The key focus for collaboratives will be a School Review and Support programme. Headteachers in each collaborative will work in triads, challenging each school's self-assessment in order to identify strengths, vulnerabilities and priorities for support. Triads will work to common processes to be set out in a School Support and Review Handbook. Collaboratives will meet each term to review the outcomes from school reviews and commission support required. Priorities, areas of focus and progress from each collaborative will be reviewed each term by the School Improvement Board, to which the collaboratives will be accountable. Each school will be assessed against a three point scale based upon their performance and Ofsted framework criteria.



Individual schools and the collaboratives will be able to draw on a wide range of flexible, timely and tailored school improvement support from a range of sources including Peterborough schools within and across collaboratives, the Peterborough Learning Partnership (PLP), Teaching School Alliances and Academy Trusts, the local authority's core and traded services, and other support from beyond Peterborough. The School Improvement Board will broker the strategic deployment of National, Local and Specialist Leaders of Education (NLEs, LLEs, SLEs).

#### 4.6 3. School Improvement Board

The School Improvement Board provides oversight and direction for the school improvement strategy and maintains an overview of school performance, including schools causing concern. A key part of the work of the Board is to commission and broker support in response to changing needs, holding a commissioning budget for this purpose designated as recurrent funding within the Dedicated Schools Grant (DSG). The Board will establish a quality assurance system for the self-improving schools network. The Board has an independent chair, who has been employed by the City Council and accountable to the Service Director – Education. David Crossley has a history of success in education including leading four very different schools including two designated outstanding by Ofsted, a 2-19 international school in S.E. Asia and a regeneration of a previously failing school. He led the highly praised national RATL (Raising Achievement Transforming Learning Programme) which developed an innovative and distinctive approach to raising achievement and involved over 700 schools. It meets formally 3 times a year.

4.9 Sixty eight schools were engaged for the 2014/15 academic year (out of 77 in Peterborough – 80 if all through arrangements are separated out) and the collaborative and triad arrangements can be found in appendix 2. The numbers are across both academies and maintained schools.

4.10 Total Funding of £580k was agreed by Schools Forum to be topsliced from the Dedicated Schools Grant in both 2014/15 and 2015/16 to support the system. Schools in triads receive between £2k and £3k for their work with the rest of the funding being allocated to collaboratives and the school improvement board to fund larger scale projects.

### 5. KEY ISSUES

5.1 In order to validate the work that has been undertaken, the authority commissioned SLE associates to undertake a review (See appendix 3) into the successes in the first full year of operation and the areas for development that were needed. As this was a completely new system, a number of lessons have been learned and the report outlines the area for development.

5.2 The report is self-explanatory and outlines many areas of success. These include –

- Identification and sharing of best practice across the city
- Successfully embedding the peer challenge programme and engaging 70 out of the 77

schools across the LA. Those schools that have not yet engaged either have new Headteachers who are still familiarising themselves with their schools or are in challenging circumstances and working closely with the SI Team

- Affirming headteachers' professional judgement and building relationships based upon trust and confidence which have increased headteacher stability
- Extending the reach of the programme beyond headteachers to sustain long-term learning and sharing. For example, the secondary collaborative has set up meetings at the same place on the same day between Heads of Department, Heads of Sixth Form, Behavioural Leads and Deputies who are now all working together to provide collaborative support. Primary deputies are working together to lead a project on moderation
- Developing both primary ('Heads Up') and secondary management programmes and other CPD programmes.
- Developing Ofsted readiness skills for Headteachers and leaders in schools.
- Development of a parallel governor network which has already had an impact especially around sharing best practice.

5.3 An action plan is being developed with the Lead Headteachers and the LA to address the key areas for development in 4.12 of the SLE report. Ofsted has agreed to review the arrangement in the Spring and will also be providing training for the challenge part of the process.

5.4 The 2015/16 academic year model has commenced and a further 8 schools have joined the arrangements – leaving only 4 schools not engaged. No other system of this type has this level of engagement elsewhere in the country.

#### 5.5 **School Performance Clinic – Accountability and Improving Standards**

5.6 In our Ofsted Inspection of School Improvement Arrangements in February 2014, inspectors commented that we needed to ensure Local Members and Senior Officers in the council continued to have good knowledge of schools to help them assess both the outcomes for children and young people but also to review the effectiveness of the School Improvement function.

5.7 There is some good practice elsewhere in the country and having visited a number of authorities, it has been proposed to instigate a process from Bedford Borough Council called a 'School Performance Clinic'.

5.8 The process is outlined in appendix 4. Essentially, for every school in the city data is reviewed on a termly basis and explanations are given for schools that are flagged as red i.e. causing concern. This could be due to a number of reasons including standards, staff issues, financial challenges, governance concerns etc. At each meeting the list is reviewed and the process to drive improvement is assessed including officer action and whether there is an impact. It covers all schools in the city including academy schools. Actions from previous meetings are followed up at the next meeting to ensure things have moved in schools.

5.9 The clinic is attended by the

- Lead Member for Education (and the Leader of the Council),
- Chief Executive,
- Corporate Director – People and Communities,
- Chair of Creating Opportunities Tackling Inequalities committee,
- two members of the committee who have led on schools data (Cllr Shearman and Al Kingsley)
- Service Director – Education
- School Improvement Team – Head of SI and Senior School Improvement Advisors

## 6. **IMPLICATIONS**

6.1 None

## **7. CONSULTATION**

- 7.1 None. The findings of the review have been discussed at School Improvement Board meeting in September 2015 and will be shared with all schools. The action plan will be discussed at the next board meeting in December 2015.

## **8. NEXT STEPS**

- 8.1 Action plan will be completed and implemented before the end of the year.

## **9. BACKGROUND DOCUMENTS**

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

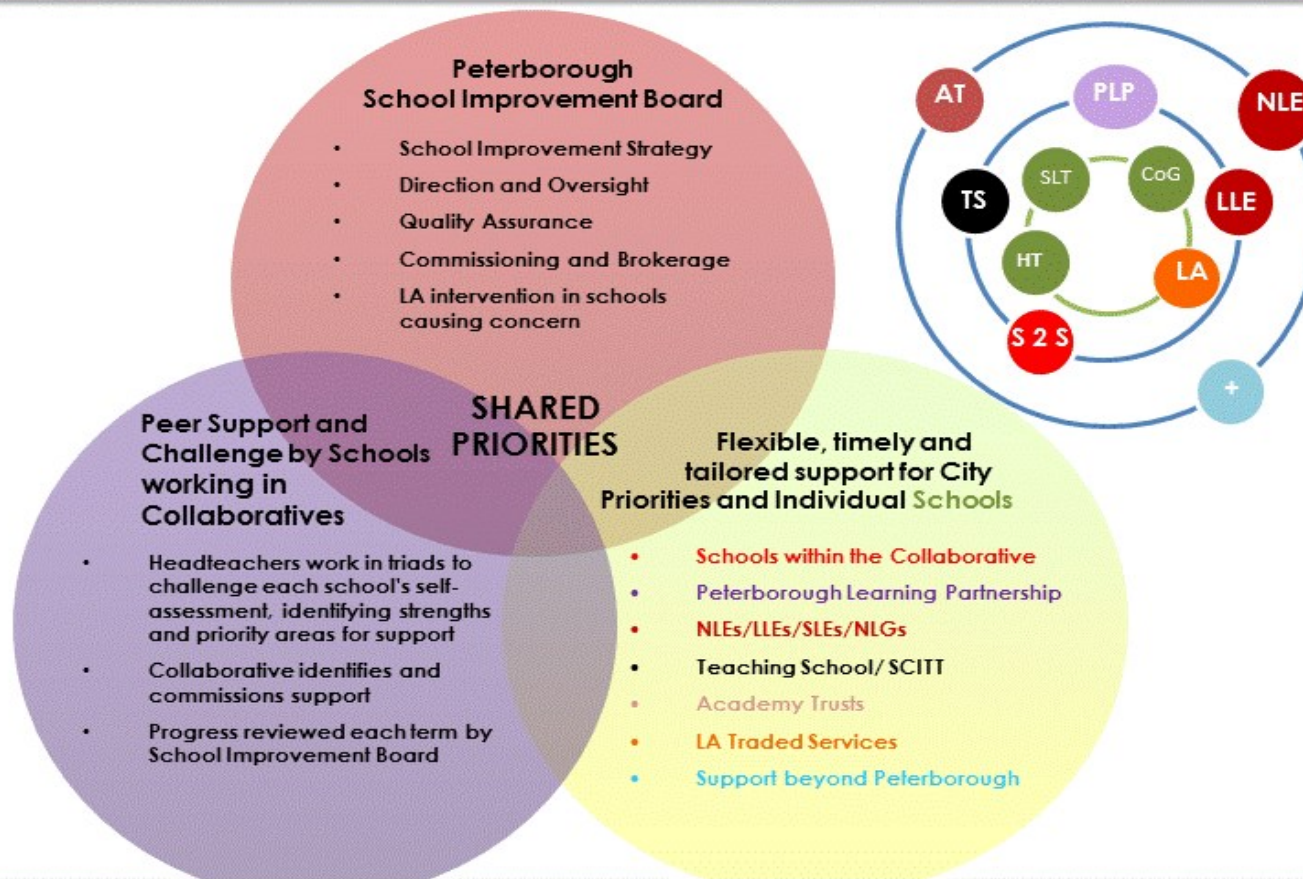
- 9.1 None

## **10. APPENDICES**

- 10.1 Appendix 1 – Peterborough Self Improving Schools Network  
Appendix 2 – School Collaborative and Triad Arrangements – 2014/15 Academic Year  
Appendix 3 – SLE Associates Review  
Appendix 4 – School Performance Clinic

## PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK

A sustainable school to school network will raise the aspiration and achievement of all the children and young people in Peterborough, resulting in a significant improvement in progress, attainment and raised potential so that Peterborough is an outstanding place to work and learn.



LOCAL AUTHORITY PROVIDES KEY FUNCTIONS AND DEVELOPMENT FUNDING TO SUPPORT THE NETWORK



Appendix 2 – School Collaborative and Triad Arrangements – 2014/15 Academic Year

Lead Headteacher	School	Lead Headteacher	School
Simon Eardly (Primary)	Orton Wistow Brewster Avenue Hampton Hargate Nene Valley John Clare Heritage Park St Botolphs Northborough Wittering	Collete Firth (Primary)	Winyates Woodston Newborough Watergall St Johns Queens Drive
Anne Byrne (Primary)	Hampton C (KS2) Kings (KS2) TDA (KS2) Paston Ridings Hampton Vale Castor Oakdale Dogstrophe Infants Old Fletton St Thomas More	Tim Smith (Primary)	The Beeches Southfields Eyrescroft All Saints St Michaels Eye
Tracey Cunningham (Primary)	Norwood William Law Peakirk Cum Glington Welbourne Discovery Abbotsmede Barnack St Augustines	Eric Winstone (Secondary)	Nene Park Jack Hunt St John Fisher OBA Stanground KSCS TDA Kings Hampton AMVC Voyager PRU
Jane Dooley (Primary)	Duke of Bedford Gladstone Highlees Longthorpe Werrington Ravensthorpe Thorpe West Town Braybrook Middleton Sacred Heart	Sue Bailey (Special)	Pheonix Nenagate Marshfields Heltwate COPASS Clare Lodge

# SLE Associates

A Practice Supporting System Leadership in Education

www.sleassociates.com

REVIEW OF PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK

SEPTEMBER 14<sup>TH</sup> – 18<sup>TH</sup>, 2015

A sustainable school to school support network will raise the aspiration and achievement of all children and young people in Peterborough, resulting in a significant improvement in progress, attainment, and realised potential, so that Peterborough is an outstanding and inspiring place to work and learn.

*SISN Public Value Proposition*

## 1. Background to the Peterborough Self-improving Schools Network

In April 2013, Peterborough City Council agreed a new role in supporting education in the city, one aspect of which was to ‘*support schools to develop their own school improvement strategies and work between schools within the city and traded with those schools outside of the area*’. Following a conference for all schools in June 2013, the City Council commissioned SLE Associates to work with a Task and Finish Group of Headteachers and Governors to develop and implement proposals for ensuring effective school-to-school partnerships in the city.

SLE Associates developed proposals for a Peterborough Self-Improving Schools Network (PSISN) and coordinated consultation with schools in October 2013. The proposals received overwhelming support and, following a report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee in November 2013, SLE Associates were commissioned to establish a pilot programme and support arrangements for full operation from September 2014.

A pilot programme took place in the Spring Term 2014 involving 18 schools (12 primary, 3 secondary, and 3 special schools). The pilot programme tested out school review and support by headteachers working in triads, the coordination of support through school collaboratives which brought together two to three triads, and working arrangements for the School Improvement Board. The evaluation of the pilot demonstrated key benefits for schools and, following a dissemination conference in May 2014, preparations were made for full operation from September 2014. Lead Headteachers were appointed for secondary, special and primary school collaboratives. Detailed guidance documentation was prepared and headteachers were trained in their collaborative groups in June/July. David Crossley of SLE Associates was invited to undertake the role of independent chair of the School Improvement Board

A final progress report from SLE Associates was presented to the School Improvement Board on July 11<sup>th</sup> 2014 and a handover meeting took place on July 15<sup>th</sup>. SLE

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Associates confirmed that the Peterborough Self-Improving Schools Network was now ready for full implementation. The report highlighted a number of areas where the City Council would need to take forward further developments.

At the last meeting of the Peterborough School Improvement Board, the Chair (David Crossley) and the Service Director (Jonathan Lewis) agreed that SLE Associates should be commissioned to undertake a formative review of the PSISN's progress to date. Although this is unlikely to show a definite impact upon school performance data after just three terms of operation, the review will be able to capture the quality and impact of the programme at triad and collaborative level.

A workshop involving members of the School Improvement Board and invited members of the original Task and Finish Group will consider findings from the review and recommend ways forward for the next phase of development of the Network at an extended School Improvement Board meeting on September 29th 2015

## **2. Aim and focus of the formative review**

**Aim:** To review the progress and impact of the Peterborough Self-Improving Schools Network and make recommendations for its further development.

**Focus:** The formative review focused upon the following themes:

- The quality and impact of the peer challenge programme including:
  - The operation of the triad process including the extent to which it is acting as a catalyst for school improvement activity;
  - The ways it is supporting schools in responding to the current and the new Ofsted arrangements for school inspection;
- The operation of collaboratives and their contribution to school improvement;
- The experience of the lead headteacher role and its impact;
- The effectiveness of the leadership and management of the Peterborough Self-improving Schools Network, including the role and effectiveness of the School Improvement Board;
- The use of resources, including the allocation and use of earmarked funding allocated from the dedicated schools grant.
- The ways in which the impact of the Peterborough Self-improving Schools Network is being measured and evidenced
- Plans for the next stage of development and their sustainability.

## **3. Structure of the formative review**

The assignment was undertaken for SLE Associates by Jonathan Crossley-Holland (preparation of review question sets), John Harris (JH), Karen Barnes (KB), Sharon Bruton (SB) and Gill Jones (GJ), facilitated by David Crossley in his capacity as Chair of the Peterborough School Improvement Board. A summary of the experience of the SLE Associates team is attached at Appendix 2. The review took the form of interviews with the following Peterborough colleagues, all of whom have been involved in the PSISN during both

The pilot and roll-out phases, to ascertain their views on the progress of the programme to date:

<b>Interviewees</b>	<b>Number</b>
Service Director: Education, People Resources and Corporate Property	1
Lead headteachers:	8 (including 3 telephone interviews)
Primary headteachers (excluding Lead Heads):	11 (including 1 telephone interview)
Secondary headteachers:	2 (excluding Lead Head)
Members of School Improvement Team:	3
School Governors:	1 (by email)
Elected Member (Leader of Council):	1
<b>Total interviewees</b>	<b>27</b>

The question sets for the review process are attached at Appendix 1. These were designed to elicit feedback on the following key areas:

- Purpose of the PSISN
- Feedback on core elements:
  - Triad Peer review process
  - Collaborative Meetings
  - School Improvement Board
  - Professional development and support offered by the PSNIS at a triad, collaborative, system level
- Comparison with previous school improvement system
- Role of governors in the PSISN
- Leadership and management of the SISN
- Impact and grading
- Plans for the next stage of development and their sustainability – risks and recommendations

The review programme was very well organised and administered by Helen Amendola. We received a positive welcome and excellent engagement and support throughout the process and were extremely impressed with the transparency and commitment to improvement evidenced by all interviewee and by their enthusiasm for the programme.

## 4. Key Findings

### 4.1 Purpose of the PSISN

National policy changes proposed in the 2010 White Paper *‘The Importance of Teaching’* placed greater emphasis on local authorities meeting their responsibilities by enabling and promoting more effective school-to-school support. In common with other councils, Peterborough LA faced the combined challenges of driving further improvement in performance, reconfiguring the arrangements for supporting school

improvement, and making significant savings. It was in response to these challenges that the Peterborough Self-improving Schools Network was conceived in April 2013. Ofsted carried out an inspection of Peterborough Council's arrangements for school improvement between 3 and 7 February 2014. The overall support for school improvement was judged to be effective, recognising improvements that had been made across GCSE results, attendance, reducing exclusions and improving students' highlighted that 'in 2013, a review of school improvement activities led to the establishment of a 'Self-Improving Schools Network' overseen by a School Improvement Board' and recommended that the LA should now 'embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools'.

In discussing the purpose of the PSISN, interviewees highlighted the fact that budgetary constraints meant that school improvement support has been mainly reserved in recent years for schools causing concern. Good and outstanding schools received only one two-hour annual visit from a member of the SI team and did not have access to LA-wide support initiatives. Hence, a core objective of the PSISN was to extend support to all schools, not just those in difficulty. As one headteacher expressed it:

*"Our schools were going backwards because other schools are improving all the time and my staff didn't know what was out there, like reading recovery and first-class maths. We are now getting to see these things in other schools as part of the triad and the collaborative and, therefore, it will help to improve our school."*

Other objectives identified included the following:

- The PSISN will provide support to get schools from 'good' to 'outstanding' which is equally as important as moving them from 'RI' to 'good'
- Headteachers already had good networks, plus the expertise and capacity within schools to provide support, so a peer support network is a viable solution
- Headteachers of good schools needed more support and challenge and were looking outside the area to access this. The PSISN will provide similar support within Peterborough
- School-to-school support encourages a more collaborative focus and ethos which will be a positive benefit for Peterborough schools
- Operating in triads and collaboratives of small numbers of schools meant that support could be more targeted and personalised than would be the case with city-wide school improvement initiatives
- Headteachers challenging each other's schools is more cost-effective option for the LA
- Turnover at director level within the LA is higher than at headteacher level which can have an impact on policy – schools offer more continuity
- We need to improve the life chances for young people in Peterborough if we want to attract people to live and work here and the PSISN will help us to do so

#### **4.2 Comparison of the PSISN with the previous school improvement system**

Headteachers felt that the school-to-school support programme had engendered an ethos of collaborative working which was expressed as a 'passion for Peterborough'. Instead of solely being concerned about the performance of their own schools, there now is a genuine commitment to improving standards across the City, particularly in

those schools where improved results will help to move Peterborough up the LA league tables:

*“Although we were employed for our own schools, this is about everybody helping Peterborough.”*

*“We’re in this for all children in Peterborough...we’ve got to get it right.”*

*“We all benefit from a school that does well.”*

*“There is a moral purpose and we can step up”*

Headteachers’ responses indicated that the SISN offers additional benefits over the previous system in that it is enabling all schools to access peer-led support. All interviewees felt that they had already benefited, even from just sharing best practice.

*“Good and outstanding schools don’t just maintain themselves”*

*“As good schools we were left behind. We didn’t know what was available. We now know what’s out there.”*

Previously, the school improvement system seemed more ‘top down’. People felt constrained by the system rather than seizing the initiative to come up with a different model, particularly at primary level. Special and secondary schools were already working collaboratively but the SISN has further developed and reinforced this. Although, eleven out of the twelve Peterborough secondary schools are members of academy chains that already benefit from a similar school-to-school support model, the PSISN replicates existing successful practice and all academies were keen to be involved.

### **4.3 Motivations for Lead Headteacher engagement**

Peterborough headteachers were overwhelmingly willing to participate in the pilot and roll out phases as these presented an opportunity to help drive school improvement and to develop the peer-led model for the ‘greater good’ of Peterborough schools. Looking outwards and having accountability for a group of schools has been challenging - the Lead Head role constitutes a valuable development opportunity for headteachers to which colleagues are already aspiring. However, the role is more time consuming than expected with Lead Heads spending at least twenty days per year on SISN business, rather than the ten days that was originally envisaged.

### **4.4 The triad model**

A high level of energy and commitment to the triad model was much in evidence from all headteachers with the triads being valued for sharing learning and varying degrees of challenge across groups:

*“I feel that it has pushed me as a head to look at things that I wasn’t looking at - not just about standards because we were pretty good results wise but other aspects within the school that will help us move towards an outstanding grade at Ofsted.”*

Headteachers agree that seeing each other’s schools has been very beneficial – for example, the opportunity of viewing differing contexts across the LA such as the high number of service children in some areas. The discussions at triad level have provided an opportunity for ‘warts and all’ professional dialogue to identify common issues and

enable schools to share successful strategies and resources - e.g. for example, the Arbor data package for OFSTED readiness. Triads have also encouraged schools to share data so that they will be more comfortable doing this going forward – for example, during Ofsted inspections.

*“There has been a big improvement in self-evaluation in schools”*

*“I was asked challenging questions during my triad but I already had the answers for them - it was good to have that validated.”*

Initial concerns about triad composition were probably oversensitive. However, relationships are perceived as being crucial: the right mix of people needs to be together in the triad with a good balance of different experience.

*‘It’s about the people who are with you - you build up a professional relationship and trust.’*

*“Just the chance to see each other’s schools is incredibly beneficial - what it eventually produces is more people to pick up the phone to when there’s an issue.”*

There is particular cohesion at triad level when groups share an Identity – for example, as special schools and with some primary groups. There was some discussion as to whether the special schools would add greater value to the programme working in triads with mainstream schools but, on reflection, special school heads felt that the decision to group them together had been correct in that their shared knowledge base allowed them to refine their ability to challenge each other. Examples of school-to-school support that the triads have provided to date include:

- data analysis and developing systems support
- networking and mentoring support for headteachers
- improving the quality of reading - shared ideas development
- support to look at Abacus maths and accelerated reader programmes
- support for positive handling and team teaching strategies
- phonics practice and impact sharing day for phonics leads.
- work on Numicon to support maths T&L
- ECaR work to support reading, especially for Yr2 identified pupils with ECaR strategy
- play-based learning
- outline of AfA strategies for engaging hard to reach parents
- giving numeracy feedback to pupils
- ECaR work to support reading, especially for Yr2 pupils
- outdoor learning within EYFS/KS1
- joint project across triad schools on parental engagement
- developing triads for other members of staff, to include EYFS.
- EAL and MENA – coping with small numbers of new arrivals and Inductions?
- progress and attainment in writing for higher attainers
- moderation of good practice.
- working together to offer joint observations and moderations
- developing an outstanding teacher course to take RI teachers to good
- establishment of joint working groups for Heads of Department, Heads of Sixth Form, Behavioural Leads and Deputies

- subject-specific support and resources
- use of the TEEP framework to improve whole school teaching and learning
- creating a differentiated curriculum
- behaviour for learning

Triad funding has also been used to fund:

- leadership release time for development
- release time for teachers to attend CPD
- writing training
- intervention training,
- a parental engagement project
- the purchase of reading resources

The willingness to engage was overwhelming from all participants in the review. However, there was also an acceptance that not all schools will engage, particularly given the growing membership of academy trusts and chains across the City, and that these schools should be allowed to disengage, providing standards are not at risk.

Of the fifteen Ofsted inspections of the 50 primary schools and 12 secondary schools that have been carried out since the start of the SISN pilot programme in Spring 2014, one school has moved from 'good' to outstanding, five schools have retained their 'good' rating, four schools have moved from 'requiring improvement' to 'good' (schools in RI receive targeted LA support), one school continues to require improvement and two schools have been placed in special measures. Inspectors have recognised the impact of school-to-school support in their judgements – for example:

*Ken Stimpson Community School (Secondary Triad 3): The school has been challenged regularly by the local authority and has also begun to gain from initiatives such as school-to-school support, where headteachers work together on common areas for improvement.*

*Arthur Mellows Village College (Secondary Triad 4): Leaders and teachers work with the local authority and other local schools to share ideas and successful strategies, ensure the accuracy of marking and assessment, and enable staff to observe teaching and learning in other settings. This partnership has helped to improve further the accuracy of assessment and the quality of teaching.*

#### **4.5 The collaboratives**

The collaboratives are perceived by headteachers as the logical 'next step' from the triads in that they are able to commission larger projects which would not be feasible for just three schools working together. However, the size of the collaboratives ranges in size from four to eleven schools and the workload and time commitment for headteachers of the larger groups is proportionally greater. Also, the fact that all collaboratives receive the same level of funding may need to be reviewed to ensure that the larger groupings of schools are not disadvantaged.



At collaborative level, the commitment to ‘growing across and within’ the LA and the wider pool of expertise is already perceived as delivering a positive impact on teaching and learning:

*“Seeing what other people are doing to monitor teaching and learning has been one of the greatest cross fertilisations.”*

The whole borough has undertaken a reading project as part of their Collaborative work and this is where progress across Peterborough schools is most consistently evident.

The role of the collaborative versus existing school clusters was raised by some participants who had originally thought that the clusters could undertake the collaborative role. However, the fact that the collaboratives operate across the LA rather than being geographically based was felt to be an advantage that should be retained. There may be some duplication in their collaborative projects for those academies that operate as part of a trust but this was not perceived to be a problem.

#### **4.6 Professional development and support offered by the PSNIS at a triad, collaborative, and system level**

Headteachers are very clear about the differing support offered at triad, collaborative and system level. Having identified projects for their collaboratives and discussed these with colleagues at the School Improvement Board, some headteachers initially volunteered to run them across the City but then realised that they were duplicating support offered through the LA school improvement system. The benefit of working in triads and collaboratives is that they can be much more focused in designing the projects to meet the specific needs of their member schools.

The provision of funding at triad and collaborative level was very much welcomed by headteachers as a means of supporting local needs. However, more clarity is needed on funding, together with a mechanism by which money is paid to the collaboratives to undertake projects and a notification of when the funds are available. There was some debate as to the financial year to which the SISN is working and headteachers would appreciate seeing ‘the bigger picture’ in financial terms to enable them to track spending and give them more control at collaborative level.

Further clarity is also needed on the role of PLP within the SISN in order to avoid duplication of effort in putting together programmes of support. Initially, headteachers planned collaborative support strategies and then found that PLP had drawn up parallel programmes from which they could select suitable elements. This may have been due to some misunderstanding at the beginning of the programme; however, having an agreed process for the commissioning of support would help to avoid such duplication in the future.

Some headteachers have used PLP very successfully to facilitate professional development from a wide range of providers to address identified professional development needs – for example, PLP has sourced and organised NPQML training for primary middle leaders through the East Midlands Leadership Centre so that colleagues from one collaborative can undertake the training as a cohort. On the other hand, PLP

is also acting as a CPD provider through the delivery of tendered services and having an ex officio seat on the School Improvement Board gives them a distinct advantage in terms of identifying and meeting identified training priorities. Whilst this can also be perceived as a positive advantage, PLP's role as both a facilitator and a provider of training requires transparency of process to avoid any potential conflict of interest.

PLP has also been commissioned by the Board to compile the online Directory of Services which will outline the support that individual schools can offer across the LA. This has been tested by two primary schools and is awaiting resolution of a few issues before going live. The review raised the question as to whether the suggested contribution of the individual schools needed to be quality assured prior to inclusion into the Directory and, if so, who would carry this out.

Highly effective system level support is also provided by the LA School Improvement Service although this is mainly directed at those schools causing concern - that is, schools that have been identified as Priority 3 by the SISN as their main source of support is provided centrally by the LA. Headteachers interviewed during the review felt that these schools needed this kind of concerted support from the LA team if they were to improve and fully appreciated the value and impact of this central intervention.

#### **4.7 The LA School Improvement Team**

At the review meeting, members of the Peterborough LA School Improvement Team were keen to reiterate their support for the SISN. As the Head of School Improvement has been unable to participate in the roll-out of the programme due to prolonged absence, this may have reduced opportunities to integrate the central LA school support with the peer-led SISN to provide a fully holistic offer and ensure 'buy-in' from all key stakeholders. However, other members of the team have made a positive contribution to discussions at the SIB during this period and now that the Head of School Improvement is available to support the initiative, this should help to develop a more integrated and coherent strategy with all stakeholders sharing ownership of the programme.

The School Improvement Team welcomes the fact that they can focus more on those schools that are causing concern now that the SISN is supporting good and outstanding schools although this does mean that they will have less contact with some schools. In view of this reduced contact, it is important that Lead Heads are familiarised with the level of detail that will need to be recorded on the triad visit forms so that this can be shared with the School Improvement Team and provide an audit trail for future Ofsted inspections. In return, the School Improvement Team could provide Lead Heads with a data analysis for the schools in their collaboratives which would help them to identify priorities before their visits. It may also be possible to provide Lead Heads with joint results by triad and collaborative on a year on year basis plus access to data for their Collaborative schools through FFT Aspire.

*'How can we use the data to identify which are the schools that are holding us back and how can we help them? For example, by allocating them more money from the collaborative.'* (Lead Heads discussing working for 'the greater good')

The School Improvement Team identified the need to speed up the time lapse between Collaborative bids being submitted and approved in order to expedite the impact of projects at school level. If there were a central officer coordinating the submission of

bids and evaluating their quality, this would accelerate the process. The SI Team could also help to embed quality assurance throughout the SISN process by working with heads to moderate a sample of visit reports.

The School Improvement Team would also welcome the opportunity of working with Lead Heads to refine the paperwork that is completed during the triad visits, drawing upon the Team's expertise to support the headteachers' increasing school improvement role. A one-day meeting between the Team and Lead Heads would provide sufficient time to work on the content and detail of the reports and to discuss possible support for data analysis.

#### **4.8 The School Improvement Board (SIB)**

The opportunity for the LA-wide perspective of the SISN that the School Improvement Board provides was welcomed by participants as was the open challenge from the independent Chair.

As the sole programme board for the PSISN, the SIB has been obliged to cover both operational and strategic issues which has proved both challenging and time consuming. In order to address the more operational issues, Lead Headteachers have started to schedule SIB pre-meetings to share details of their Collaborative projects across the groups, so as to have more time to devote to strategic issues and discussions at the SIB. It would be useful to review the success of this strategy and, if appropriate, to include such operational meetings as a formal part of the SISN business cycle. The standing agenda for these meetings would include the approval process for Collaborative projects and the allocation of funding as these have proved particularly time consuming at SIB level, resulting in a delay in funding being made available.

The consensus from the review was that the SIB should have a more strategic role, setting the future direction for the SISN and reinforcing shared ownership to ensure that feedback and decision-making involves all groups. :

*“The School improvement Board still has an element of reporting back to the local authority at meetings. I had pictured it as more of a governing body where we would all have equal voting rights.”*

Disappointment was expressed that the SIB is not yet making enough impact at system leadership level by engaging senior colleagues, with the exception of the Service Director who has been extremely supportive:

*‘If you really want this to make a difference, those people have got to be there because they’ve got to buy into it.’*

The visioning day on 29<sup>th</sup> September will be useful in helping to clarify the role of the SIB going forward and to clarify the sequence and steps of the business cycle. (See 4.10: Leadership and Management)

#### **4.9 The involvement of school governors in the SISN**

The governor leadership group has set up a parallel network for governors. Due to initial governor involvement, not all schools are engaged at present and the groups do not all mirror the school-to-school network but governors felt that this was a positive and would not be seen as governors trying to check what their heads had discussed. Conversely, the consensus of opinion both from headteachers and the LA School Improvement

Team is that governors are integral to the SISN and should be involved in the school triad system, rather than creating a parallel network.

*“Governors need to be part of our triads...they need to be joined up with our schools.”*

The first meetings of two to three governors were held in the summer term and focused on leadership and management – for example, leadership structure, governing body format, committee structures, how governors ensure effective challenge, and access to school data. Each meeting then fed back a report to the leadership group which was correlated, anonymised and a summary report containing feedback and ideas will be shared with all governors in the autumn term. Initial feedback indicates that governors found a great deal of common ground - format of committees, size of governing body and ensuring a good skills mix, curriculum meetings, using the most appropriate data to challenge and teacher recruitment in certain subjects areas.

Governors have agreed to share best practice and are already seeing the value of the network:

*‘It definitely provides a format to share ideas and develop governors. As a chair, I was able to share experiences and ideas with my counterpart at (name of school) and he gave me some good ideas for link governors and other topics. Our hope is it will help raise governor engagement across the city.’*

The two governors who serve on the School Improvement Board are able to feed back activity to the governor leadership group which has started to raise awareness and should provide the catalyst for more governor-led feedback into schools. Suggestions to date are as follows:

- All schools should share their triad visit reports with their governing bodies
- A governor could join one of the triad meetings each year to hear direct feedback from heads and give feedback from the equivalent governor meetings.

The school governor who took part in the SISN review felt that the networking process can support governors in responding to current and new Ofsted arrangements for school inspection by sharing best practice, ideas on how to improve the structure of governing bodies in line with Ofsted's guidance on being smaller and more focused and the challenge of recruiting skills based governors. In the broader sense, ensuring clear visibility of progress data, school targets and the impact of pupil premium spend are all topics where governing bodies can share ideas and improve practice. It does rely on governors being open to share and open to learn, but Peterborough benefits from good chairs of governors across the city and those involved to date have been very positive about the process.

#### **4.10 Leadership and management of the SISN**

The review highlighted the immense contribution made by the Service Director to the successful introduction of the Peterborough Self-improving Schools Network both in terms of strategic leadership and driving the programme forward at an operational level. At triad and Collaborative level, there was much praise for the quality of leadership from the Lead Headteachers which has been a significant factor in building trust and

confidence between participating schools, particularly with respect to good communication skills, transparency and openness.

The establishment of the SISN has started to change the balance of school improvement within Peterborough, widening the traditional, LA-led model by moving towards a school-led model which also has the ability to commission its own professional development support, either through PLP or directly. The principal challenge to the leadership and management of this new system lies in:

- setting the direction for the central LA, school-led and PLP teams so that all stakeholders are clear as to how their remits fit together and can bring to the programme the strengths of their respective experience and
- integrating the contribution of stakeholders to provide schools with a seamless model of school improvement that may involve input from both central and school-led colleagues

Consequently, there is a need for a new role with overall operational responsibility for the PSISN that can provide an interface between all of the diverse programme stakeholders – triads and collaboratives of Lead Heads and headteachers, the School Improvement Team, PLP and other providers – and pull together their individual contributions into an integrated solution:

*‘We are great believers in school-to-school support and the democracy and collaboration that this generates. Nonetheless, there still should be some direction from the local authority because somebody has to have that overview, somebody has to have their finger on the pulse in terms of individual schools and somebody actually has to say to us, the headteachers, ‘sharpen your thinking and focus on these particular issues’.*

The School Improvement Board should be involved in designing the job description for this central role and for recruiting the post holder, perhaps on a secondment basis or by re-focusing an existing role.

This sharper programme management needs to be supported by good quality systems that will clearly define the roles and responsibilities of all stakeholders and provide a ‘blueprint’ for how these should be sequenced. As is to be expected during any project initiation period, some time has been lost due to duplication of effort and there has been some confusion over the support that can be accessed by the SISN but with the benefit of experience, straightforward business process systems can now be put into place and communicated at the visioning day on 29<sup>th</sup> September:

*‘We need a big plan of who does what and where the money comes from. Once we have that as a visual, we will all have a better understanding.’*

*‘The wall needs to be covered with paper showing what is available from different sources – PLP, school improvement colleagues. We don’t need to be doing anything that’s already covered – we need to be spending the funding on raising standards.’*

#### **4.11 Impact of the PSISN**

The PSISN has already had a significant impact on the level and focus of the school-to-school support available within Peterborough LA, as highlighted in Section 4.4 (Page 6). In addition to the positive effect upon the quality of teaching and school leadership and management, the PSISN has generated a great deal of goodwill and commitment and a

wide range of other benefits that add to school ethos and wellbeing have already been identified from collaborative working. These include:

- successfully embedding the peer challenge programme and engaging 70 out of the 77 schools across the LA. Those schools that have not yet engaged either have new headteachers who are still familiarising themselves with their schools or are in challenging circumstances and working closely with the SI Team
- affirming headteachers' professional judgement and building relationships based upon trust and confidence which have increased headteacher stability
- extending the reach of the programme beyond headteachers to sustain long-term learning and sharing. For example, the secondary collaborative has set up meetings at the same place on the same day between Heads of Department, Heads of Sixth Form, Behavioural Leads and Deputies who are now all working together to provide collaborative support. Primary deputies are working together to lead a project on moderation
- developing both primary ('Heads Up') and secondary management programmes

### Improving Ofsted readiness

Feedback from all headteachers affirmed that their involvement in the PSISN had both refined their own skills and enabled them to enhance the leadership learning of their colleagues in preparation for Ofsted conversations. Headteachers have found that their confidence increased through the process by having to articulate the school's position and clarify answers from their peers.

Headteachers also reported that the triad visits had also required schools to share performance data for detailed analysis and challenge by their peers. This has led to a *'big improvement in self-evaluation'* and a greater willingness to undertake the challenging conversations on data that future Ofsted inspections will require. This more robust approach, allied to a greater readiness for challenge through critical questioning that the triad process has engendered, is essential to retaining 'good' in the new Ofsted framework.

Headteachers have also been involving deputy heads in the triad conversations wherever possible, to familiarise them with the level of challenge and data analysis that will be expected at the Ofsted interview. This experience is helping to ready prospective new headteachers for the rigour of the new Ofsted inspection process.

### Data:

SLE Associates were presented with the surface data from the LA Team and, from this analysis are able to make the following broad brush stroke conclusions:

- At primary level, data for attainment is above 80% at Level 4 for all but 7 schools and of those schools, only 2 are below all 3 floor progress measures. One school at above 80% is also below the floor for the 3 progress measures
- The whole borough has undertaken a primary reading project as part of their Collaborative work and this is where progress across Peterborough primary schools is most consistently evident. An overview of progress suggests that English is stronger overall than maths across the borough and, therefore, that the initiatives undertaken in this improvement round have had impact within this area,

particularly in reading

- At secondary level, all mainstream schools have achieved above the national average for 5 A\* to C including English and maths at GCSE with the exception of the school in special measures which has achieved the national average. All schools have achieved expected progress in English and all but two schools, one of which is in special measures, have achieved expected progress in maths

If the recommended central project management provision were to be put into place, this would facilitate a more detailed, ongoing analysis at triad, collaborative and LA level, linked to each school's analysis of their priorities for development.

The DfE has published the results of the 2015 phonics screening check for Year 1 pupils in England. Although the percentage of Peterborough pupils achieving the expected phonics standard is still below the national average, Peterborough schools have been improving at a slightly higher rate than the national average since 2012. (See Appendix 3 for more detailed analysis)

### **Grading:**

Given the relatively short time that the SISN has been in operation, all stakeholders found it difficult to evaluate its overall impact on a scale of 1 (excellent), 2 (significant), 3 (limited) and 4 (very limited), preferring to allocate grades for the different elements of the support. The triad work which has provided so many opportunities for peer challenge and support at headteacher level and for collaborative work at middle leader and deputy level was graded as significant, as was the impact that the PSISN has already had upon relationship building and in increasing stability of staffing across the City by providing increased headteacher support. Whilst all interviewees expressed the conviction that the PSISN would deliver at least a significant impact on pupil achievement once it is fully embedded across the system, most evaluated it as 'limited' at the current stage of operation.

## **4.12 Plans for the next stage of development and their sustainability**

### **Challenges and recommendations**

1. Involve Lead Heads/Schools in the recruitment of the replacement Service Director. All headteachers expressed concern that the continuity of the PSISN could be adversely affected when the Service Director leaves the LA as he is the first port of call for heads if they need information and has provided stability whilst other senior colleagues have changed
2. Appointment of a central programme manager to plan, coordinate and integrate the contribution of all stakeholders, manage effective communication and information sharing, streamline arrangements and ensure that meetings are sequenced in a realistic timeframe and are communicated well in advance to aid planning. This role to include the establishment of clear business processes, perhaps accompanied by flowcharts, to avoid duplication of activity and optimise communication. The central programme manager will also facilitate central administrative support so that headteachers can 'work smarter'

3. Clarify the role of the SIB as the forum that will maximise shared ownership of the PSISN across all stakeholders, including the new programme manager, to shape the vision and set the direction for the programme with a specific focus on outcomes, challenges and pupil performance. The SIB will be responsible for formulating and sharing clear plans and objectives for the next phases of the PSISN – short and long term - which will be key to sustaining momentum and engagement. The SIB will delegate triad and collaborative operational issues to an operational committee from which regular reports will be considered as standing SIB agenda items
4. Facilitate professional development for headteachers, in their roles as triad facilitators, on 'questions for challenge' to capture and share good practice, developing the skills of 'respectful challenge' whilst refining clarity and focus. This would also optimise Ofsted readiness. This professional development should be extended to deputies, other teaching colleagues and governors as the CPD programme builds. In addition progress and embed plans already in place for some collaboratives to sustain long term learning and sharing
5. Increase the rigor and consistency of the triad visits by clarifying the process of identification and evaluation, tightly matched to analysis of priorities. Streamline the triad report forms to scaffold responses and ensure coherence of approach, better engagement and therefore quality of outcomes for all
6. Ensure that triad visits focus on actions and that reports are concise but sufficiently rigorous to serve as an audit trail for future Ofsted LA inspections
7. Investigate ways in which senior local authority colleagues can engage with the programme within the limitations of their time constraints
8. Integrate the key contributions of the LA School Improvement and the school-led teams to provide a seamless support package for schools
9. Explore the development of a self-assuring QA process that will build in quality through the framework design and develop the Leads Heads' QA role both within their Collaborative and collectively across their group in conjunction with the LA lead
10. Identify and clarify those functions that are more effectively carried out centrally, and ensure that the SISN takes advantage of these – for example, using PLP to commission external providers rather than headteachers having to research and source their own CPD and Integrate the teaching school alliance into the SISN programme to benefit from its expertise and experience Explore the role of the local teaching school alliance in the SISN including increased involvement of NLEs, SLEs and LLEs in the school-to-school support process



### Performance Data

In advance of the meeting, the Performance / Data Team produce performance papers which are circulated to all attendees. The information provided:-

- 1) current contextual data for each school including Watchsted Performance, Census data, financial profile, Governor vacancies and changes, exclusions, attendance
- 2) Comparative data for LA, statistical neighbour and national data.
- 3) Current OFSTED category
- 4) Current LA agreed category
- 5) PSISN Grading
- 6) Predictions and last set of submitted data

### Peterborough Termly School Performance Clinic

#### Purpose:-

Politicians and Senior Officers hold the school improvement team to account to ensure the best outcomes for ALL pupils in Peterborough

#### Activity:-

- Service Director provides overview of key issues / performance
- Senior School Improvement Advisers provide brief update information on:-
  - 1) previously identified schools causing concern (LA rated red and amber and OFSTED judgement 3 or 4) and progress towards required outcomes,
  - 2) outcomes of any recent OFSTED inspections and where appropriate actions taken and outcomes achieved and
  - 3) any schools that have changed LA category or are at risk of changing LA category, explaining reasons for the concerns and actions being taken.
- Politicians and Senior Officers provide robust challenge, through insightful questioning and by setting challenging tasks and outcomes.
- Key outcomes and targets are agreed at conclusion of meeting
- The meeting is minuted and these minutes provide the start of the accountability process for the next meeting.

### Personnel Attending

#### Challenge provided by:-

- Leader of the Council and Portfolio Holder for Education (Chair)
- Lead Member Children’s Services
- The Chief Executive
- Corporate Director – People and Communities
- Chair of the COTI Scrutiny Committee + 2 nominated reps

#### LA Officers providing reports:-

- Service Director - Education
- Performance Manager
- Head of School Improvement
- Senior School Improvement Advisors Primary
- Lead Headteacher Secondary

### Outcome

Politicians and Senior Officers have a good knowledge and understanding of individual school and Peterborough performance and can effectively hold Officers to account to ensure further improvement.

### Performance Pre- meeting

Prior to the Performance clinic the Service Director Education holds a school review meeting to receive updates from all key members of staff including commissioned service

### Agenda and Focus

Autumn – September

- Provision data

Spring - January

- Predictions and Census

Summer – June

- Ofsted position

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<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	AGENDA ITEM NO. 6
<b>16 NOVEMBER 2015</b>	PUBLIC REPORT

## Report of the Corporate Director for People and Communities / Resources

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

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### VULNERABLE CHILDREN IN EDUCATION INCLUDING CLOSING THE GAP STRATEGY, EAL STRATEGY AND VIRTUAL SCHOOL

#### 1. PURPOSE

- 1.1 The purpose of this report is to bring to the committee an update on the English as an Additional Language (EAL) strategy and to share the draft Closing the Gap strategy. The report also outlines the current performance and plans for the Virtual School for Children in Care (CiC).

#### 2. RECOMMENDATIONS

- 2.1 The committee is asked to comment on both strategies and, if happy, endorse them for publication and action. The committee may wish to consider future reports on specific actions within either strategy.

#### 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 In March 2014, Ofsted published their report on Peterborough's arrangements for school improvement. Our overall assessment was effective but there were 4 recommendations of which one was –

*'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'*

- 4.2 This paper seeks to outline our strategies for dealing with these areas.

##### **Closing the Gap Strategy**

- 4.3 Many children and young people perform to their expectations in our schools but a minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement. Closing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

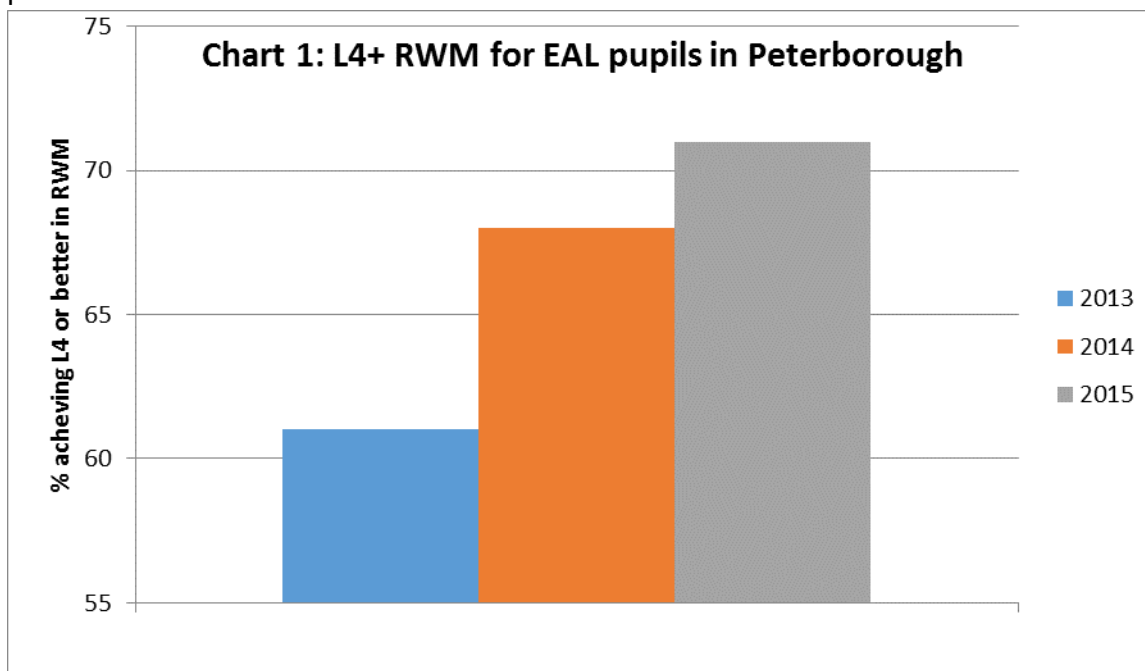
- 4.4 It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children have an equal opportunity to achieve, thus contributing to the economic and social well-being of individuals, families and communities.

- 4.5 All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognises their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.
- 4.6 Peterborough has focused on whole school improvement for many years and seen notable success in Ofsted outcomes and attainment. However, our pupils who are disadvantaged continue to underperform and we need a clear focus on raising attainment of the most vulnerable in the city. Therefore a new strategy has been developed to ensure the gap is closed for these children and young people.
- 4.7 **EAL Strategy**
- 4.8 On the 22<sup>nd</sup> July 2013, Peterborough's first EAL strategy was brought to the committee for consideration. At this time, the attainment of Peterborough pupils with EAL (including those who may have had all of their education in Peterborough) was very low compared to the national performance of such pupils (23 percentage points adrift at GCSE, nine percentage points at Key Stage 2). Raising the attainment of pupils with English as an additional language was therefore central to raising overall standards and closing the significant gap to national attainment.
- 4.9 The EAL Strategy arose from a pilot project in 2013 responding to increasing numbers of new arrivals in Peterborough schools with little English. As part of the pilot a diagnosis was produced which identified the attainment and progress of more advanced learners of English as an additional, major issue facing many schools.
- 4.10 The key elements of the strategy were:
- preparing schools and settings for the growth in numbers of pupils with EAL;
  - addressing the specific needs of newly arrived pupils with a particular focus on those from East European Roma backgrounds;
  - closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills;
  - engaging bilingual families and communities in raising attainment;
  - creating a city-wide network of highly skilled professionals with accredited EAL expertise;
  - Identifying and supporting the development of schools and settings as potential centres of excellence and facilitating school to school support.
- 4.11 Following discussion and consultation the EAL Strategy was agreed from September 2013. Subsequent data underline the need for the strategy. The number of EAL pupils in Peterborough schools increased by 1,653 between 2009 and 2012. Since 2012 it has increased by 3,736. EAL attainment has increased substantially in Peterborough since the start of the EAL Strategy. Without that increase overall results would be static. For example, at Key Stage 2 attainment overall has risen from 71% L4 in reading, writing and mathematics (RWM) in 2013 to 74% in 2015. However, if EAL attainment had remained at the 2013 level of 61%, overall attainment would be 70.5%. In fact, EAL attainment has risen to 71%.
- 4.12 The first iteration of the strategy put in place a number of measures, supported through our commissioned partner, the EAL Academy. This has included consultancy, training, materials and support in the class room. Highlights include -
1. In 2014/15 attendance at city wide training increased by 47% (against the 2013-14 baseline) to 837. Attendance courses (i.e., all courses excluding the masters level course and online course) was 675 (at an average cost per delegate of £65). School based training saw an increase of 123% to 1228. The number of schools receiving school based training and consultancy tripled to 36. This work is much appreciated and valued at all levels. One Primary Teaching Assistant (TA) said: "I attended 'Don't panic' EAL training today and wanted to say how much I enjoyed it. I have lots of ideas to implement in the school and am thrilled about the online training available. It was also refreshing to work with someone who genuinely understood the pressure and daily struggles of being 'just' a TA." A secondary assistant head said: "I found that the series of courses, as well as the

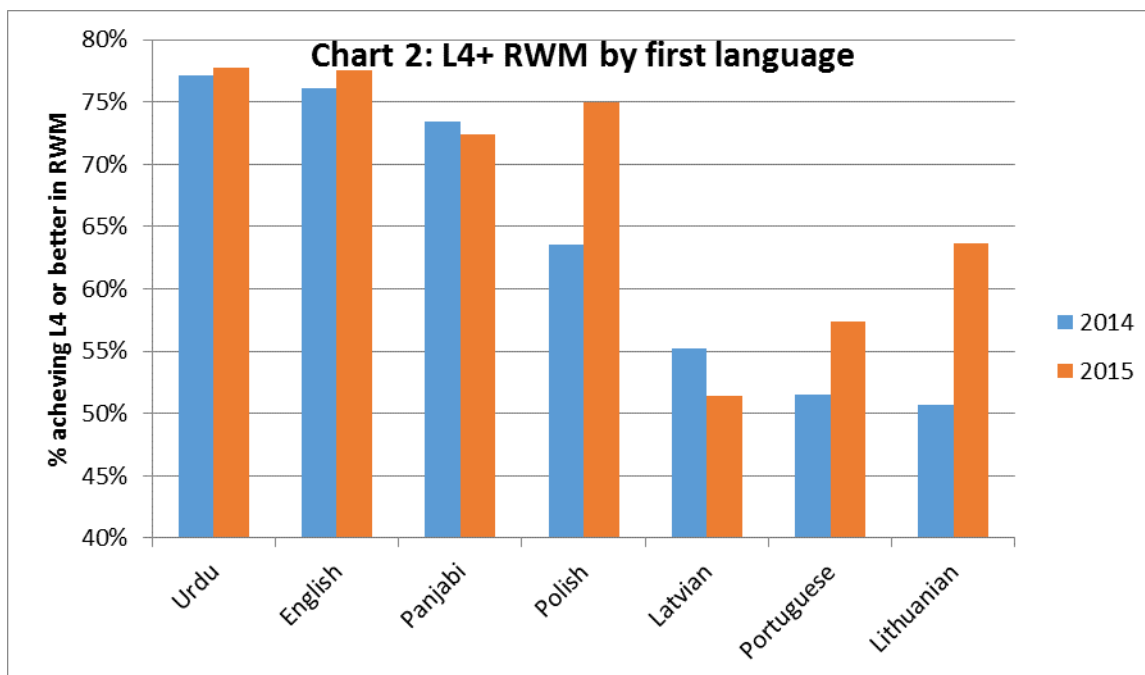
in-house tailored support have enabled us to critically review our practice and processes to such an extent that we are now in a much stronger position to receive new arrivals, monitor and track their progress as well as support teaching and learning across the curriculum. Thank you!”

2. Two major conferences were held.
  - a. In February the hub schools who had received intensive support in 2013-14 gave presentations on how they were developing their approaches to EAL issues. Many delegates commented on how refreshing it was to hear from their peers about what is working in schools now. A handful of conference delegates came from outside Peterborough. One from Boston wrote: “If only we had something like this in Lincolnshire!”
  - b. In June we held a spiritual, moral, social and cultural (SMSC) conference to launch SMSC guidance that covered British values and made links with promoting equality. The guidance materials and SMSC word clouds are other resources that were widely welcomed and schools are still requesting the SMSC resources and equalities template.
3. The Peterborough EAL Handbook was updated and distributed in hard copy and electronic form between February and April.
4. A Summer School on advanced writing was delivered for Year 5 pupils.
5. The EAL self-evaluation tool has been widely used.

4.13 Provisional data for 2015 shows that attainment is up for EAL pupils at Key Stage 1, Key Stage 2 and GCSE and that attainment gaps are falling across the board too. At Key Stage 1 the average point score for EAL pupils is up from 14.0 in 2013 to 15.6 this year while reducing the gap with pupils whose first language is English from 1.8 to 1.2. Chart 1 shows a ten percentage point gain in two years at Key Stage 2. This has seen the attainment gap fall from fifteen percentage points to under seven. At GCSE we estimate the proportion of EAL pupils achieving 5+ A\*-C grades including English and mathematics is just over 40%, a five percentage point increase since 2014, with the attainment gap falling from 20 percentage points to around 12 percentage points.



4.14 We have been able to analyse the Key Stage 2 outcomes in more detail. As the chart shows there is a significant and very welcome increase this year in the attainment of Polish and Lithuanian speaking pupils.



4.15 At Key Stage 2 there is evidence of a correlation between engagement with the EAL Strategy and higher levels of attainment.

4.16 A reference group of volunteer EAL practitioners and enthusiasts has now evolved into a larger, slightly more formal body consisting of two head teachers, one deputy head, four assistant heads and four school EAL leaders. Its terms of reference are to:

- review the overall strategy for raising the attainment and achievement of pupils with EAL and promoting their wellbeing;
- promote the EAL strategy;
- monitor the implementation of the EAL Strategy.

#### Virtual School for Children in Care (CiC)

4.17 The Peterborough Virtual School (PVS) monitors the education of all children looked after by Peterborough City Council wherever they are placed. The staffing of PVS consists of: Head of the Virtual School, an Advisory Teacher and a Business Support Officer. Our aim continues to be ensuring the best possible outcomes for all children and young people. We expect all concerned to have high aspirations for all our children.

4.18 At October 2015 the number of CiC of school age in Peterborough is 314 This includes the two years pre-school and two years post year 11 – a significant increase in the numbers of children for whom PVS has responsibility. Of the cohort -

- 43% are Girls and 57% are Boys;
- 29% have a Statement of Special Educational Need or Education Health Care Plan;
- 6% are Unaccompanied Asylum Seeking Children (UASC);
- 52% are placed out of the city.

4.19 The published priorities for PVS are –

- Developing the PVS as a driver for providing outstanding academic outcomes 2015 – 2016.
- Improve progress and achievement outcomes through effective professional development of the team; advising schools on innovative and effective interventions; using termly data to track performance and improve educational outcomes for all CiC.
- Heighten profile of PVS and highlight statutory role in improving educational outcomes for CiC through attendance at head teacher briefings, foster carer meetings etc.
- Evaluate the use of Pupil Premium Plus (PP+ - an additional sum provided to all schools with CiC on roll) and develop a new process for allocation to schools of funding alongside

review of Personal Education Plan (PEP) documents to reflect the responsibility of schools to use PP+ effectively to raise attainment.

- Support partners to raise outcomes for Peterborough CiC
- Increased engagement with schools to identify and implement effective interventions aimed at raising standards in reading, writing and maths for younger learners and those underperforming across 5-16 cohort.
- Further develop the end of Key Stage 2 and 4 project to ensure early identification of underachievement and ensure provision of interventions to maximise achievement.
- Improve knowledge and skills of Designated Teachers, social workers, Foster Carers and school Governors on strategies to raise outcomes through the Continuing Professional Development (CPD) training programme.
- Develop partnership with Early Years and Quality Improvement Team to monitor provision and progress of pre-school CiC.
- Develop the partnership with Nene Valley Primary to support Key Stage 1 and 2 literacy.
- Develop partnership with Post 16 partners to increase capacity of PVS to support students beyond Year 11.

4.20 We try where we can to place Children in Care in a good or outstanding schools. However on occasions the rating for a school changes whilst the child is on roll. In these circumstances we work with the school to ensure they are able to meet the needs of the child rather than disrupt friendships. These children are closely monitored and the school consistently challenged. The latest position is shown in the table below -

<b>Ofsted Status</b>	<b>Number of CiC</b>	<b>Percentage of CiC</b>
<b>Total of School age CiC</b>	<b>228</b>	<b>100</b>
Outstanding	26	11.4
Good	157	68.8
Requires Improvement	25	11.0
Inadequate	8	3.5
Academies with no formal Ofsted Report	8	3.5
UASC – to be placed in school	4	1.8

The 4 UASC are recently arrived and we are waiting for confirmation of age and care placement.

4.21 We also monitor on a regular basis the attendance of our Children in Care in their placements. This can be seen in the table below -

Overall Average Reception	Overall Average Years 1-10	Attendance Average Years 1 and 2	Attendance Average KS2	Attendance Average KS3	Attendance Average Year 10
2013-2014					
-	97%	97%	98%	96%	96%
2014-2015	Reception to year 10				
96%	96%	98%	98%	96%	92%

4.22 As a result of timing differences (late starting due to not being statutory school age and early ending dates depending on schools for exams), both Year 11 and Reception attendance data were not included in 2013-2014 data . 2014 -2015 data includes Reception data but not Year 11. Generally Peterborough children and young people’s school attendance is excellent and highly comparable with national rates. This reflects the level of support provided by foster carers, social workers and school staff. Attendance data continues to improve from previous years and we have worked well with schools to collect this data. We are alerted to any attendance issues by social workers, carers or designated teachers and advise that an emergency PEP meeting is arranged to address the issues causing the attendance concern.

4.23 The outcomes for CiC in Peterborough is shown in the table below. The table is divided into two sections – the top being all Peterborough Children in Care in all schools i.e. out of city and in city. The second is all Children in Care regardless of where they are educated.

	KS2 - Y6					KS4 - Y11
	APS R,W,M	L4+ R,W,M	EPR	EP W	EPM	5+ A*-C incl E+M
<b>2015 Pb CiC in all schools</b>	27	61	88	77	77	17
<b>2014 Pb CiC in all schools</b>	28.9	35	64	53	58	14
<b>2014 CiC National Average</b>	24.6	48	81	82	76	15
<b>2015 Pb CiC in Pb schools</b>	28.2	78	100	88	88	43
<b>2014 Pb CiC in Pb schools</b>	29.3	23	100	100	100	25
<b>2014 CiC National Average</b>	24.6	48	81	82	76	15

*APS = Average Points Score; EP = Expected Progress*

4.24 The cohort information is relevant especially around some of the challenge in this group. For example in the Y11 group above, there were 17 pupils. Of these pupils, the following apply –

- 4 were in mainstream settings in city schools, 1 of whom was statemented (24%);
- 3 were in special schools in city (all statemented) (18%);
- 2 were in out of city mainstream settings, 1 of whom was statemented (12%);
- 7 were in out of city independent specialist provision, 4 of whom were statemented (41%);
- 1 was out of city in a Local Authority Special school and was statemented (6%);
- Overall 59% had statements.

4.25 A more detailed report with a full data set is being prepared for the Corporate Parenting Panel in November. This can be shared with the committee if required.

## 5. KEY ISSUES

### 5.1 Closing the Gap Strategy

5.2 Our proposed strategy can be found in appendix 1. This strategy outlines Peterborough's vision, priorities and expectations in relation to closing the gap in educational achievement for vulnerable children and young people in the city. It builds upon the success of schools in raising attainment and progress and is ambitious for the future. We are beginning to see the gap closing as the strategy elements are put in place. Closing the Gap in educational achievement is a moral imperative. We believe that through educational success, vulnerable children and young people will maximise their life chances and secure their future economic well-being. We are committed to partnership working and believe that everyone has a part to play in addressing this most serious issue.

5.3 The strategy is still in draft and we are waiting for data for the 2014/15 academic year before finalising the tables etc. However work is underway with the proposed actions in the strategy.

5.4 There are 5 core actions proposed in the strategy and £50k of resources has been allocated to support this project –

1. Peer review - Schools working (initially phase specific) in Triads to peer review provision and outcomes in each school;
2. Governance - To make clear for Governing Bodies in maintained schools and academies their strategic responsibility to hold their school to account for Closing the Gap;
3. Free School Meal (FSM) Claiming - To improve FSM registration rates in Peterborough by reducing the gap between entitled to FSM and those actually claiming. Outcomes to include increasing pupil premium and financial wellbeing of families;
4. CiC - To meet the strategy to ensure we Close the Gap for CiC;



5. Achievement for All - Achievement for All is a successful national project enabling schools to Close the Gap. Peterborough is targeting primary and secondary schools subsidising the cost by 50% with for the schools. We have run this scheme since 2012 with considerable success;
6. Primary good practice and Action Research - To identify strategies and projects that schools and settings can use to address the gap in early years and reception. To also identify activities to support the transition of pupils from primary to secondary school. To include working with National Leaders in Education (NLEs) and Local Leaders in Education (LLEs) to identify and share good practice.

## 5.5 EAL Strategy

5.6 The 2015/16 implementation plan has a major new element, which was trialled in 2014/15: the in-class coaching package. In this approach:

- Teachers work alongside an expert practitioner to plan, teach and evaluate a series of lessons;
- Teachers translate what we know about EAL into effective, everyday classroom practice for pupils new to English and those who need to further develop their academic literacy;
- Teachers try out new strategies in a safe, supported environment;
- Teachers reflect with the coach on what has been effective;
- Teachers strengthen their practice and extend their repertoire of teaching strategies;
- Teachers create with their coach new resources customised to the school's curriculum and pupils.

5.7 The EAL Strategy (shown in appendix 2), which has recently been updated, has four strategic objectives:

- to improve progress and attainment of all EAL pupils and enable every school to meet their needs;
- to share good practice to develop system-wide EAL capacity across the City by working with the School Improvement Board (SIB);
- to develop a city-wide workforce with EAL knowledge, skills and understanding in relation to both classroom practice and leadership through a major professional development programme;
- to engage with families and communities, in order to improve progress and attainment of EAL pupils.

5.8 The operational detail of the strategy is broken down into six areas of focus:

- better preparing schools and settings for the growth in numbers of pupils with EAL;
- addressing the specific needs of newly arrived pupils with a particular focus on those from East European Roma backgrounds;
- closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills;
- engaging bilingual families and communities in raising attainment;
- creating a city-wide network of highly skilled professionals with accredited EAL expertise
- developing the leadership of EAL at all levels.

5.9 Within the overall strategy two operational priorities have been pursued each year and are set out in the table 1. This dual focus is allowing us to move from early awareness raising to secure, embedded school to school support.

2013-14	Raising awareness	Putting systems in place in schools
2014-15	Putting systems in place in schools	Developing Leadership of EAL
2015-16	Developing Leadership of EAL	Developing practice through in class

		coaching
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5.10 At the Schools Forum meeting on the 21<sup>st</sup> October, the Forum agreed to continue to contribute £225k to support the costs of running the EAL strategy for the 2015/16 financial year. The Local Authority is responsible for contract monitoring and ensuring outcomes improve.

#### 5.11 Improving Outcomes for Children in Care

5.12 During the period 13<sup>th</sup> April 2015 – 8<sup>th</sup> May 2015, a team of 13 of Her Majesty's Inspectors of Schools (HMIs) undertook an inspection of Peterborough City Council's Services for Children in Need of Help and Protection, Children Looked After and Care Leavers, under section 136 of the Education and Inspections Act 2006.

As a result of this inspection, the inspection team have recorded that:

"It is OfSTED's expectation that all children and young people receive the level of help, care and protection that will ensure their safety and help them prepare for adult life."

5.13 The report itself contained some specific points around the virtual school –

1. The majority (85%) of looked after children attend a school rated as good or better by Ofsted. School attendance of looked after children is in line with attendance for all children nationally. However, the educational attainment levels of looked after children vary significantly and are often too low. The educational achievement, and progression, of young people studying beyond school leaving age is good.
2. The virtual school lacks sufficient capacity to monitor all aspects of looked after children's education. Data are not used effectively to analyse the achievement of looked after children, annual reports are not sufficiently incisive in their analysis of performance and the progress of looked after children in school sixth forms is not sufficiently well monitored. Additionally, not enough support is provided for schools to ensure that all children have effective personal education plans with appropriate targets. Use of the pupil premium by schools is not well monitored. Senior managers have recognised this and are bringing in new monitoring and reporting arrangements for the pupil premium.

5.14 One specific recommendation applied to PVS directly (although others of a more general nature were applicable). This was 'Ensure that the virtual school has sufficient capacity to monitor and improve education outcomes for looked after children, including those in post-16'. This is a key focus for PVS.

5.15 In response to this, a detailed action plan has been prepared with the key headlines being as follows -

1. Improving quality of management information on pupils, especially around pupils placed out of area, focused to ensure progress can be effectively monitored.
2. Enhanced training offer for designated teachers / social workers in understand data on Children in Care and the quality of PEPs.
3. Establish School Council for PVS to ensure pupils' voice is heard – this will complement the recently established Virtual School governing body.
4. Review capacity and resources in PVS Team including the arrangements for providing challenge and support for the Virtual Headteacher. It is proposed the school improvement team act as a school improvement partner.
5. Implementing EPEP (Electronic Personal Education Plan) to allow swift monitoring of outcomes
6. New monitoring arrangements for early years and post 16 to ensure all age groups' outcomes are improved.
7. Revised PP+ methodology from January 2016 – ensuring impact is measured beforehand not funded retrospectively.

5.16 These actions will be monitored rigorously as part of the Ofsted overall action plan.

## **6. CONSULTATION**

- 6.1 Both strategies are in draft and will be shared with schools following the committee meeting.

## **7. NEXT STEPS**

- 7.1 Once feedback is received, both strategies will be published to schools and the proposed actions undertaken.

## **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 – Close the Gap Strategy 2015 to 2018  
Appendix 2 – Updated EAL Strategy

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# Closing the Gap – 2015 to 2018

## “Championing better life chances for our most vulnerable learners”



## **Contents:**

- Introduction
- Background
- Local Context
- Why is this strategy needed
- Who will this strategy support
- What makes a difference for Vulnerable Learners?
- Local Authority support and actions
- Targets

DRAFT

## Introduction

The Council's core purpose is to develop and sustain a society that looks after its most vulnerable members, delivers appropriate, quality services at the right time, and seeks opportunities for economic growth and innovation.

We will know that we are on the right track when:

- Our communities and individuals are safe and protected from harm and are able to remain independent for longer.
- The health and wellbeing of all in Peterborough is protected.
- Our economy is vibrant, residents have access to jobs, training and skills development
- Resources and services are targeted effectively, whether delivered by the local authority, commissioned or in partnership.

### **Our Education Vision states:**

Our vision is for Peterborough to support people, especially the most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently.

Peterborough City Council, as Champion for the Learner, is committed to giving all of the children and young people in our schools and settings the best possible start in life; especially those most vulnerable and disadvantaged, to access throughout their lives every opportunity to enjoy, achieve and live independently.

Our schools and settings can make a real difference to their future success. Research tells us that there is clear evidence of the link between educational achievement and future life chance.

It is an important fact however that not all children and young people start from the same point and factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment.

Sir Michael Wilshire, HMCI has stated recently that:

"A large minority of children still do not succeed at school or college... This unseen body of children and young people that underachieve throughout our education system represents an unacceptable waste of human potential... exceptional schools can make up for grave disadvantages"

In the publication, Unseen Children: access and achievement 20 years on, 2013, he goes on to say:

"Exceptional schools can change lives but we must understand how to use our potential for change effectively. Outstanding teaching is important but there is no

evidence that outstanding schools are any better than others in narrowing the achievement gap. A much more holistic approach is needed. This is a call to action to every school regardless of your Ofsted inspection grade. Every school has a duty to break the cycle of poverty and every school has the potential to do so”.

## **Role of the School /Setting**

The needs of every child are different and in order to fulfil their potential it is the role of the school to be ambitious for **all** their children and to ensure that all children have the opportunity to enjoy, achieve and live independently.

There is a long standing debate about the role of the school in narrowing the achievement gap. Whilst many of the factors influencing achievement are beyond the direct control of schools, it is a mistake to assume that schools cannot be part of the solution. The reasons for underachievement of disadvantaged pupils are complex, but research shows\* that schools can make a difference.

(\*Demie and Mclean 2014; Mongon and Chapman 2010; Ofsted 2009; Cassen and Kingdom 2007)

There are now schools serving disadvantaged communities that can demonstrate poverty should not be an excuse for low attainment. These show that high quality education can transform lives and compensate for shortcomings in society.

## **Role of the Local Authority**

The Local Authority firmly believes that disadvantage has multiple causes and the many challenges faced by young people in the most deprived areas cannot be ignored or left at the school gates. This strategy provides a framework for the commissioning and delivery of education services and support for disadvantaged children and young people in order to close the performance gap. It outlines the strategic direction, identifying clear objectives and commissioning intentions to improve outcomes for our disadvantaged groups.

It is the role of the Local Authority to champion all learners by challenging schools and holding schools to account for improving outcomes for all learners and closing the gap between the outcomes for vulnerable learners.

It is therefore the role of the local authority to work across the early years foundation stage sector, primary and secondary schools and Post 16 providers to ensure that they share best practice and support the development of evidence based programmes in schools. They should plan targeted approaches to raise the aspirations of children from low income families and engage parents in school life.

Recent changes in legislation confirm increasing diversity of educational provision with greater freedoms extended to schools and other education providers. Additionally the local authority now has a very different role and must evolve and adapt to this role to meet the needs of a more autonomous education system.

In a climate of financial austerity it is crucial that schools target any resources for vulnerable learners into interventions that are proven to raise outcomes.



## Pupil Premium

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. From 2015 Pupil Premium Funding will also be provided for Early Years.

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who are Looked After by the local authority (children who have been looked after continuously for more than six months), have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'), and children of service personnel.

Pupil Premium funding amounted to £2.5 billion to schools in the financial year 2014 to 2015, and increasing this funding to £2.545 billion in 2015 to 2016.

Data shows that nationally more than 6 in 10 children on free school meals fail to secure 5 good GCSEs. In some schools and areas that rises to almost 8 in 10 such children. Overall, this means a gap in outcomes of around 27% at Key Stage 4 between those on free school meals and other pupils. David Laws said, in 2015 - "This appalling gap between the life chances of poor children and the rest is a scar on the face of English education. No school, however impressive, can be an "Outstanding School" if it is not achieving excellence for its most disadvantaged pupils. So, even where overall attainment is high, we want schools to focus relentlessly on closing this gap by improving outcomes for those from disadvantaged backgrounds. Over the last 5 years, the Free School Meal gap at Key Stage Four has narrowed by just 1.5%. That is not nearly enough".

Allocation of PP funding in Peterborough.

	2014/15			2015/16		
	No of pupils	Unit Value	Allocation	No of pupils	Unit Value	Allocation
Ever 6 Pupils - Primary & Secondary*						
Ever 6 Pupils - Primary*	5,670	1,323	7,500,749	6,161	1,320	8,132,520
Ever 6 Pupils - Secondary*	3,799	935	3,552,065	3,838	935	3,588,530
Service Pupils**	297	300	89,100	315	300	94,500
Post LAC*	112	1,900	212,800	100	1,900	190,000
LAC	262	1,900	497,800	262	1,900	497,800
<b>Total</b>			<b>11,852,514</b>			<b>12,503,350</b>

\*Includes Academies

\*\*Excludes Academies

## **Background**

Many children do well in our schools but, a significant minority of children do not. There is a clear gap between the attainment and achievement of the majority of children and those from particular groups that are vulnerable to underachievement.

Closing this attainment gap is a national and local priority, reflected in our commitment to improve outcomes for all learners.

It is also essential to narrow the gaps in educational achievement if we are to break cycles of disadvantage and ensure that all children make good have an equal opportunity to achieve, thus contributing to the economic and social well-being of individuals, families and communities

All schools will have some disadvantaged pupils as part of their community so it needs to be a priority that all senior leaders in our schools ensure that their workforce recognise their responsibility to identify the gaps, design and implement strategies to narrow gaps, monitor progress in narrowing gaps and celebrate success when gaps are narrowed.

### **Why is this strategy needed?**

Research evidence indicates that children and young people from vulnerable groups are at risk of poorer outcomes and life chances than their peers.

Data available from Peterborough Schools shows that children and young people from vulnerable groups perform less well than their peers and in some case the performance gap is widening.

### **Facts, Figures and Findings**

Peterborough's performance data shows that the most vulnerable groups are those defined by the DfE as 'disadvantaged' (free school meal eligible and/or looked after).

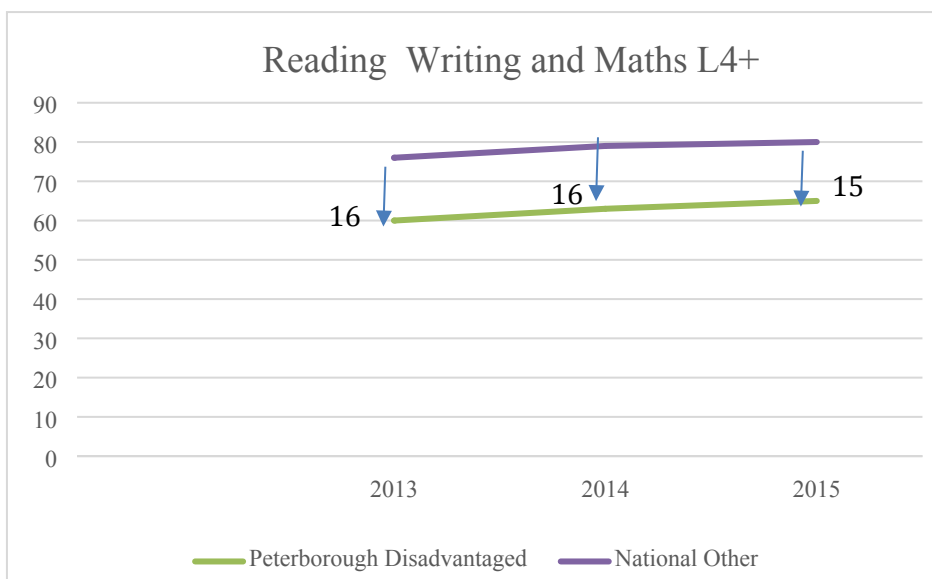
#### **Disadvantaged Pupils (Free School Meal and Looked After)**

In terms of performance (attainment and progress), it is clear that pupils eligible (or that have been eligible) for free school meals and/or are looked after are amongst the most vulnerable. When comparing Key Stage 2 and Key Stage 4 data, these 'disadvantaged pupils' as defined by the DfE, underperform compared to their peers. The DfE define 'disadvantaged pupils' as children who have been eligible for free school meals at any time in the last 6 years (FSM) and /or children looked after (CLA)

## Key Stage 2 attainment of disadvantage pupils at level 4

### Reading and Writing and Maths - Level

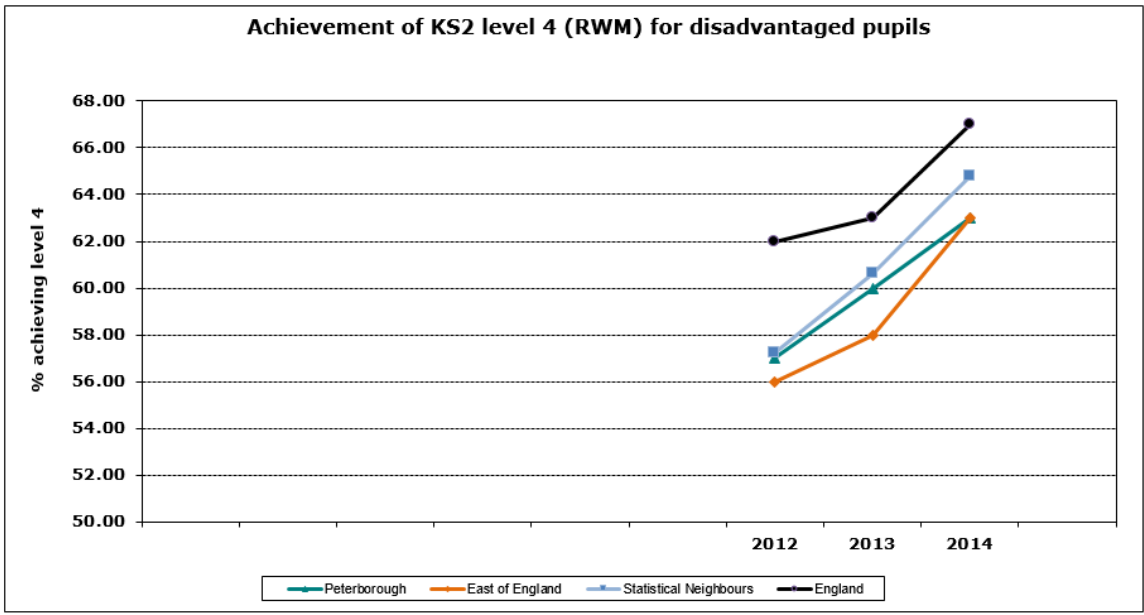
4+	2013	2014	2015
Peterborough Disadvantaged	60	63	65
National Other	76	79	80
Gap	16	16	15



Reading and Writing and Maths - Level 4+		Disadv	Other	Gap to all Nat
Peterborough	2013	60	77	15
	2014	63	79	16
	2015	65	80	15
National	2013	61	76	
	2014	67	79	
	2015		80	

### Local Authority, Region and England

		-	-	-	-	-	-	2012	2013	2014	-
874	Peterborough	-	-	-	-	-	-	57.00	60.00	63.00	-
985	East of England	-	-	-	-	-	-	56.00	58.00	63.00	-
	Statistical Neighbours	-	-	-	-	-	-	57.20	60.60	64.80	-
970	England	-	-	-	-	-	-	62.00	63.00	67.00	-



The disadvantaged 'gap' for Key Stage 2 pupils achieving Level 4 or above in Reading, Writing and Maths has remained largely static in the past two years (16ppts) whilst the national gap has fallen by over the same period of time.

### **Key Stage 2 progress of disadvantaged pupils**

The disadvantaged 'gap' for pupils at the end of Key Stage 2 making expected progress from Key Stage 1 remained static for Reading between 2014 and 2015 and reduced 1 percentage point for Maths and 3 percentage points in Writing.

Compared to Peterborough, at a National level higher proportions of disadvantage pupils are making expected progress in all three of the subjects of Reading, Writing and Maths.

## Key Stage 4 attainment of disadvantaged pupils

### Key Stage 4 5+ A\*-C GCSEs

	2011	2012	2013	2014
Peterborough disadvantaged	29.5%	26.3%	34.3%	28.8%
National non disadvantaged	59.0%	59.4%	59.2%	53.4%
Gap	29.5%	33.1%	24.9%	24.6%

The gaps widen as pupils continue their schooling, with a difference of 25 pts in the attainment of 5+ GCSEs at A\*-C (or equivalent) including GCSE English and Maths between disadvantaged and other pupils in 2014.

The proportion of disadvantaged pupils making expected progress between Key Stage 2 and Key Stage 4:

- Is lower in Peterborough than at a National level for Maths where 36.8% achieved the expected progress compared to 48.5% nationally.
- Is slightly above National level in English where 62.6% achieved expected progress compared with 59.1% nationally.

### KS4 attainment 5A\*-C (E&M) - disadvantaged pupils

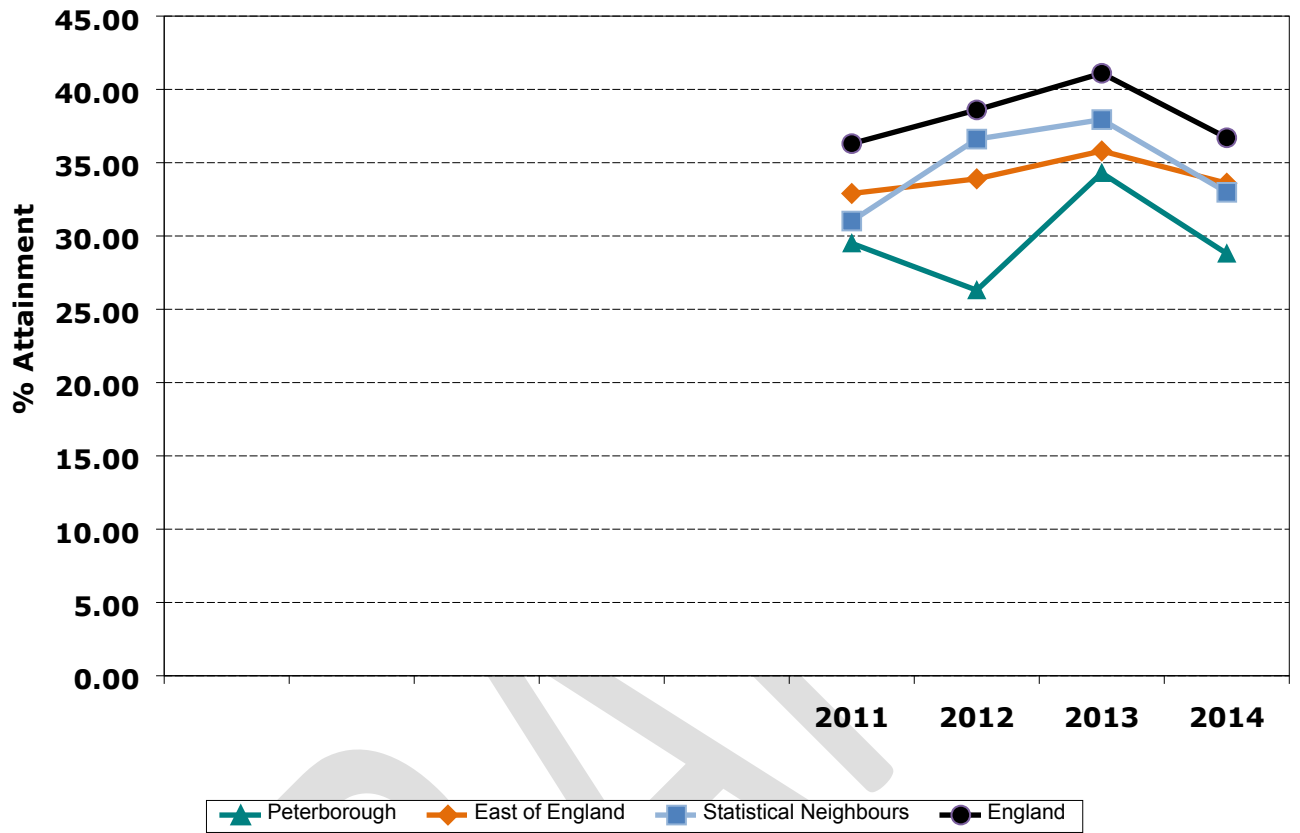
#### Local Authority, Region and England

						2011	2012	2013	2014	
874	Peterborough	-	-	-	-	29.50	26.30	34.30	28.80	-
985	East of England	-	-	-	-	32.90	33.90	35.80	33.60	-
	Statistical Neighbours	-	-	-	-	31.02	36.61	37.94	32.98	-
970	England	-	-	-	-	36.30	38.60	41.10	36.70	-

#### Quartile bands

		Trend	Change from previous year	Latest National Rank	Quartile Banding	Up to and including	Up to and including	Up to and including	Up to and including
874	Peterborough	↓	-5.50	137	D	31.30	34.20	40.00	63.80

### KS4 attainment 5A\*-C (E&M) - disadvantaged pupils



## **What makes a difference for disadvantaged Learners?**

Children and young people living in poverty respond to classroom interventions that improve instructional processes and teaching methods. Children from deprived backgrounds respond positively to opportunities that raise their aspirations for learning and future success.

Parents and carers should be actively engaged by schools to support their child's development and learning. Breaking cycles of low aspiration and disenfranchisement with education is an important step for narrowing attainment gaps.

Strong and visionary leadership, provided by head teachers, is often the driving force behind improving outcomes for children living in poverty.

Consciously or otherwise, leaders and managers develop cultures around them. They may articulate what they believe is important but their behaviours show what really matters to them and are modelled by others across the organisation. What is tacitly accepted or ignored also impacts on the behaviours of others. Effective leaders model a strong and consistent alignment between what is said and what is done. Schools are often clear about their values and beliefs. The most effective ensure that these carry through to the behaviours of every member of staff and every pupil.

Culture is particularly powerful in relation to Closing the Gap as it is likely to have the greatest impact on the most disadvantaged and vulnerable learners. The explicit development of a culture conducive to success is a key responsibility of all headteachers and senior leaders.

Promoting an inclusive learning school environment is likely to have the greatest impact on the most disadvantaged and vulnerable learners. A learning environment which labels pupils entitled to FSM as less able, undeserving or lacking commitment, ensures pupils are likely to be further disadvantaged. By contrast, a learning environment which insists that everybody values individuals and personal opportunity, builds self – belief and focuses on the core business of learning, is likely to increase success. The development of an inclusive learning environment is a key responsibility of all headteachers and senior leaders and is outlined in the Equality, Diversity and Inclusion Statement.

Research evidence shows the central importance of the quality of teaching in enabling all children – especially those from disadvantaged backgrounds – to succeed. As well as excellent individual teaching practice, consistency in approach within each school is also important, so that each child's experience is consistently excellent from lesson to lesson and the key learning experiences are constantly reinforced. Every school should have a clear teaching and learning policy which identifies its key practices and strategies for securing consistently high standards of teaching and ensure that it is providing the right support for teachers to deliver that consistency.

<http://www.suttontrust.com/about-us/education-endowment-foundation/teaching-learning-toolkit/>

## **We expect schools to:**

- Rigorously use data to identify gaps and to make them visible, pinpoint pupils at risk of underperforming and challenge those whose progress needs to accelerate;
- accept no excuses;
- take time to understand the needs of each pupil, know what works best for vulnerable and disadvantaged pupils and apply it consistently and relentlessly;
- evaluate, celebrate and share success;
- support school transitions;
- provide strong and visionary leadership.

## **Make effective use of the Pupil Premium to:**

- raise pupil aspirations using engagement/aspiration programmes;
- develop social and emotional competencies;
- intervene early and effectively, track progress and change approaches where necessary;
- focus on transition, one-to-one tuition and progressive development of language and literacy skills;
- search out the most effective ways of engaging parents and families, and listen to pupils and engage them in sustained dialogue about learning.

## **The Local Authority will:**

1. Establish a project board which will include a variety of work streams to identify issues and potential solutions and to share best practice across Peterborough.

The work streams will include.

<b>1. Peer Review</b>	<b>2. AfA – Achievement for All</b>
<b>3. Governance</b>	<b>4. Looked After Children (LAC)</b>
<b>5. FSM Claiming and Connecting Families</b>	<b>6. Primary good practice and Action research</b>
	<b>7. EYFS</b>

2. The project board will oversee the projects.
3. A toolkit will be produced to capture and share good practice.
4. Conferences or networking events will be held to share ideas and outcomes.
5. Schools and governing bodies will be held to account for the spending of PP.
6. Support schools to maximize PP funding by working with NLEs, LLEs and PP Reviewers to support schools with large or persistent gaps.
7. Connecting Families.

## **Appendix 1:Project Summary**



### **1. Peer Review**

Schools working (initially phase specific) in Triads to peer review provision and outcomes in each school.

Working with Mark Feldman (Consultant Headteacher and Ofsted Inspector) to agree a framework for peer reviews in order to ensure consistency of approach and common data sets to include:

- Progress of PP pupils
- Progress of SEN pupils
- Attendance and Exclusions

Take account of RADY (Raising the Achievement of Disadvantaged Youngsters) project.

Take account of schemes and commercial projects to maximize outcomes (tactical awareness)

### **2. Governance**

To make clear for Governing Bodies in maintained schools and academies their strategic responsibility to hold their school to account for Closing the Gap:

- Raise awareness of pupil group performance gaps, and of the present PCC project.
- Provide insights into effective practice, and outline expectations of good schools.
- Deliver targeted training in the use of performance data and diverse sources of information for governors.
- Provide guidance on effective governance structures, systematic monitoring, collaboration within groups of schools.
- Ensure that Governing Bodies are fully compliant with all requirements – including website information in relation to the IMPACT of Pupil Premium spending.

### **3. FSM Claiming**

To improve FSM registration rates in Peterborough by reducing the gap between entitled to FSM and those actually claiming. Outcomes to include increasing pupil premium and financial well being of families. Key activities proposed:

Targeted

- Cross-referencing Priority Families database with FSM lists to identify which families should be claiming but are not

#### Universal

- Registration at point of contact - Working in partnership with Revenue and Benefits to ensure all those claiming qualifying benefits are also signed up for FSM
- Toolkit to be developed for schools on how to promote FSM take up
- Work with Education service on issues posed by UFSM and potential impact on pupil premium
- Explore role of Governors in championing FSM
- Commission public information via CAB for parents, carers, schools and governors on raising awareness of FSM and registration

#### Other

- Linkages with Public Health and other 'food' related initiatives such as Breakfast Clubs & FSM provision during summer holidays
- Communication and Engagement

#### **4. Looked After Children**

To meet the strategy to ensure we Close the Gap for LAC.

Pupil premium LAC funding is managed by the LA and used to meet the strategy to ensure we Close the Gap. £1,900 is received per pupil. £1,800 is passed to the schools who will be held to account via PEP meetings and strategy meetings with the schools to review progress. The remaining £100 could be used for the following targeted interventions:

- enhanced IAG for LAC at the end of statutory school age
- EPs training schools on attachment and trauma
- Targeted intervention for individuals in turbulent or crisis situations

#### **5. Achievement for All**

Achievement for All is a successful national project enabling schools to Close The Gap. Peterborough is targeting primary and secondary schools subsidising the cost by 50% for the schools.

## 6. Primary good practice and Action Research

To identify strategies and projects that schools and settings can use to address the gap in early years and reception. To also identify activities to support the transition of pupils from primary to secondary school. To include working with NLEs and LLEs to identify and share good practice.

Primary Action Research project with 10 Peterborough Schools and Warwick University.

### **Closing the Gap, research specification, University of Warwick, October 2015 Evaluation of the effective strategies and how the impact of the culture in schools supports the attainment of disadvantaged children Background**

Peterborough City council has identified Closing the Gap as a major area for development and a project was established in June 2015 with a variety of work streams. Many children do well in Peterborough schools but a significant minority of children do not. In 2014 there was a gap of 16 ppts between disadvantaged children in Peterborough achieving a level 4 or above in reading writing and mathematics compared to non-disadvantaged pupils nationally. This gap widens at the end of key stage 4 to 25 ppts between disadvantaged pupils achieving 5+ A\*-C at GCSE (inc E&M) in Peterborough and compared to non-disadvantaged pupils nationally. This gap has remained relatively static over the past 4 years.

One of the work streams is to commission a piece of research to identify the most effective strategies employed by schools to raise the attainment levels and close the gap in attainment of disadvantaged children. Through discussions with primary schools we know there are schools doing the same activities but achieving different levels of success, the difference is how they do it not what they do. The culture of a school plays a key role in success.

#### **Aim**

- To assess the most effective strategies delivered by schools
- To provide data on school improvement and the practice of school leadership in schools that have developed effective strategies
- To understand/explain the variation in impact of the same/similar strategies in different contexts ie identify the way in which the culture of a school impacts positively on successfully addressing the disadvantage performance gap
- To highlight aspects of good practice.

The findings from the research will be shared to provide schools with practical examples of how changes to the culture of a school may impact positively on the success of disadvantaged children.

#### **Objectives**

- To evaluate the most effective strategies (and where applicable the ones that don't work)
- To identify aspects of the following that make a difference in schools:
  - Culture
  - Philosophy
  - Principles
  - Commitment
  - Consider the expectations and how leadership drive that
  - Use of data strategically
  - Common themes

- To identify successful practice and how it is embedded
- To provide recommendations on the most effective practice/optimum strategies to make a positive impact on the attainment of disadvantaged children
- To recommend ways in which the process can be improved to further raise attainment levels of disadvantaged learners.

### **Methodology**

- Undertake desk research
- Data analysis of available attainment data for individual schools
- Undertake semi structured interviews with sample of 10 primary schools in Peterborough determined by those with the narrowest gap from a cross section of geography and size. Interviews to be held with head teachers and senior leaders in schools, pupil premium leads/family support workers
- Other interviews to take place with stakeholders – LA representatives

### **Outputs**

- Written report
- Case studies of good practice in a format suitable to place on a website
- Presentation of findings at 2 head teacher briefings

### **Timescales**

- November 2015 – Initial Meeting with participating schools
- January 2016 - Field work to commence
- March 2016 - Interim findings
- April 2016 - Final report and suitable website format
- Presentation dates to be agreed

## Appendix 2 - Governance of the Project

A project will be initiated and a Project Board established chaired by Cllr Holditch.

### The Project Board will consist of:

Terry Reynolds Secondary Headteacher EYFS Primary Headteacher Special School Headteacher Allison Sunley Sheelagh Sullivan Thanai Coates Claudia Wade Dee Glover Gary Perkins Karen Moody Claire George	Interim Service Director Education, People and Resource tbc tbc tbc tbc Post 16 Learning and Skills Manager Vulnerable Learners Service Manager Data and Project Manager Project Director Head of Virtual School Head of School Improvement Connecting Families Head teacher - PRU
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## Appendix 3 – Targets

The plan 2015-2018 sets out the Local Authority's targets for Closing the Gap.

### Closing the Gap - Attainment: Key Stage 2 (Primary):

% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving level 4 or above in reading, writing and maths

Aim	Trend data			2014/15 Actual	Targets			
	2012	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
Smaller is better	23%	21%	21%	-	TBC	TBC	TBC	TBC

### Closing the Gap - Attainment: Key Stage 4 (Secondary):

% gap between the achievement of disadvantaged pupils and non-disadvantaged pupils: % achieving 5 or more A\*-C grades including English & maths

Aim	Trend data			2014/15 Actual	Targets			
	2011/12	2012/13	2013/14		2014/15	2015/16	2016/17	2017/18
Smaller is better	40%	34%	35%	-	TBC	TBC	TBC	TBC

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## Peterborough's English as an Additional Language (EAL) Strategy (refreshed June 2015)

### Progress to date

- The attainment gap at Key Stage 2 has fallen from 15 to 8 percentage points (comparing EAL attainment to English first language attainment) and from 12 to 9 percentage points (compared to national EAL attainment); the bulk of this improvement occurred in those schools receiving school based training and consultancy through the EAL Strategy; progress is not so strong at GCSE
- 850 attendances at city wide delegate training courses in 2014-15 (including on line and masters level courses) and 1130 at school based courses; evaluations consistently mention the practical nature of the training
- A second edition of the Peterborough EAL Handbook produced and widely welcomed
- The eleven hub schools who received intensive support shared their learning at a conference for all Peterborough schools on February 11

### 1) The Four Key Strategic objectives

- To improve progress and attainment of all EAL pupils and enable every school to meet their needs
- To share good practice and develop system wide EAL capacity across the city
- To develop a city-wide workforce with EAL knowledge, skills and understanding in relation to both classroom practice and leadership through a major professional development programme
- To engage with families and communities, in order to improve progress and attainment of EAL pupils

### 2) Key issues

This strategy is based on a detailed audit of performance across Peterborough schools and language data. The key issues from the audit are:

- EAL numbers are expected to further increase;
- current attainment of pupils with EAL (including those who have been learning English for several years) is low compared to national performance of pupils with EAL;
- there is low attainment amongst both more newly arrived EAL pupils with a short time in Peterborough schools and more advanced EAL pupils who began their Peterborough education in Key Stage 1(aged 5, 6 and 7 years);
- improving language acquisition and raising the attainment of pupils with EAL is increasingly key to improving overall education standards across the City.

### **3) Focus**

The new strategy focuses on:

- better preparing schools and settings for the growth in numbers of pupils with EAL;
- addressing the specific needs of newly arrived pupils with a particular focus on those from East European Roma backgrounds;
- closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills;
- engaging bilingual families and communities in raising attainment;
- creating a city-wide network of highly skilled professionals with accredited EAL expertise;
- developing the leadership of EAL at all levels.

### **4) Preparing schools and settings for the expected growth in numbers of pupils with EAL**

To prepare schools and settings and settings for this growth we will:

- share up-to-date information about the latest demographic trends;
- provide all schools and settings with an updated Peterborough EAL Handbook;
- support schools and settings in understanding how to collect accurately and interpret effectively EAL data.

### **5) Addressing the needs of newly arrived pupils**

To support pupils new to English we will:

- support the development and operation of effective induction systems in all schools and settings;



- provide professional development in individual schools and settings and through central courses focussing on meeting the needs of newly arrived pupils in mainstream classrooms, including those who arrive in Key Stages 2, 3 and 4 (aged 7-16 years) with little or no literacy in any language;
- develop suitable on and off line resources for pupils new to English that accelerate English acquisition and give access to the new National Curriculum

## **6) Closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills**

To enhance the academic language skills of pupils at the later stages of English language acquisition we will:

- provide all schools and settings with an updated Peterborough EAL Handbook;
- provide professional development in individual schools and settings and through central courses focussing on the teaching of the formal, academic language required for success in exams and tests;
- provide professional development focussing on the teaching of the language required for innovation and creativity;
- run Summer and Easter schools for Year 5 and Year 10 pupils on academic language development;
- enhance provision for advanced EAL learners in post-16 institutions.

## **7) Engaging families and communities in raising attainment**

In order to involve families and communities we will work with partners, including City College, to establish:

- arrangements to ensure there are well trained staff from newly arrived communities (especially newly arrived Roma communities) to act as a bridge between schools, parents and communities and encourages and assists parents into employment
- provide training and support for mother tongue and supplementary schools;
- provide professional development in individual schools and settings and through central courses in parental and community engagement;
- develop the forums in which we engage with community organisations in order to place improving progress and raising the attainment of EAL pupils high on the agenda;
- offer opportunities to provide joint training with ESOL providers.

## **8) Creating a City-wide network of highly skilled professionals with accredited EAL expertise**

In order to develop a network of highly skilled professionals with accredited EAL expertise we will:

- provide specialist degree and masters level programmes in the leadership of EAL customised to Peterborough, creating a cohort of specialist leaders of education with distinctive EAL expertise;
- provide lower level wholly on-line accredited programmes in EAL customised to Peterborough for teachers and support staff;
- provide an extensive programme of in class coaching for teachers;
- develop Peterborough teachers as trainers and consultants to other schools;
- set up and facilitate on-line and face-to-face EAL networks for senior and middle leaders.

### **9) Developing the leadership of EAL at all levels**

In order to support the development of leadership of EAL at all levels we will:

- work with the School Improvement Board through a group of collaborative leads to provide a strategic overview of EAL in the city;
- support the development of EAL confident senior leaders within schools;
- support the development of EAL co-ordination within schools;
- encourage and facilitate school-to-school support.

### **10) Resourcing the Strategy**

Funding for the strategy has been agreed subject to rigorous monitoring and evaluation by Schools Forum. In addition training costs are subsidised by selling places on courses to schools outside Peterborough.

<b>OPPORTUNITIES AND TACKLING INEQUALITIES</b>	AGENDA ITEM NO. 7
<b>16 NOVEMBER 2015</b>	PUBLIC REPORT

<b>Report of the Corporate Director, People and Communities</b>		
<b>Contact Officer</b>	Karen Moody, Head of Prevention and Early Help Services	Tel. 863938

## **IMPACT OF EARLY HELP (INCLUDING CONNECTING FAMILIES)**

### **1. PURPOSE**

- 1.1 The purpose of this report is to outline to scrutiny the approach taken to Early Help in Peterborough and the way in which phase 2 of the Troubled Families agenda (known locally as Connecting Families) is being driven through this arena.
- 1.2 The report draws together performance data on Early Help and its impact on children and families in Peterborough.
- 1.3 The report also outlines the details of the phase 2 Connecting Families Programme including the number of families with whom we have committed to work over the five years of the programme.

### **2. RECOMMENDATIONS**

- 2.1 That the committee notes the contents of the report and in particular endorses the General strategic approach being taken in respect of Early Help and the phase 2 Connecting Families agenda.

### **3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY**

- 3.1 Creating Opportunities – Tackling Inequalities

- Supporting Vulnerable People

### **4. BACKGROUND**

#### **4.1 Early Help**

- 4.1.1 Early Help is the term used to describe arrangements and services that provide help for children, young people and families as soon as problems start to emerge, or when there is a strong likelihood that problems will emerge in the future.

4.1.2 The Early Help Services in Peterborough were recently inspected as part of the Ofsted inspection of services for children in need of help and protection, children looked after and care leavers and review of the effectiveness of the Local Safeguarding Children Board. Inspection date: 13 April 2015 – 8 May 2015. Report published: 18 September 2015.

4.2 **Inspection Findings** – taken direct from the above report.

4.2.1 'Early help to families is well coordinated, with a good range of responsive services available and these make a positive difference to children's lives. Early help assessments are good and local multi-agency safeguarding groups (MASGs) ensure that children and families receive the support they need.' As per the full Ofsted inspection report.

4.2.2 'The local authority has commissioned a wide range of early help services which are effective in reducing the need for statutory intervention. Early help to families is well-coordinated and partners have worked well together to improve the quality and effectiveness of services. The local authority has recently negotiated with children's centre providers to implement a more targeted approach and extend their offer to include work with families where there are children up to the age of 12 years. This promotes a more holistic approach to the needs of families. There is a good quality assurance process, informed by feedback from parents and carers, which evaluates the quality and impact of support provided. An electronic system for recording early help assessments, introduced 18 months ago, works well and assessments are good. They provide a detailed picture of the needs of children and families and how they will be met.' As per the full Ofsted inspection report.

4.2.3 'The three locality-based, multi-agency support groups (MASGs) are effective in mobilising and coordinating partners' responses to assessed need. Meetings are chaired well, information about children's and families' needs is shared appropriately and MASG members challenge each other effectively. MASGs ensure children and families receive the right level of support in a timely way and are 'stepped-up' appropriately from early help to children's social care when needs or risks increase.' As per the full Ofsted inspection report.

4.2.4 'When concerns about children and families are raised with children's social care, the Multi Agency Safeguarding Hub (MASH) provides a timely and effective initial response. An early help worker, based in the MASH for part of each day, offers advice on whether the needs of families can be met by early help services and supports the early help assessment process. Since this arrangement started four months ago, over 200 contacts that have come into MASH which do not meet the threshold criteria for children's social care services have been diverted to early help. Case sampling by inspectors showed that these decisions to divert contacts to early help are appropriate.' As per the full Ofsted inspection report.

4.2.5 'Early help services are well established and offer a range of evidence-based programmes for families. In early help, robust service planning arrangements, strong management oversight and a clear focus on outcomes, allied to effective monitoring and evaluation systems, mean that resources are used to best effect to support children and their families. By reinvesting payment-by-results money from the Troubled Families programme into early help services, the local authority has succeeded in increasing capacity and is able to demonstrate improved outcomes for children and families.' As per the full Ofsted inspection report.

### 4.3 Connecting Families

- 4.3.1 The Connecting Families Programme is the name given in Peterborough to the national Troubled Families agenda. We are now in the first year of phase 2 of the programme which is planned to run for five years.
- 4.3.2 In July 2015, Peterborough City Council was delighted to host a visit by members of the Department for Communities and Local government (DCLG), which provided opportunity for us to showcase the work we have completed on phase 1 and our plans as we move forward on phase 2 of the programme. DCLG were very complementary of the work to date and extremely impressed by our commitment to effective multi-agency working. Throughout the day, DCLG were able to meet with senior leaders and partners to hear of our strategic vision and gain first-hand from partners their involvement and contribution to the programme – with a real commitment to make a difference to families as early as we possibly can.
- 4.3.3 The phase 2 programme has broadened the eligibility criteria and now includes:
- Parents or children involved in crime or anti-social behaviour
  - Children who have not been attending school regularly
  - Children who need help
  - Adults out of work or at risk of financial exclusion including young people at risk of worklessness
  - Families affected by domestic violence and abuse
  - Parents of children with a range of health problems
- 4.3.4 Peterborough will be driving the phase 2 Connecting Families programme through the Early Help service to ensure a consistent and high quality multi-agency response is provided with a focus being on:
- One lead professional
  - One assessment
  - One plan
- 4.3.5 Funding from the programme is being used to build capacity with those services and providers who are best placed to meet the needs identified through the assessment process.

### 4.4 Case Studies

**Case study 1** - Support has been provided to a single mum of an 8 year old child who was struggling to manage following the ending of a domestic abusive relationship. Mum, originally from Latvia was feeling very isolated and suffering low mood and depression, and was finding it hard to provide any kind of emotional comfort to her daughter or to know how to develop the relationship effectively. Mum worked part time and had previously not engaged with support for fear of losing her job which she needed in order to remain financially stable. Connecting Families funded transport to enable her to attend a group-based parenting programme run by the children's centre. In addition, mum was supported at home with a dedicated family support worker to help her embed the learning. Mum engaged with Women's Aid, helping to build her resilience and the relationship with her daughter is much improved and continues to develop. Mum has gained in confidence and self-esteem and built up a good network within her community. The daughter was supported by a children's worker from Women's Aid and the school have noticed a marked improvement in the emotional health and well-being of the

child who is now much more engaged and learning. Mum has been supported to retain her employment status and is now being supported to engage in some voluntary work within the local community.

**Case study 2** - Support has been provided to a family consisting of two parents and three children. Two of the children have significant learning difficulty and mental health conditions, with one parent having physical health difficulties and the other having mental health difficulties. Two of the children were at risk of being permanently excluded due to challenging behaviours being displayed at school. There were few boundaries in place at home and the household was fairly chaotic. High level family support was provided alongside support from school, housing and youth in localities. Routines and boundaries were established in the home and this has had a positive impact on the children's behaviours at school. The amount of violence in the home has reduced and is now under control and the children's emotional needs are being better met. The family have been supported to de-clutter some parts of the home to make a calmer and more usable environment. One of the children's bedrooms has been re-decorated and refurnished, and school, who previously describe this young person's behaviour as being unmanageable, describe her as being transformed. The family continue to be supported through a range of services in order to sustain the progress made to date.

## **5. KEY ISSUES**

- 5.1 Work continues on further integrating Connecting Families within Early Help. A new process for screening families for eligibility and actively monitoring their progress has been agreed and is being phased in.
- 5.2 Discussions regarding the development of a data solution for Connecting Families are progressing. It is planned to have a bespoke system to tie in with the council's digital strategy.
- 5.3 Work has continued on refining the Outcomes Plan which defines the specific qualification criteria across the broad categories set by the Department for Communities and Local Government, and the positive outcomes which need to be achieved in order to claim 'significant and sustained progress'.

## **6. IMPLICATIONS**

- 6.1 Funding for the Connecting Families Programme is through an up-front transformation grant and through payment by results (PBR) for those families on the programme where we can evidence significant and sustained improvement on all areas of need identified through the programme.
- 6.2 The success of the programme will be partly dependent upon the production and use of an appropriate data solution to provide the opportunity for data matching, case management, tracking and report writing. The eligibility criteria for the programme and subsequent data collection, analysis, tracking and monitoring is considerably greater than in phase 1 and we will be unable to adequately manage the size of the programme without a suitable data solution.

## **7 CONSULTATION**

- 7.1 Consultation has taken place with senior officers within the People and Communities Directorate and with key partners including Police, Health, Registered Social Landlords, Community, Voluntary and Charitable organisations involved in delivering and contributing to the programme.

## **8. NEXT STEPS**

- 8.1 Completion of information sharing agreements with partners.
- 8.2 Procurement of the data solution to support the data management required for the programme.
- 8.3 Further promotion of the programme with partner agencies.
- 8.4 Continuation of support to practitioners and Lead Professionals supporting families through the programme to improve outcomes for all.
- 8.5 Continuation of the tracking and monitoring of families on the programme and addressing areas where progress is not being made.

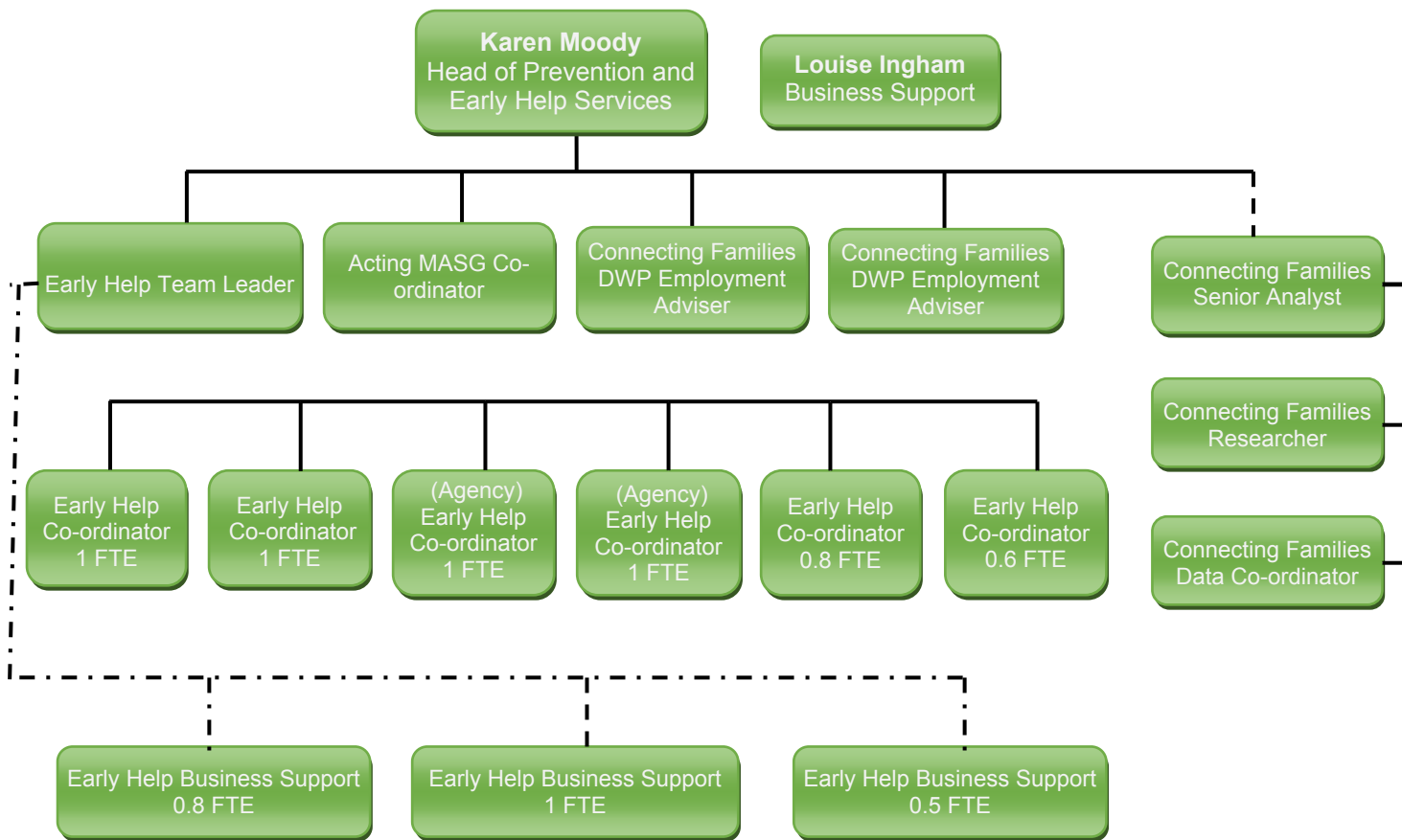
## **9. BACKGROUND DOCUMENTS**

- 9.1 Financial Framework for the Expanded Troubled Families Programme March 2015, Department for Communities and Local Government.
- 9.2 Ofsted Report: Peterborough City Council Inspection of services for children in need of help and protection, children looked after and care leavers and Review of the effectiveness of the Local Safeguarding Children Board. Inspection date: 13 April 2015 – 8 May 2015. Report published: 18 September 2015.

## **10 APPENDICES**

- Annex 1 – Early Help Service Staffing Structure
- Annex 2 – Early Help Performance Management Report. October 2015
- Annex 3 – Connecting Families Performance Report. October 2015

**Annex 1**



Responsibilities	Targets
Strategic and operational responsibility for Early Help across the city, including responsibility for oversight of the Connecting Families agenda.	
<ul style="list-style-type: none"> <li>To directly manage the team of 6 x Early Help Co-ordinators.</li> <li>Provide supervision on all case work.</li> <li>Oversee quality assurance of all Early Help Assessments.</li> <li>Oversee and ensure momentum and appropriate closure of Multi Agency Safeguarding Hub (MASH) contacts passed to Early Help.</li> </ul>	
To provide direct support to the three Locality Multi Agency Support Group panels; agree / challenge cases put forward for hearing at panel; complete research on all cases presented; advise and support three Heads of Services who fulfil the roles of Chairs of the panels; contribute to strategic development of the panels.	
<ul style="list-style-type: none"> <li>To provide information, advice and support to practitioners and professionals in the field supporting families at a targeted level through Early Help Assessments and Team Around the Child (TAC) meetings.</li> <li>Develop and deliver training to practitioners to upskills the workforce; mentor and coach practitioners in managing and supporting cases/families; model the</li> </ul>	147.9 Early Help Assessments per 10,000 children / young people in Peterborough



<p>chairing of TAC's and completion of Early Help Assessments and use of other change management tools such as Outcome Star; provide direct Early Help support in the Peterborough MASH; identify and support Lead Professionals to work with families on contacts submitted to Children's Social Care that do not meet threshold where it is considered the family would benefit from an Early Help Assessment.</p>	
<p><u>Connecting Families Programme – employment advisers</u></p> <ul style="list-style-type: none"> <li>• Actively assist eligible adults in gaining employment or progress to work through work experience and training.</li> <li>• Screen employment status and track return or progress to work of all adults on the Connecting Families programme.</li> <li>• RAG rate and identify adults for targeted support.</li> <li>• Assist the MASG process by informing the panel of employment information and support available.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively assist 120 adults per annum in gaining sustained employment</li> <li>• Actively assist an additional 120 per annum in achieving progress to work</li> <li>• Assist in verifying and tracking employment and Pathways To Work status for all adult members of 2,565 eligible families by Dec 2019</li> </ul>
<p><u>Connecting Families Programme - general</u></p> <ul style="list-style-type: none"> <li>• Establish and manage performance management systems which track and monitor the eligibility, goals and targets for individual families and provide evidence of successful and sustained outcomes</li> <li>• Management of the Payment by Results Scheme, National Impact Study and Family Progress Data</li> <li>• Develop and implement the Outcomes Framework</li> <li>• Ensure compliance of processes with data sharing and data protection legislation and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, document and monitor 2,565 eligible families by Dec 2019</li> <li>• Evidence Significant and Sustained Progress for 1,640 families by May 2020</li> <li>• Oversee the development of a bespoke IT solution by March 2016</li> </ul>
<ul style="list-style-type: none"> <li>• Screen all current and incoming Early Help Assessments for eligibility against the Connecting Families Outcomes Plan</li> <li>• Track and document progress of all engaged families against the Outcomes plan</li> <li>• Liaise monthly with lead professionals to identify instances of drift or obstacles to meeting success criteria; identify additional support to be put in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, document and track 2,565 eligible families by Dec 2019 (equals 50 families per month)</li> <li>• Evidence Significant and Sustained Progress for 1,640 families by May 2020</li> </ul>

## Annex 2

### **EARLY HELP PERFORMANCE MANAGEMENT REPORT OCTOBER 2015**

1. A web-based case management system (eCAF) was introduced in January 2014 with in excess of 500 practitioners having been trained in its use since that date. This system shares the same database and software provider as Children's Social Care case management system enabling transition of information for cases that are escalated to Children's Social Care or those stepped down from Children's Social Care for support in Early Help.
2. The number of Early Help Assessments has increased from approximately 112 per 10,000 children and young people in 2013 to 250 per 10,000 children and young people in 2015.
3. It is difficult to compare performance in relation to the completion of Early Help Assessments across Local Authorities, as each area is able to determine their own criteria for the completion of an Early Help Assessment. However we are confident there has been an increase in the number of Early Help Assessments completed year on year in Peterborough and we are confident in the engagement of partner agencies in completing assessments as can be evidenced through eCAF records.
4. There is an established and highly regarded team of Early Help Co-ordinators which offers support to schools and other partners in completing Early Help Assessments, training and attendance at Team around the Child meetings where this is needed.
5. There is a rigorous quality assurance process in place for Early Help Assessments with a safeguarding check conducted on all Early Help Assessments.
6. A quarterly Analysis and Impact report is produced by the Early Help Team which includes information about presenting needs, a summary of evidence relating to the impact of the Early Help Process and a summary of the QA process undertaken by the team.
7. Under the QA process, a small number of Early Help Assessments are selected at random and benchmarked against the National Quality Assurance Framework for Early Help Assessments. Within the last year we have introduced the outcome of the audit being fed back to those practitioners who completed the original assessment with marked improvements in quality on subsequent assessments where recommendations for advice and improvements have been taken on board.
8. Questionnaires are sent to Lead Professionals 6 months after the initiation of an Early Help Assessment in order to establish whether there has been positive impact as a result of the intervention. The combined evidence from the questionnaires is that progress is made following completion of the Early Help Assessment.
9. Parents, carers, children and young people are asked to actively contribute to the assessment and support package put in place. Their views are actively sought throughout the process and following closure of the episode to determine if success was achieved and sustained. An annual report examining responses from

parents / carers is produced. The quality and quantity of feedback is variable, but of those parents / carers who responded to questionnaires in 2014, 81% indicated that since completing the Early Help Assessment and attending TAC's, the original issues have improved.

- 10.** Cases that require extra help within the Early Help arena can be supported through one of three locality based Multi-Agency Support Group (MASG) panels which have been in operation since September 2012. The MASG panels are able to galvanise the support of a wide range of agencies to create a needs-led package of co-ordinated support above and beyond what is available within the community. An annual report is produced on the impact of the MASG panels with two having been produced to date, both of which demonstrate positive impact for the majority of families concerned.
- 11.** An independent annual audit is conducted of our Early Help Offer and the operation of the Multi-Agency Support Groups. The September 2014 audit assessed that the Early Help offer by the Early Help Team was graded as good with some outstanding features. Some areas for improvement were noted including the need for assessments to more clearly include the voice of the child; and the variability of the quality of Early Help Assessments audited, which ranged from good to adequate. The audit found that attendance at the MASG panels was excellent, with a real multi-agency focus on outcomes for children and families where the intervention had become 'stuck' and needed added impetus. As a result of the audit, an action plan was put into place, which has now been completed with all areas requiring improvement having been addressed.
- 12.** An Early Help Co-ordinator is now part of the Peterborough Multi-Agency Safeguarding Hub (MASH). Indications are that this involvement is already having a significant impact and in particular is supporting more children and young people to access Early Help Assessments where contacts have been submitted that do not meet the threshold for Children's Social Care support, but where it is apparent that a multi-agency targeted support plan would be likely to improve outcomes.

## Annex 3

### **CONNECTING FAMILIES PERFORMANCE REPORT OCTOBER 2015**

1. The Connecting Families Programme is the name given in Peterborough to the national Troubled Families agenda. The first Troubled Families Programme led the way for systematic identification of families with multiple problems. By the end of 2014 the programme nationally had worked with nearly all 120,000 troubled Families of who, 85,000 had been 'turned around'.
2. Peterborough submitted the final claim for phase 1 Connecting Families at the end of May 2015, claiming payment by results for the full 100% of 450 families targeted.
3. Phase 2 of the Connecting Families Programme will retain the first programme's focus on families with multiple high cost problems and will continue to include families affected by poor school attendance, youth crime, anti-social behaviour and unemployment. However, the eligibility criteria has been broadened and inclusion into the programme will be based upon a cluster of six headline criteria. Below each criteria sits a range of indicators with considerably more flexibility in terms of information sources and success criteria than in phase 1.
4. To be eligible for the phase 2 Connecting Families Programme, families must meet at least two of the following criteria:
  - a. Parents or children involved in crime or anti-social behaviour
  - b. Children who have not been attending school regularly
  - c. Children who need help: children of all ages, who need help, are identified as in need or are subject to a Child Protection Plan
  - d. Adults out of work or at risk of financial exclusion of young people at risk of worklessness
  - e. Families affected by domestic violence and abuse
  - f. Parents or children with a range of health problems
5. Some issues that the families face may initially be hidden from view until work begins with the family and the full extent of their needs is uncovered, resulting in many families then meeting more than two criteria.
6. Local Authorities have been asked to identify families from all six areas and ensure the programme's resources are being used to best effect. Families will be prioritised for inclusion in the programme on the basis of the following:
  - a. They are families with multiple problems who are most likely to benefit from an integrated, whole family approach
  - b. They are families who are the highest cost to the public purse
7. A number of 'early starter' local authorities began delivery of the expanded programme in September 2014, with the second 'early starter' authorities beginning in January 2015. Peterborough was selected as part of the second group and therefore families who meet the eligibility criteria from January 2015 can be considered as part of Peterborough's delivery commitments. As part of the wave 2 'early starter' programme we committed to start to work

with 82 families by April 2015, with an additional 275 families by April 2016 taking this to a total of 357 in the first year.

8. The new programme will see Peterborough identify and work with 1640 families over the five years of the programme.

## **MAINSTREAMING THE CONNECTING FAMILIES PROGRAMME**

9. The breadth of the criteria for the new programme lends itself to the philosophy of early intervention with families and the obvious link between the programme and the Early Help agenda. Peterborough is therefore aiming to align the Phase 2 Connecting Families programme with Early Help. This will ensure consistency and quality of response and support to 'troubled families', and help ensure that the most appropriate multi-agency response is agreed.
10. The Early Help process recognises that some children, young people and their families face complex difficulties which may require the support of more than one agency to resolve. Most of these families are successfully supported through the 'Team around the Child' approach, following an assessment of their needs using the Early Help Assessment framework.
11. Funding from the programme is being used to build capacity with those services and providers who are best placed to meet the needs identified through the assessment process.
12. The Multi-Agency Support Group (MASG) panels that operate in three localities across the city will continue to be used to assist the most complex families in developing support plans and identifying additional resources to provide effective support to families. The MASG panels already co-ordinate appropriate resources to meet the needs of children, young people and families according to an evidenced based assessment captured by engaging in an Early Help Assessment.
13. The Early Help Team will ensure that families identified for the programme have an identified and appropriate Lead Professional to support the family and co-ordinate service delivery. Should additional resources be needed to help the family make changes that are not available through universal or targeted services within the community, these can be accessed via a MASG panel.
14. Families identified as eligible for the programme through Early Help will be tracked regularly to ensure progress is being made and further resources provided where needed.

## **MEASURING SUCCESS**

15. Success for the phase 2 programme will be measured in 3 ways:
  - a. By demonstrating either significant and sustained progress or continuous employment. Each family's achievement of 'significant and sustained' progress will be assessed against a locally defined Connecting Families Outcomes Framework. This is currently being developed with partner agencies. It outlines the aims and ambitions we intend to achieve with

each family, with regard to the six problems the programme aims to tackle and how this supports wider strategic objectives. The Outcomes Framework will provide a basis from which to determine when significant and sustained progress has been achieved and, therefore, a payment by results claim may be made for a family. The Framework will also be used in conjunction with the Local Authority's Internal Auditors to establish whether a result is valid. The new programme continues to be incentivised on a payments by results basis: for every family identified as qualifying for the programme, worked with and subsequently turned around, an £800 claim can be made by the Local Authority to the Department for Communities and Local Government (DCLG). As far as possible, our payment by results revenue will be invested in preventative work. We will use the intelligence gathered through the programme to stimulate ongoing service transformation through transparent local accountability

- b. By capturing a much richer understanding of the profile of families being engaged in the programme and progress across a broader range of outcomes. This will be obtained by our participation in the programme's National Impact Study and supplemented by Family Progress data
  - c. Provision of information about local investment in our Connecting Families Programme together with comparative pre-programme 'business as usual' costs
- 16.** Funding to support the second two measures is provided within the programme's Service Transformation Grant. This forms an essential part of the new programme's increased focus on driving public service transformation across all relevant local services.
- 17.** We have worked with governance and Legal Services to update our privacy notice, website and FAQ's and created posters to comply with data sharing regulations and raise the profile of the Connecting Families Programme within the community.
- 18.** In line with fresh Department for Communities and Local Government guidance we have tightened up our definition of 'families worked with'. We are currently on target to be working with the required number of families as defined by the programme in April 2016. As of 2 September 2015, 210 families are being worked with according to the new definition – this is 58.8% of the April 2016 target. We are on track to meet this target if we engage with 24 additional families per month.
- 19.** Information Sharing Agreements have been drawn up with Cambridgeshire Constabulary, who will grant the team access to police systems for the purpose of monitoring criminality and anti-social behaviour, and with Cross Keys Homes, who will provide data on financial exclusion and risk of homelessness amongst their tenants.

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES</b>	<b>AGENDA ITEM NO. 8</b>
<b>16 NOVEMBER 2015</b>	<b>PUBLIC REPORT</b>

## **Report of the Corporate Director for People and Communities**

**Contact Officer(s) – Lou Williams**

**Contact Details - 864139**

### **SERVICE DIRECTOR AND PORTFOLIO OVERVIEW REPORT: CHILDREN & SAFEGUARDING**

#### **1. PURPOSE**

- 1.1. This report provides an overview of the key activities within the portfolio of the Service Director for Children and Safeguarding, as well as providing a summary of key performance information in respect of Children’s Social Care.
- 1.2. The key performance information is accompanied by narrative and where possible, performance is compared with statistical neighbours. However, there are a number of areas where such comparisons are not available or are comparing comparator performance with data that is from 2013/14. Most comparative data for 2014/15 will not be available until December 2015.

#### **2. RECOMMENDATIONS**

- 2.1. Committee is asked to note the contents of this report, and to consider whether there are other areas of performance on which regular reports would assist the work of the Committee.

#### **3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY**

- 3.1. Creating Opportunities - Tackling Inequalities
  - Supporting vulnerable people

#### **4. BACKGROUND**

- 4.1. The Service Director for Children and Safeguarding is accountable for a number of areas of service delivery as follows:
  - Children’s Social Care Services, with the exception of services to children and young people with disabilities, which is provided by the 0-25 Service within Adult Social Care services;
  - The Child Health and Healthy Child programme and associated commissioning arrangements;
  - Oversight of the Joint Business Unit that supports the operation of the independent multi-agency Safeguarding Children and Safeguarding Adults Boards, and;
  - Quality Assurance functions within Children’s Social Care. These functions are likely to be combined with quality assurance functions for Adult Social Care in due course, with

the responsibility for the resulting joint unit remaining with the Service Director for Children and Safeguarding.

- 4.2. Since the 1<sup>st</sup> November 2015, the Service Director for Children and Safeguarding has acquired line management responsibility for our two short break/respite homes [Cherry Lodge and The Manor] for children and young people with disabilities and the associated outreach and community breaks services that these provisions also offer.

#### **Children's Social Care Services, including key performance information**

- 4.3. Since the last Service Director report was presented in July 2015, the OfSTED inspection report has been published.
- 4.4. The OfSTED report identified a number of areas of strength in our services, including early help and adoption. However, the impact of turnover of staff, variable quality of assessment and care planning and limited real time performance management systems, combined with a [at the time of the inspection] very recently appointed senior leadership team, led to an overall finding that the 'service requires further improvement in order to be good'.
- 4.5. The findings of this inspection were broadly in line with the self-assessment that we had completed as a new management team appointed in March 2015. This was very helpful, given that the unannounced inspection commenced in April 2015.
- 4.6. A detailed internal service improvement plan has been in place since the inspection process came to an end. An improvement seminar led by OfSTED is taking place on 9<sup>th</sup> November 2015, and this will also make any recommendations about the content of the formal draft OfSTED improvement plan, before this is finally signed off.
- 4.7. Progress is being made. For example, at the time of the inspection, the overall number of cases open to the service was almost 2,000. This high level of cases in the service, combined with continuing high levels of demand on the First Response Team had led to the Corporate Director seeking permission from the Chief Executive to implement a triage process, where referrals were triaged and those assessed as being of lower risk were not immediately allocated for assessment..
- 4.8. OfSTED recognised the action being taken to strengthen the assessment functions at the front door, and since the inspection, the overall number of children open to the service has steadily declined as all open cases have been reviewed by the Heads of Service. As of 19<sup>th</sup> October 2015, there were 1,720 cases open to Children's Social Care, and there has been no delay in allocating cases for assessment since June 2015. This number of open cases is more in line with longer term averages.
- 4.9. Caseloads in Family Support remain higher than we would like. This is why we have taken the initiative to appoint alternatively qualified team support workers. Their role will be two-fold; they will carry a caseload of less complex children in need cases and support the social workers in some of their direct work with families where children are subject to child protection plans.
- 4.10. This will improve the service to children with child in need plans, who can be seen as lesser priority when part of a large caseload that includes a number of children subject to child protection plans. A more focused response to children on child in need plans should lead to cases being open for shorter periods of time. This is better for the children, young people and their families concerned, but should also improve throughput, further reducing the number of children and young people open to the service at any one time.



- 4.11. Some changes have been made to the way in which court work is allocated within the service. All work is now undertaken within Family Support up to and including final hearings in care proceedings. Work used to transfer mid proceedings to the Children in Care service. This change has been made in order to reduce the numbers of social workers involved in managing the case and to give clear ownership and accountability for the quality and consistency of presentation of evidence and care planning to one service area.
- 4.12. This change, supported by the dedication of staff in the Children in Care Service, has contributed to an improved performance in terms of timeliness of visits to children in care. The fact that this part of the service no longer does court work means that scheduled visits are no longer likely to be cancelled because of an urgent court hearing.
- 4.13. Performance relating to timely visits to children on child protection plans is not yet good enough, however. This is in part related to the high caseloads in Family Support as noted above. It is also related to an increase in numbers of children subject to plans that took place in June and July 2015. This increase coincided with new managers joining the service. The numbers on child protection plans is reducing again, as can be seen from the performance charts in Appendix 1.
- 4.14. The following sections provide narrative to the charts that are reproduced in Appendix 1.
- 4.15. **Contacts, Referrals and Timeliness of Assessments**
- 4.16. There has been a period of variable practice in relation to the number of contacts that have progressed to referrals over recent months. This has in part been to do with changes within the Multi-Agency Safeguarding Hub [MASH] which resulted in more contacts appearing to be dealt with as referrals than has historically been the case. This is because the MASH process allows contacts to be open for up to 72 hours while they are being triaged, but the system assumes that any contact open for longer than 24 hours should be considered to be a referral.
- 4.17. The impact of these changes can be seen in charts 1, 2 and 3 in Appendix 1. Chart 1 shows the percentage of contacts converting to a referral. This was higher than target in June, July and August 2015 in particular. However, since a further review has taken place within the MASH hub, more contacts are being managed more quickly, and threshold decisions are being made in a shorter time. This has led to the reduction in the percentage of contacts being treated as referrals in September 2015, and the aim will be for this to continue. There is no statistical neighbour benchmarking available for this indicator. It is used locally as a means of helping to assess overall demands on the front door.
- 4.18. Chart 2 shows the rate of referrals per 10,000 population. The target for this has been amended recently to bring it in line with our statistical neighbour average, which makes the target more meaningful. The rate is showing a red indicator at present, which is also connected with the changes to the MASH Hub discussed above. As the percentage of contacts going on to become referrals reduces, this indicator will move in the right direction. However, because this is a 12 month rolling target, the impact of recent changes will take some time to feed through.
- 4.19. Chart 3 shows the percentage of referrals going to assessment, and is also showing that performance is currently rated red. This is again because of the much higher number of contacts that were opened as referrals in recent months which were then closed without proceeding to a single assessment. Performance in this area should stabilise and the

percentage of referrals leading on to assessments increase as the effect of the earlier months' of higher numbers of referrals works through the system.

- 4.20. The performance in these three areas all interlink. If more contacts progress to referrals then the proportion of referrals going to a single assessment will decrease. Getting the initial threshold decision correct in a timely way is the important issue here; if we are making good threshold decisions on the day, then the proportion of contacts progressing to referrals falls, and our staff in the MASH are spending less time making further enquiries to ascertain whether threshold for an assessment is or is not met.
- 4.21. This is the basis for work that is currently being led by the Peterborough Safeguarding Children Board to look again at our thresholds so as to reduce the amount of contacts being made to Children's Social Care. This is important because all contacts must be screened to ensure they do not include information about risks to a child. If we can move to a point where the generally accepted principle is that, except where there are indications of risks of immediate significant harm, support is offered at an Early Help level before contact is made with Children's Social Care, then our staff will spend less time making unnecessary enquiries.
- 4.22. Success in this area depends on a strong early help and prevention offer. Chart 3a in Appendix 1 shows the rate of early help assessments currently active per 10,000 children and young people in the City. Early help assessments are completed when it is identified that there is a need for more than one targeted service to work with the child and their family. These assessments are always completed with the consent of the family. Working alongside families in this way often leads to better outcomes than where an assessment is completed by Children's Social Care that recommends that the family accesses Early Help services. Chart 3a shows continuing increases in numbers of children being supported in this way, which is positive.
- 4.23. Where a referral into Children's Social Care is seen to warrant a further assessment, a single assessment is completed. These assessments should be completed within 42 days, and timeliness in this area is an indicator of the pressures on the system. Performance in this area is shown in Chart 4 of Appendix 1. The year to date target of 95% is a stretch target and signifies that there are high expectations in this area. The most recently monthly performance at 92.6% is in the amber range, although year to date performance remains red owing to poorer performance earlier in the year. As with other rolling 12 month indicators, it will take some time for performance to be above target before the indicator changes to amber and then green.
- 4.24. Chart 4a shows the position regarding the percentage of referrals where a previous referral has been made in the last 12 months. This indicator turned red in September, although the target was altered in the same month to 22% from 24%. This is an indicator that we are monitoring closely and may increase initially as thresholds are being applied more consistently. This is because it is more likely that children and young people will be re-referred if the more consistent application of thresholds means that fewer are accepted into the service as referrals than was previously the case.
- 4.25. This issue links to the overall number of children and young people being worked with by Children's Social Care. Earlier in the year, when numbers of children open to the service was as high as 2,000, the re-referral rate was much lower. This was not an indication of the system working as it should, however; it was an indication of the service accepting referrals of children that did not reach threshold.

- 4.26. The Children's Safeguarding Board will continue to work with partners on developing a better understanding of when and when not to refer to Children's Social Care through the work it is leading on the review of thresholds. This will support a decrease in re-referrals.

### **Safeguarding and Child Protection**

- 4.27. The number of children becoming subject to child protection plans increased significantly over the summer months but is declining again now, although remains above target [see Chart 5 of Appendix 1]. The target has been revised so as to place the Peterborough target in line with statistical neighbour averages, as opposed to England averages. High rates of children subject to child protection plans are closely correlated to levels of deprivation and so a target in line with the average of our statistical neighbours is more realistic.
- 4.28. The higher rates in July and August 2015 appear to be related to threshold decisions in May and June of this year, when new managers began in First Response. This peak in numbers of children being recommended for an initial Child Protection Conference has happened before when new managers start, and are establishing themselves in new systems.
- 4.29. In theory, child protection conferences should apply consistent decisions and decide against making children subject to child protection plans where the threshold is not met. In reality, many agencies prefer children to be subject to child protection plans because they perceive these to have a better structure and, subject to more frequent review, when compared to child in need plans. This means that conference chairs can find themselves under pressure to agree to a child being subject to a plan; pressure that can be hard to resist.
- 4.30. In reality, having too many children subject to child protection plans has the potential to overload systems. This detracts from the service provided to those children and young people who really do need to be subject to a child protection plan.
- 4.31. In response to this issue, conference chairs and team managers have undertaken joint workshops to help them to apply thresholds for Child Protection plans more consistently and in line with previous practice, guidance and procedures. As a result, numbers on child protection plans are reducing again. The rate of 59.9 per 10,000 in September 2015 compares with a target of 53.6 per 10,000. This means that we currently have around 30 more children and young people subject to a child protection plan than we would expect when compared with our statistical neighbour average.
- 4.32. Chart 6 details the number of child protection review meetings that take place within timescales. The target for this has been changed from 98% to 100%, and current performance is good in this area. The most recent month always appears to show poorer performance because the system only recognises that a conference has taken place when the notes are uploaded onto the system. The notes from conferences held towards the end of the calendar month will be uploaded during the first few days of the following one, leading to the system to conclude that the conferences have not taken place in timescale. Once the notes are uploaded, the system recognises the conference has taken place, but this is not reported until the following month's report.
- 4.33. Chart 7 shows the timeliness of visits to children subject to child protection plans. This is an area where performance has not been consistently good enough for a considerable period, and is an area where there is renewed focus by team managers and heads of

service. There is strict criteria for what constitutes a statutory visit to a child subject to a child protection plan. This includes requiring the child to be seen alone and for the child's bedroom to be seen. Where the write up of a visit does not confirm these two things have happened, the visit is not counted as a statutory one.

- 4.34. There will always be a small number of visits that are not completed for a number of reasons. Examples include where families have moved abroad, have gone on holiday or are visiting relatives elsewhere and where families are refusing visits. The latter scenario is likely to lead to an escalation in the way the case is managed that may lead to legal proceedings being issued.
- 4.35. Most recent performance for September is that 92.2% of visits were carried out within timescale. The target has been revised upward to 98% from 95% as a stretch target to indicate the importance we are placing on performance in this area. The previous target of 95% would now attract an amber performance rating.
- 4.36. Performance in this area is expected to improve as we appoint the team support workers who will be able to absorb more of the child in need work from social workers within Family Support, enabling social workers to concentrate on driving forward plans for children subject to child protection plans.

#### **Children Looked After**

- 4.37. Chart 8 in Appendix 1 shows the rate of children and young people looked after per 10,000. Performance has been steady in this area for most of this calendar year and is in line with the target rate.
- 4.38. The rate of children and young people looked after in Peterborough is currently 73 per 10,000, which compares to the most recently available statistical neighbour average rate of 79.4. If Peterborough were in line with the statistical neighbour average, we would have an additional 28 children and young people in care.
- 4.39. Were our numbers to drop significantly from their current levels, it may indicate that we were not intervening effectively in families where children are at risk of harm. Were our numbers to rise significantly, it would indicate that we were probably bringing too many children into the care system. Numbers fluctuate slightly as children leave and become looked after, and what is the 'right' number to have in care is a difficult question as this is affected by a number of variables.
- 4.40. Overall anything between about 330 and 360 feels about right in the Peterborough context, where we have good performance in adoption and in achieving permanency through Special Guardianship Orders. This means that children are likely to spend less time looked after here than they may do in some other areas, which has the effect of reducing overall numbers. Indeed, research commissioned by the pan-London Safeguarding Children Board identified that the average length of time a child spent looked after had the greatest impact on the overall numbers in care in any one area.
- 4.41. Chart 9 shows the number of children and young people in care who have had three or more placement moves. We have revised the target for this indicator downwards slightly, and our current performance is now amber, with 10.3% of children having had three or more moves in the last 12 months. While this is still better than England or Statistical Neighbour averages [11.3% and 11.0% respectively], there has been an upward trend in the numbers of children who have had 3 or more moves in the last 5 months.

- 4.42. A figure for placement moves that is too low may indicate that thresholds for coming into the care system are too low. We would expect to be looking after a reasonable proportion of young people with challenging needs for whom identifying the right placement may take more than three attempts, for example.
- 4.43. Nevertheless, the trend in relation to this indicator will continue to be monitored over the coming months. If it continues to increase an audit will be undertaken to establish how performance can be brought back in line with the target.
- 4.44. Chart 10 shows the percentage of children looked after reviews that are completed within timescale. We have increased this target to 100% and current performance is 98.8%. This is an important indicator as anything other than high performance can indicate that a number of other features of the child in care system are not working effectively, and that the progress of children's care plans may be being adversely affected.
- 4.45. Chart 11 of Appendix 1 shows the timeliness of visits to children who are looked after. As with visits to children subject to child protection plans, there are a number of strict criteria around these visits that mean that simply seeing a child may not be enough to qualify as a statutory visit. The child must be seen alone, for example, and must be seen in their placement and not at another place such as a community facility or in school.
- 4.46. Performance in this area is currently broadly good and most recent performance – at 97.6% - is above target. There have been some months recently where performance was much less good.
- 4.47. This issue has been addressed in that there has been a move out of the service of court work, meaning that social workers in the Children in Care service no longer have to cancel visits to children because they have suddenly been ordered to attend court. This reorganisation of work means that the workers in this part of the service are able to focus on their work with children and young people who are looked after.
- 4.48. The percentage of Initial Health Assessments completed within 20 working days can be found at Chart 12 of Appendix 1. This is a very complex indicator for the current system to calculate accurately and the figures in this dataset are not correct. Performance is still too low in this area, with the most accurate figure that we have for September 2015 being that 55% of assessments were completed within timescale.
- 4.49. This is a difficult indicator to measure because a number of children who become looked after in any month may not remain looked after for more than a few days. The system records them as having been looked after in the month, but because it is unable to identify that a completed health assessment has taken place, shows them as not having had such a check, where the reality is that they would not require one.
- 4.50. Arranging an initial medical requires parents to provide written consent that must be supplied to colleagues in the Looked After Children's health team; without that consent, an appointment cannot be arranged. Once an appointment is arranged, the child has to be willing to attend and the foster carers able to take them on the due date. This is quite complicated when the child is in Peterborough but is even more so when the child has moved out of area. In this situation, our local health team do their best to prevail upon local health services to carry out checks within timescales, but the receiving area has their own children looked after and not all areas place the same priority for health assessments on children from other areas.

- 4.51. Another area for caution in relation to this indicator relates to the relatively small numbers involved. Where 10 children are looked after in any one month, with four coming from one family and where there is an issue in obtaining written consent, performance will drop to 60% at best for that month.
- 4.52. Despite the apparent low performance in this area, it is substantially better than in the last financial year where the average was around 20%. This follows new arrangements that were put in place in April this year to improve communication between Children's Social Care and health partners, following additional investment by health partners in clinic capacity to meet need. There remains a considerable distance to go before we can claim good performance in this area.
- 4.53. Chart 13 of Appendix 1 shows a more positive story however; this illustrates the proportion of children looked after for 12 months who have had a medical assessment in the previous 12 months. Current performance is 93.7% which rates as amber but only because we have raised the target from 85% to 95% in order to continue to stretch performance.
- 4.54. Chart 14 of Appendix 1 shows the proportion of children and young people looked after who have Personal Education Plans. Current performance is showing a dip compared with performance earlier in the year. In part this is because for those who have come into the care system over the summer, there is an obvious lack of school staff available to advise on completion of the plans.
- 4.55. This is an area where attention will be focused on the coming months, not just in relation to the percentage of children who have these plans, but also in relation to their quality and the extent to which they set measurable goals that have reflect a high aspiration for education and learning goals.
- 4.56. The Assistant Director is to establish a multi-agency performance board that will monitor and improve performance for our children in care. This board will increase oversight on areas such as improving educational outcomes, ensuring that information from child health assessments is captured so that it can be used in commissioning decisions and future service planning.
- 4.57. Chart 15 provides an indication of adoption performance. Numbers are small and adoption activity varies month by month, so the performance can appear to change significantly over the course of a year. There tends to be a push to get adoptions secured in the period between around now in any financial year and the end of the year. Adoption performance in Peterborough is good overall, as was noted by OfSTED in the recent inspection.

#### **Staff Recruitment and Retention**

- 4.58. Workforce stability has improved since last year; of the 83.0 FTE front line social worker posts, 75% are now filled by permanent staff, accounting for new starters beginning with the authority over the next few weeks. This compares with around 65% in October 2014.
- 4.59. Of the 10 front line team managers [three in First Response, four in Family Support and three in the Children in Care and Leaving Care teams], seven are permanent members of staff with two permanent appointments having recently been made. Looking back a year, four of these posts were vacant – all of those in First Response, and one in Family Support.
- 4.60. At head of service and assistant director level, the position is also much better than a year ago. We have one locum head of service covering the children in care service, otherwise

the remaining heads of service for family support, first response, quality assurance and fostering and adoption are all permanently filled. We also have a permanent assistant director in post. In October 2014, only the heads of service for fostering and adoption and children in care services were filled permanently. The then head of service for children in care is the current head of service for first response. The assistant director role was also covered by a locum member of staff.

- 4.61. Staff retention is helped by having in place good systems for training, development and support. The Principal Social Worker now chairs the Social Work Forum, and members are champions when it comes to putting new practice standards across the service. Team Managers have commenced a dedicated development programme that will build their management and leadership skills, ensuring that they feel valued, while helping them to support the continuing practice developments in their service areas.

#### **Concluding Remarks: CSC Performance**

- 4.62. Each of the heads of service within Children's Social Care have been allocated a specific performance area for which they are accountable.
- 4.63. This clear accountability framework represents a new approach to managing performance within the service, and is one that we will continue to review in order to monitor effectiveness.
- 4.64. Once an ICT system is in place that is able to produce performance information on a real time basis, managers will have the benefit of more up to date performance data. There are a number of stages to implementation, including an upgrade to Liquid Logic to bring the system up to the most recent version. This means live performance reporting is unlikely to be achieved prior to the end of the financial year.

#### **THE HEALTHY CHILD PROGRAMME AND ASSOCIATED COMMISSIONING ACTIVITIES**

- 4.65. Peterborough City Council is the lead commissioner for children's health services across Peterborough and Cambridgeshire. Much of child health is delivered by the Cambridge and Peterborough Foundation Trust [CPFT] across the two local authority areas, making it sensible for there to be a single lead local authority.
- 4.66. Commissioning responsibilities for Health Visiting transferred to local authorities from NHS England on 1<sup>st</sup> October 2015. At the same time, the Department of Health has announced a consultation for an in year reduction to the Public Health Grant. This grant funds a number of universal and targeted activities to promote long term improvements in health outcomes, as well as providing statutory funding for a number of services such as for the treatment of substance and alcohol misuse.
- 4.67. In the event that the reduction to the Public Health Grant does go ahead, the Health and Wellbeing Board will need to review current priorities.
- 4.68. The Care Quality Commission [CQC] published its inspection report of the Cambridgeshire and Peterborough Foundation Trust [CPFT] on 13<sup>th</sup> October 2015. The overall outcome was that the Trust is 'Good'. However the report identified areas for improvement in areas including waits for specialist Child and Adolescent Mental Health Services and capacity issues with Speech and Language Therapy for children and young people.

- 4.69. Action was already being taken prior to the CQC inspection to address waiting lists for specialist child and adolescent mental health services. The Clinical Commissioning Group had identified additional one off funding of £300,000 in the current year to address the waiting list, and £600,000 on-going funding to address the cause of the waiting list build up, which is a rise in demand for these services.
- 4.70. New national funding has also been made available to support mental health services for children and young people by the Department of Health, with £1M additional funding across Cambridge and Peterborough.
- 4.71. Cambridge and Peterborough Foundation Trust has an agreed target to reduce waiting times for assessment and treatment so that these are in line with national targets by April 2016. National targets are for nobody to wait longer than 6 weeks for assessment and up to a further 12 weeks for the commencement of any treatment that is needed.
- 4.72. As lead commissioner, Peterborough has been working with CPFT and the Clinical Commissioning Group to look again at how to improve pathways for children, young people and families in relation to specialist Child and Adolescent Mental Health [CAMH] services. An example is a new approach to supporting children and young people with possible neurodevelopmental disorders such as Autistic Spectrum Disorders. Where such a disorder is suspected, the first thing to be offered will be access to practical parenting support and advice. Where this approach confirms the possibility of a neurodevelopmental disorder, an onward referral for an assessment will follow.
- 4.73. This contrasts with the current position where a child may wait for a considerable period for an assessment that does not identify any disorder, but where often parents have not accessed other services because they are awaiting a diagnosis.
- 4.74. Additional funding has also been identified to consider the speech and language pathway in Peterborough and Cambridgeshire. Speech and language therapy, like CAMH services, is an area where the role of universal provision is central in promoting good outcomes and managing demand for children of all abilities and needs.
- 4.75. There is often pressure from schools and parents that a child needs more individual speech and language therapy. In fact children are more likely to benefit from early years and teaching staff who are skilled in encouraging language development and who can coach parents and carers to develop the same skills.
- 4.76. Most research also indicates that settings and schools that are able to promote the best speech and language development for pupils with additional support needs are also the ones that secure the best outcomes for language development for all pupils.
- 4.77. Finally, we are working with CPFT to re-establish the Strengths and Difficulty Questionnaires for children and young people in care. This is a measure of the emotional health and wellbeing of each individual child or young person, which should take place at least annually.
- 4.78. These were discontinued in Peterborough in 2013 because many young people and carers reported that they perceived little benefit from completing the questionnaire. A decision was made that emotional and mental health issues would be better picked up in the annual health assessment. However, the OfSTED inspection identified that this approach was not leading to a sufficiently developed understanding about the mental and emotional health needs of children in care.



- 4.79. The lesson learned from the earlier use of these questionnaires is to ensure that information gathered from them results in material change for children and young people. A process is therefore being put in place that will result in the Strength and Difficulty Questionnaire being completed prior to the annual health assessment. The individual findings will be discussed as part of the assessment itself. Where additional needs are identified, these will result in an onward referral to the appropriate service. General information about needs identified will be used to inform the commissioning of emotional and mental health services for children in care.

#### **THE SAFEGUARDING CHILDREN BOARD AND SAFEGUARDING ADULT BOARD**

- 4.80. The Care Act 2014 has introduced a number of changes in relation to the safeguarding of vulnerable adults.
- 4.81. One of these changes is to place Safeguarding Adult's Boards on a statutory basis, in line with Safeguarding Children's Boards. Within this context, it has made sense to explore how the work of the two boards can be brought closer together.
- 4.82. The Business unit which supports the work of the Peterborough Safeguarding Children Board and the Peterborough Adult Safeguarding Board have been reconfigured to form one unit. This will provide efficiency savings while ensuring consistency of approach across the safeguarding agenda. This new business unit has been working as unified team since mid-September 2015.
- 4.83. Since September, a multi-agency safeguarding training programme has been launched that covers both the children's and adults' workforces in Peterborough. This approach ensures consistency of information about safeguarding across the whole workforce and recognises that, for example, practitioners working with adults may encounter safeguarding issues affecting children in their work and vice versa.
- 4.84. The Quality and Effectiveness Groups that sit under the two boards have been merged to form one sub-group. This single group looks at quality of practice across both the children's and adult's workforce. There will be a single performance framework across the two boards which will include a dataset, quality assurance activity and feedback from service users. Audits are planned to take place across the two service areas, which will provide a holistic view of practice as this affects families. It has been agreed that the first "joint" audit will look at transitions between children and adult services – an issue that causes many parents and young people concern. This audit is planned to take place in early 2016.
- 4.85. The role of the child sexual exploitation officer has recently been extended to include vulnerable adults who are also at risk of or who are being sexually exploited. The Boards are working closely with a variety of Council services and the police to assess how this role can be utilised to maximum impact.
- 4.86. In addition to the above there is currently a joint piece of work between the Children's Safeguarding Board and Adult's Safeguarding Board which is looking at refreshing the documents that relate to the thresholds for services. It has been established that there needs to be a separate document which details the threshold for services for children's and adult services. However, it has also been agreed that there will be a set of joint principles that governs both documents and the work that they refer to. These principles will apply to issues such as consent. This approach will assist in providing consistency across the two service areas.

## **DEVELOPING A SINGLE APPROACH TO QUALITY ASSURANCE**

- 4.87. Children's Social Care and Adult Social Care are now part of the same Directorate: People and Communities.
- 4.88. As noted above, the Care Act has also placed greater emphasis on adult safeguarding. Numbers of adults receiving services at any one time are much greater than the number of children who do so. This, combined with the way in which care is delivered to vulnerable adults and older people in particular, means that there is a greater potential for the need for more complex enquiries into adult safeguarding issues than in children's services.
- 4.89. At one end of the spectrum, a concern may be received about an individual vulnerable adult. The concern may be, for example, that their carer – a family member or friend – is mistreating them or exploiting them for financial gain. Such enquiries require extreme sensitivity and are properly led by a social worker allocated to the case.
- 4.90. However, where concern relates to the care provided to an adult resident of a care home, there is potential for these concerns to affect a number or all residents of that home. Enquiries of this nature introduce further complexities, where the needs and rights of the adults concerned to receive high quality care must also be balanced with the impact of any potential changes of care arrangements, taking into account the wishes and feelings of the adults concerned.
- 4.91. In most such circumstances, issues raised are best approached in a problem solving approach, and benefit from independent oversight. In this respect, there are parallels with the way that complex safeguarding investigations are undertaken within Children's Services, with independent oversight from the children's Local Authority Designated Officer.
- 4.92. This independent oversight is more likely to result in an outcome where the provider is supported to make changes in the care they provide in order to better meet the needs of the residents, addressing the issues while avoiding unnecessary disruption to the lives of the vulnerable residents.
- 4.93. It is proposed that responsibility for making enquiries about these more complex issues will sit within the new joint Quality Assurance Service, along with responsibility for undertaking audits to assess quality of practice in both Children's and Adult's Social Care and the chairing of child protection conferences about individual children at risk of significant harm.
- 4.94. It is proposed that this service will report through a Head of Service directly to the Service Director for Children and Safeguarding. This approach provides a degree of independence from direct operations, which lie with Assistant Directors for Children's Social Care and Adult Services respectively.
- 4.95. Funding is being made available from central Government to support the implementation of the Care Act. Developing a joint quality assurance unit in this way will enable practice in Children's and Adult services to evolve together, while creating more efficiency in terms of the overall costs of the structure.
- 4.96. A business case will be developed in November, and any current members of staff affected will be consulted in line with formal Council procedure.

## **5. KEY ISSUES**

### **5.1. Key issues arising from the above include:**

- Many performance indicators within Children's Social Care are interrelated and it is not always easy to specify what good performance within a single indicator is in isolation from others;
- Many areas of the service are showing improvement as the management and leadership arrangements are becoming established, however;
- Areas of performance where improvement continues to be required, such as the timeliness of visits to children on child protection plans, have been allocated to individual heads of service to improve accountability;
- Reductions in overall numbers of children and young people open to the service to levels consistent with long term activity rates will assist in improving performance;
- Development of ICT capacity to enable 'live' performance monitoring will help managers to improve performance further as well as providing an early indication of where the application of thresholds may have moved away from the standard;
- Prevention and Early Help services were identified as a strength in the recent OfSTED inspection and work to develop thresholds that emphasise the importance of early help prior to referral to children's social care in non-urgent situations will lead to better results for individual children and reduce the time spent screening contacts in Children's Social Care;
- Peterborough is the lead commissioner for Children's Health Services across Cambridgeshire and Peterborough, reflecting closer working relationships between the authorities;
- The recent Care Quality Commission inspection of the Cambridgeshire and Peterborough Foundation Trust identified that services provided were good overall;
- One area identified where improvement is needed is waiting lists for specialist mental health services for children and young people. The local Clinical Commissioning Group had responded to this need prior to the inspection, identifying additional resources to tackle the waiting list;
- A joint business unit now supports the work of the two statutory multi-agency safeguarding boards;
- This approach should help to bring consistency to the way that safeguarding issues affecting children and vulnerable adults are identified and responded to, and;
- Proposals are being developed to bring together the work of the quality assurance roles in Children's and Adults' services, which will support the establishment of common practice standards and ensure that the service can respond to complex safeguarding issues affecting numbers of vulnerable adults receiving care from the same care provider.

## **6. IMPLICATIONS**

- 6.1. There are potential HR implications arising from the proposals to develop a single quality assurance service. In the event that this is the case, a full consultation process will take place in line with Council procedures.

## **7. CONSULTATION**

- 7.1. Consultation has taken place with relevant senior officers within Children's Social Care and with the Performance Team.
- 7.2. In line with the agreement reached at Scrutiny in September 2015, there has been an opportunity for the Chair of Scrutiny and the Independent Co-opted Member, Mr Al Kingsley, to meet with the Service Director to look in detail at the performance information prior to the Scrutiny meeting on the 16<sup>th</sup> November 2015.

## **8. NEXT STEPS**

- 8.1. The format and layout of this report hopefully reflects feedback from Members about the information that is needed in order to enable effective scrutiny of performance. This report will continue to evolve in response to feedback from the Committee.

## **9. BACKGROUND DOCUMENTS**

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

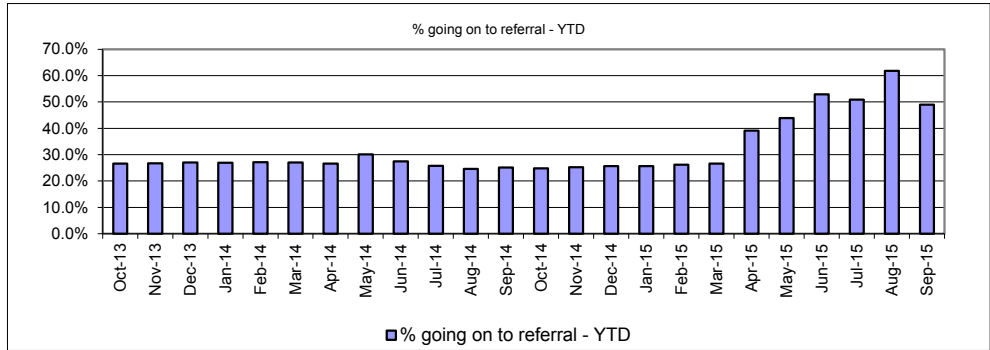
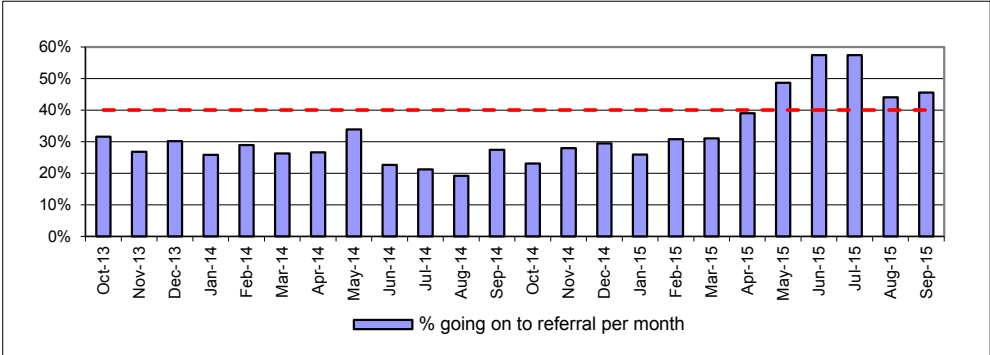
- 9.1. Performance Report for September 2015, published by the Performance Team.

## **10. APPENDICES**

- 10.1. Appendix 1: Service Director Children and Safeguarding Report.

Chart 1

**Number of contacts and % going on to referral** **Sep-15**



Month	Refs	Contact	% Mnth	% YTD	Target	Var.	RAG
Oct-13	284	900	31.6%	26.6%	40.0%	-33.4%	G
Nov-13	210	783	26.8%	26.7%	40.0%	-33.3%	G
Dec-13	226	750	30.1%	27.1%	40.0%	-32.3%	G
Jan-14	213	825	25.8%	26.9%	40.0%	-32.7%	G
Feb-14	217	750	28.9%	27.1%	40.0%	-32.2%	G
Mar-14	249	947	26.3%	27.0%	40.0%	-32.4%	G
Apr-14	221	831	26.6%	26.6%	40.0%	-33.5%	G
May-14	260	767	33.9%	30.1%	40.0%	-24.8%	G
Jun-14	210	928	22.6%	27.4%	40.0%	-31.5%	G
Jul-14	194	913	21.2%	25.8%	40.0%	-35.5%	G
Aug-14	140	728	19.2%	24.6%	40.0%	-38.5%	G
Sep-14	254	927	27.4%	25.1%	40.0%	-37.3%	G
Oct-14	201	872	23.1%	24.8%	40.0%	-38.0%	G
Nov-14	237	848	27.9%	25.2%	40.0%	-37.0%	G
Dec-14	237	805	29.4%	25.6%	40.0%	-36.0%	G
Jan-15	213	821	25.9%	25.7%	40.0%	-35.8%	G
Feb-15	269	874	30.8%	26.2%	40.0%	-34.5%	G
Mar-15	302	972	31.1%	26.6%	40.0%	-33.5%	G
Apr-15	319	818	39.0%	39.2%	40.0%	-2.1%	G
May-15	418	860	48.6%	43.9%	40.0%	9.8%	G
Jun-15	505	880	57.4%	52.9%	40.0%	32.1%	G
Jul-15	538	938	57.4%	50.9%	40.0%	27.3%	G
Aug-15	314	713	44.0%	61.8%	40.0%	54.6%	G
Sep-15	423	929	45.5%	49.0%	40.0%	22.5%	G

YTD: **2,517** **5,138** **49.0%**

**Definition**  
 The table shows the number of referrals and contacts happening in each given month. The %Mnth column shows in that month alone, the crude conversion of contacts that went onto referrals. The %YTD column shows the year to date percentage of contacts going on to referrals.

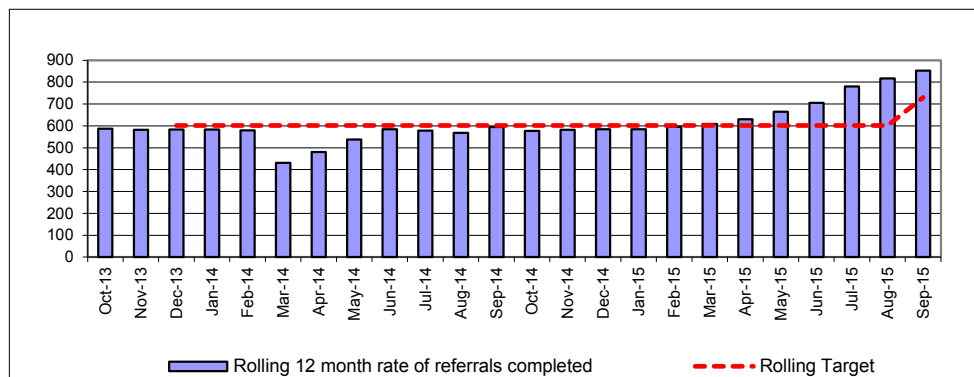
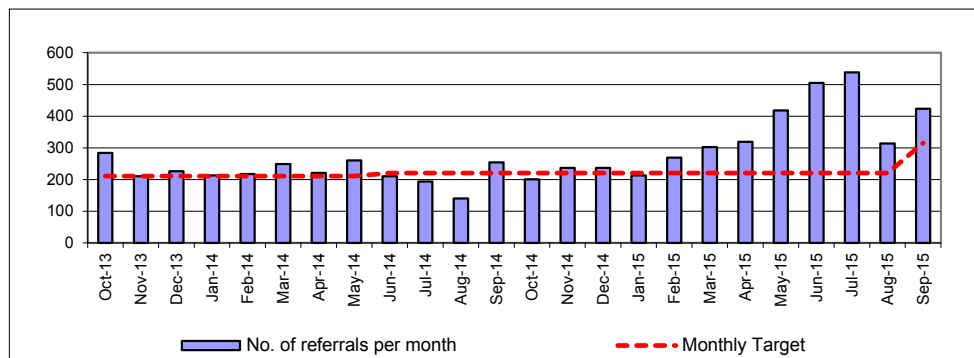
**G =40%** **A =+/- 10%** **R =+/- 20%**

**CSC Commentary**  
 Previous performance against this target has been variable, and the threshold guidance is now being applied more consistently in respect of all contacts. Activity this month has been slightly higher than the target, but is demonstrating the levelling out of performance over the last two months.

Chart 2

**Number of Referrals per 10,000 - Rolling 12 Months Performance**

**Sep-15**



**CSC Commentary**

The target for this indicator has been adjusted to reflect our statistical neighbours; performance and provide a more useful benchmark for the LA.  
 This indicator has fluctuated significantly over the last few months, partly due to changes in the MASH Hub. However, we remain above target currently. Work is being carried out by the Head of Service and Team Manager to ensure a consistent approach, and a multi-agency review of thresholds is underway by LSCB.

Month	Refs	12 Mths	Rate	Target	Variance	RAG
Oct-13	284	2643	587.3	601.6	-2.4%	G
Nov-13	210	2618	581.8	601.6	-3.3%	G
Dec-13	226	2628	584.0	601.6	-2.9%	G
Jan-14	213	2625	583.3	601.6	-3.0%	G
Feb-14	217	2608	579.6	601.6	-3.7%	G
Mar-14	249	1533	431.1	601.6	-28.3%	G
Apr-14	221	1754	480.2	601.6	-20.2%	G
May-14	260	2014	538.0	601.6	-10.6%	G
Jun-14	210	2224	584.7	601.6	-2.8%	G
Jul-14	194	2418	578.2	601.6	-3.9%	G
Aug-14	140	2558	568.4	601.6	-5.5%	G
Sep-14	254	2678	595.1	601.6	-1.1%	A
Oct-14	201	2595	576.7	601.6	-4.1%	G
Nov-14	237	2621	582.4	601.6	-3.2%	G
Dec-14	237	2632	584.9	601.6	-2.8%	G
Jan-15	213	2632	584.9	601.6	-2.8%	G
Feb-15	269	2684	596.4	601.6	-0.9%	G
Mar-15	302	2738	608.2	601.6	1.1%	G
Apr-15	319	2836	630.0	601.6	4.7%	G
May-15	418	2994	664.9	601.6	10.5%	A
Jun-15	505	3289	705.8	601.6	17.3%	R
Jul-15	538	3633	779.6	601.6	29.6%	R
Aug-15	314	3807	817.0	601.6	35.8%	R

Sep-15	423	3976	853.2	730.5	16.8%	R
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**Definition**

Number of referrals (rolling 12 months) divided by the population of 0-17 year olds in Peterborough multiplied by 10,000

Population for denominator: 46600

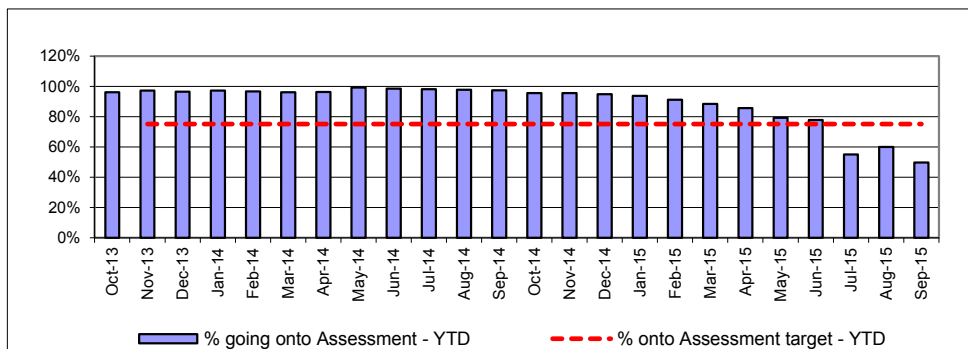
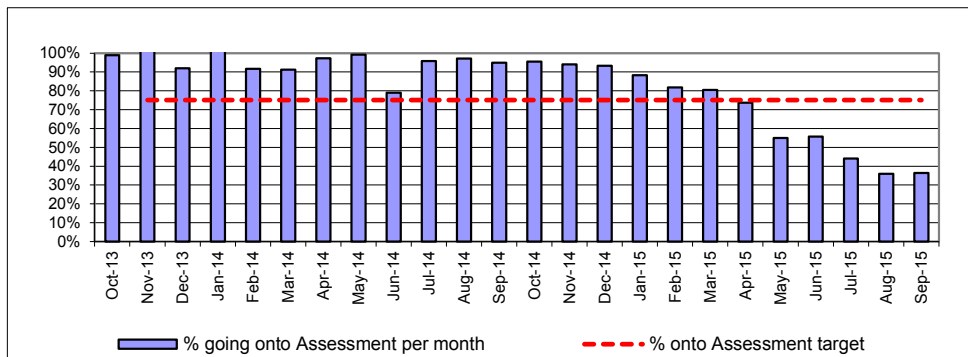
**G =730.5      A<745      R>745**

Year	PCC Result	SN Result	ENG Result
2013-14	577.7	730.5	573.0
2014-15	586.6	767.8	548.3
2015-16			

Chart 3

Referrals progressing to Single Assessment

Sep-15



Month	Assess	Refs	% Mnth	% YTD	Target	Var	RAG
Oct-13	281	284	98.9%	96.1%	75.1%	21.0	G
Nov-13	218	210	103.8%	97.2%	75.1%	22.1	G
Dec-13	208	226	92.0%	96.5%	75.1%	21.4	G
Jan-14	220	213	103.3%	97.2%	75.1%	22.1	G
Feb-14	199	217	91.7%	96.7%	75.1%	21.6	G
Mar-14	227	249	91.2%	96.1%	75.1%	21.0	G
Apr-14	215	221	97.3%	96.2%	75.1%	21.1	G
May-14	258	260	99.2%	99.2%	75.1%	24.1	G
Jun-14	166	210	79.0%	98.5%	75.1%	23.4	G
Jul-14	186	194	95.9%	98.0%	75.1%	22.9	G
Aug-14	136	140	97.1%	97.8%	75.1%	22.7	G
Sep-14	241	254	94.9%	97.5%	75.1%	22.4	G
Oct-14	192	201	95.5%	95.6%	75.1%	20.5	G
Nov-14	223	237	94.1%	95.5%	75.1%	20.4	G
Dec-14	221	237	93.2%	94.9%	75.1%	19.8	G
Jan-15	188	213	88.3%	93.8%	75.1%	18.7	G
Feb-15	220	269	81.8%	91.2%	75.1%	16.1	G
Mar-15	243	302	80.5%	88.4%	75.1%	13.3	G
Apr-15	235	319	73.7%	85.6%	75.1%	10.5	G
May-15	230	418	55.0%	79.2%	75.1%	4.1	G
Jun-15	281	505	55.6%	77.7%	75.1%	2.6	G
Jul-15	237	538	44.1%	55.1%	75.1%	-20.0	R
Aug-15	113	314	36.0%	60.0%	75.1%	-15.1	R
Sep-15	154	423	36.4%	49.7%	75.1%	-25.4	R

<b>YTD:</b>	<b>1,250</b>	<b>2,517</b>	<b>-</b>	<b>49.7%</b>	<b>75.1%</b>	<b>-25.4</b>	<b>G</b>
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**Definition**  
 The percentage of children referred to children's social services departments whose cases go on to initial assessments. The numerator is the number of initial assessments started in the period recorded on ICMS. The denominator is the number of referrals in the period recorded on ICMS.

**G = 75.1%**      **A > 70%**      **R < 70%**

Year	PCC Result	SN Result	ENG Result
2012-13	84.4%	77.9%	74.4%
2013-14	20.1%	19.3%	19.4%
2014-15	39.0%	16.0%	23.0%

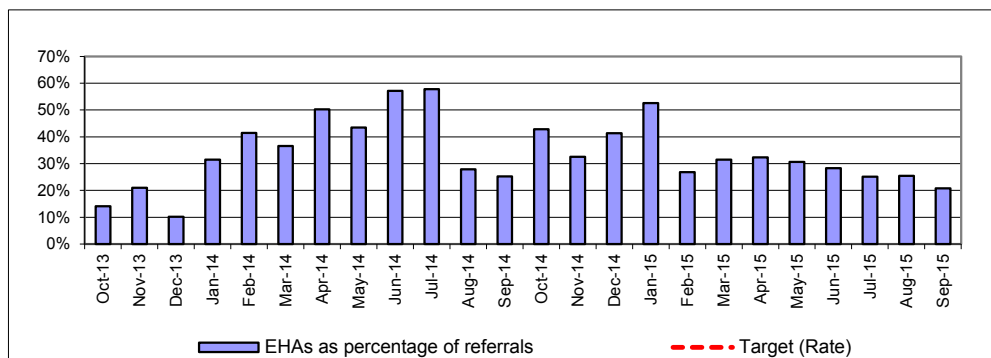
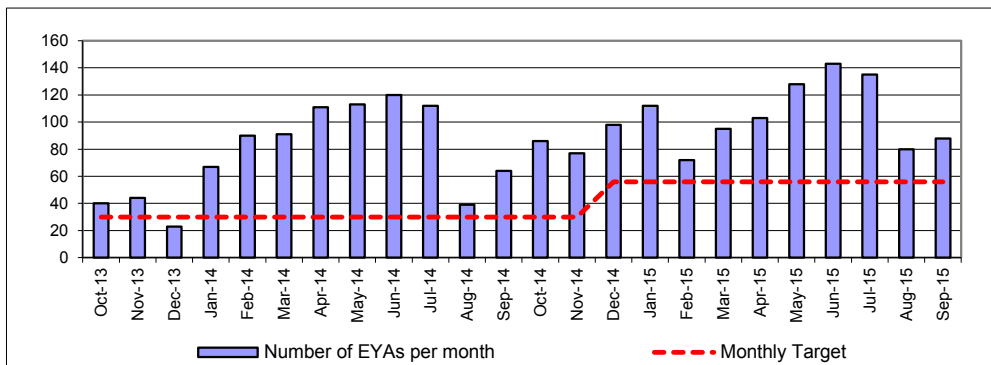
**CSC Commentary**  
 Performance has slipped this month in relation to the target. Conversion rates are affected by contact to referral decisions, and also whether it has been possible to obtain parental consent at an early stage. This does also indicate application of thresholds, but should be addressed earlier in the referral journey.  
 The Head of Service is working closely with Team Managers to address consistency issues, and would expect to see improved performances next month.

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Chart 3a

**Early Help Assessments per 10,000 - Rolling 12 Months Performance**

**Sep-15**



Month	EYAs	12 Mths	Rate	EHA%
Oct-13	40	538	119.6	14.1%
Nov-13	44	520	115.6	21.0%
Dec-13	23	502	111.6	10.2%
Jan-14	67	292	64.9	31.5%
Feb-14	90	382	84.9	41.5%
Mar-14	91	473	105.1	36.5%
Apr-14	111	584	129.8	50.2%
May-14	113	697	154.9	43.5%
Jun-14	120	817	181.6	57.1%
Jul-14	112	849	188.7	57.7%
Aug-14	39	870	193.3	27.9%
Sep-14	64	914	203.1	25.2%
Oct-14	86	959	213.1	42.8%
Nov-14	77	992	220.4	32.5%
Dec-14	98	1066	236.9	41.4%
Jan-15	112	1113	246.9	52.6%
Feb-15	72	1095	243.3	26.8%
Mar-15	95	1099	244.0	31.5%
Apr-15	103	1091	242.0	32.3%
May-15	128	1106	242.4	30.6%
Jun-15	143	1129	242.3	28.3%
Jul-15	135	1152	247.2	25.1%
Aug-15	80	1193	256.0	25.5%
Sep-15	88	1217	261.2	20.8%

Target	Var.	RAG
80.8	48.0%	G
80.8	43.0%	G
80.8	38.1%	G
80.8	-19.7%	G
80.8	5.1%	G
80.8	30.1%	G
80.8	60.6%	G
147.9	4.7%	G
147.9	22.8%	G
147.9	27.6%	G
147.9	30.7%	G
147.9	37.3%	G
147.9	44.1%	G
147.9	49.0%	G
147.9	60.2%	G
147.9	66.9%	G
147.9	64.5%	G
147.9	65.0%	G
147.9	63.6%	G
147.9	63.9%	G
147.9	63.8%	G
147.9	67.1%	G
147.9	73.1%	G

**CSC Commentary**

Numbers of assessments are always lower during school holidays and pick up from September. The rate in August and September this year is higher than in the same month a year ago, indicating the continuing strong use of Early Help Assessments in the City.

**Definition**

Number of new EYAs recorded in the month divided by the number of referrals that month (from Page 4). The rate is the number of new EYAs recorded in the previous 12 months divided by the population of 0-17 year olds in Peterborough multiplied by 10,000. The number of EYAs is taken from the local EHA tracker database and is not externally valid.

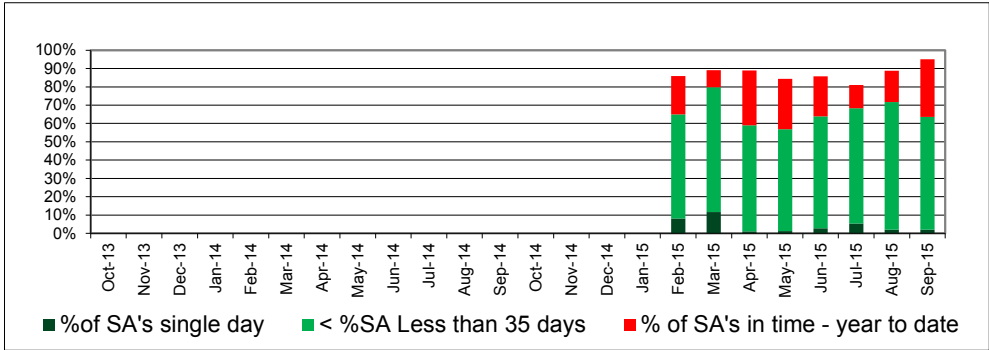
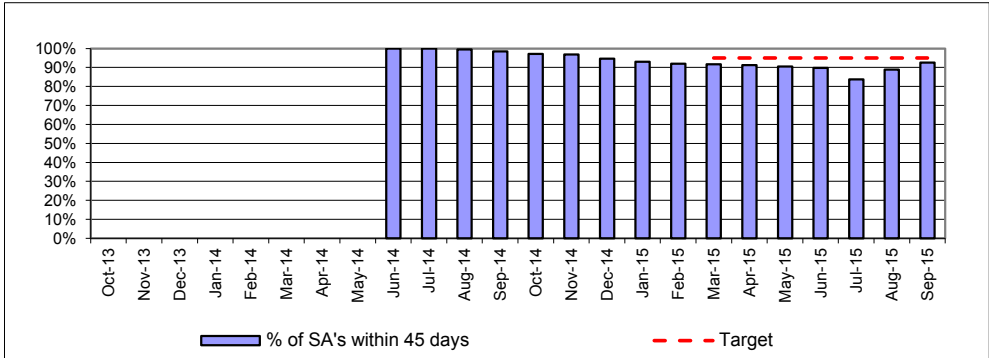
**G =TBC      A =TBC      R =TBC**

Year	SN Result	ENG Result
2012/13	-	-
2013/14	-	-
2014/15	-	-



Chart 4

**Single Assessment Timescales (within 45 working days) Sep-15**



Month	SA 45	SA 35	SA 1 day	SA All	% Mnth	% YTD	Target
Oct-13							
Nov-13							
Dec-13							
Jan-14							
Feb-14							
Mar-14							
Apr-14	0	0	0	0	0.0%	0.0%	
May-14	0	0	0	0	0.0%	0.0%	
Jun-14	32	32	20	32	100.0%	100.0%	
Jul-14	160	160	24	160	100.0%	100.0%	
Aug-14	205	178	21	206	99.5%	99.5%	
Sep-14	224	160	32	232	96.6%	98.4%	
Oct-14	238	188	22	253	94.1%	97.2%	
Nov-14	190	125	36	200	95.0%	96.8%	
Dec-14	240	206	31	278	86.3%	94.6%	
Jan-15	267	171	56	317	84.2%	93.0%	
Feb-15	213	141	20	248	85.9%	92.0%	
Mar-15	238	182	31	267	89.1%	91.7%	
Apr-15	256	167	3	288	88.9%	91.2%	
May-15	276	182	4	327	84.4%	90.5%	
Jun-15	287	205	9	335	85.7%	89.8%	
Jul-15	314	244	21	388	80.9%	83.7%	
Aug-15	270	212	6	304	88.8%	88.8%	
Sep-15	239	159	5	258	92.6%	92.6%	95.0%

<b>YTD:</b>	<b>1386</b>	<b>1002</b>	<b>45</b>	<b>1612</b>	<b>--</b>	<b>86.0%</b>	
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**Definition**  
 The number of single assessments YTD completed within 45 working days from the start of the single assessment, as a percentage of the number of single assessments completed YTD.

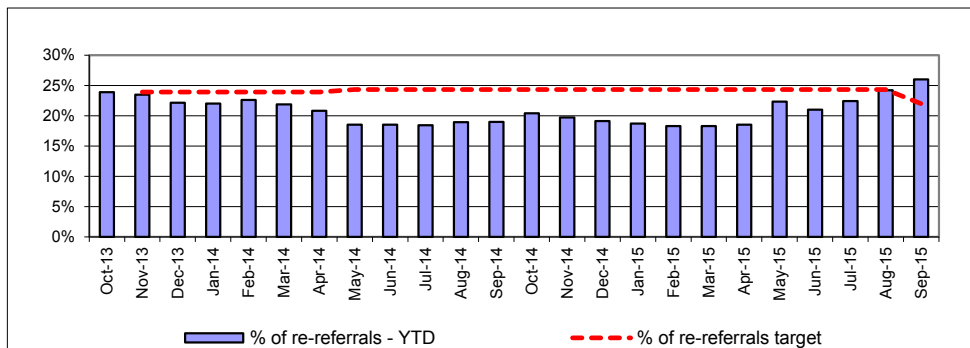
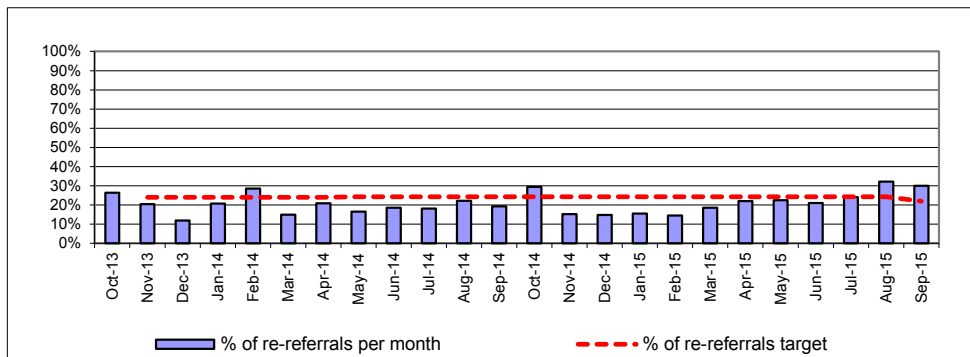


Year	PCC Result	SN Result	ENG Result
2012-13			
2013-14			
2014-15			

**CSC Commentary**  
 Performance on this has improved significantly in this area, and is now amber. Individual performance is being closely monitored to ensure the target is met in future.

Chart 4a

**Re-referrals within 12 months** **Sep-15**



Month	Re-Refs	Refs	% Mnth	% YTD	Target	Var	RAG
Oct-13	75	284	26.4%	23.9%	23.9%	0.0	G
Nov-13	43	210	20.5%	23.5%	23.9%	-0.4	G
Dec-13	27	226	11.9%	22.1%	23.9%	-1.8	G
Jan-14	44	213	20.7%	22.0%	23.9%	-1.9	G
Feb-14	62	217	28.6%	22.6%	23.9%	-1.3	G
Mar-14	37	249	14.9%	21.9%	23.9%	-2.0	G
Apr-14	46	221	20.8%	20.8%	23.9%	-3.1	G
May-14	43	260	16.5%	18.5%	24.3%	-5.8	G
Jun-14	39	210	18.6%	18.5%	24.3%	-5.8	G
Jul-14	35	194	18.0%	18.4%	24.3%	-5.9	G
Aug-14	31	140	22.1%	18.9%	24.3%	-5.4	G
Sep-14	49	254	19.3%	19.0%	24.3%	-5.3	G
Oct-14	59	201	29.4%	20.4%	24.3%	-3.9	G
Nov-14	36	237	15.2%	19.7%	24.3%	-4.6	G
Dec-14	35	237	14.8%	19.1%	24.3%	-5.2	G
Jan-15	33	213	15.5%	18.7%	24.3%	-5.6	G
Feb-15	39	269	14.5%	18.3%	24.3%	-6.0	G
Mar-15	56	302	18.5%	18.3%	24.3%	-6.0	G
Apr-15	70	319	21.9%	18.5%	24.3%	-5.8	G
May-15	94	418	22.5%	22.3%	24.3%	-2.0	G
Jun-15	106	505	21.0%	21.0%	24.3%	-3.3	G
Jul-15	129	538	24.0%	22.4%	24.3%	-1.9	G
Aug-15	101	314	32.2%	24.2%	24.3%	-0.1	G
Sep-15	127	423	30.0%	26.0%	22.0%	4.0	R

<b>YTD:</b>	<b>463</b>	<b>1,780</b>	<b>--</b>	<b>26.0%</b>	<b>24.3%</b>	<b>1.7</b>	<b>R</b>
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**CSC Commentary**

The target for this indication has been adjusted to 22% due to our strong performance in this area. This month's performance has seen a reduction on the previous month, although it is still above target. This will be monitored closely, as it is possible that more consistent application of thresholds may result in more repeat referrals.

**Definition**  
The percentage of referrals where a previous referral has occurred within the last 12 months. If a child has more than one re-referral in the year, each one will be counted.

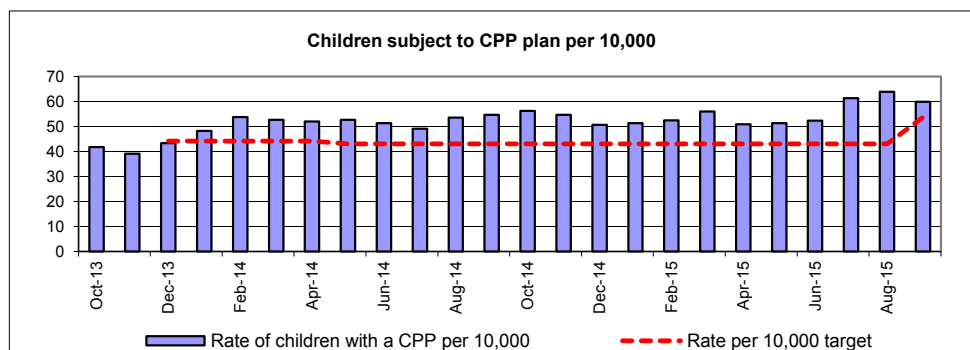
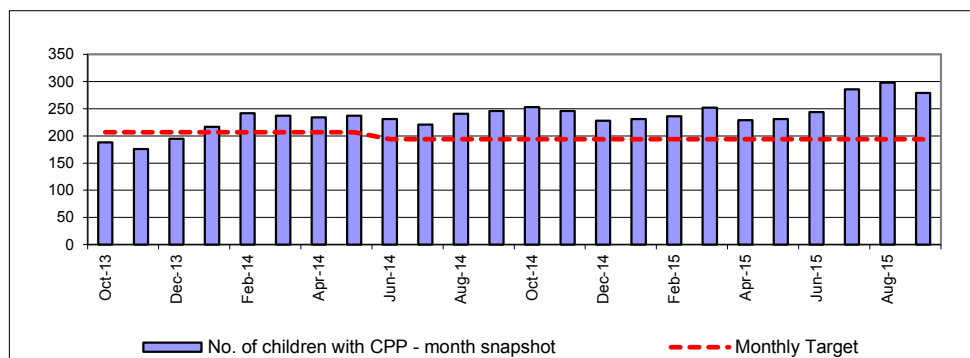
<b>G&lt;=22.0%</b>	<b>A&gt;22%</b>	<b>R&gt;24%</b>
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Year	PCC Result	SN Result	ENG Result
2012-13	33.5%	24.3%	24.9%
2013-14	21.8%	24.9%	23.4%
2014-15	18.3%	25.8%	24.0%

Chart 5

Number of Children with a Child Protection Plan per 10,000

Sep-15



Month	CP	Pop.	Rate	Target	Variance	RAG
Oct-13	188	45000	41.8	44.2	-5.5%	G
Nov-13	176	45000	39.1	44.2	-11.5%	G
Dec-13	195	45000	43.3	44.2	-2.0%	A
Jan-14	217	45000	48.2	44.2	9.1%	G
Feb-14	242	45000	53.8	44.2	21.7%	G
Mar-14	237	45000	52.7	44.2	19.2%	R
Apr-14	234	45000	52.0	44.2	17.6%	R
May-14	237	45000	52.7	43.1	22.2%	R
Jun-14	231	45000	51.3	43.1	19.1%	R
Jul-14	221	45000	49.1	43.1	13.9%	R
Aug-14	241	45000	53.6	43.1	24.3%	A
Sep-14	246	45000	54.7	43.1	26.8%	R
Oct-14	253	45000	56.2	43.1	30.4%	R
Nov-14	246	45000	54.7	43.1	26.8%	R
Dec-14	228	45000	50.7	43.1	17.6%	R
Jan-15	231	45000	51.3	43.1	19.1%	R
Feb-15	236	45000	52.4	43.1	21.7%	R
Mar-15	252	45000	56.0	43.1	29.9%	R
Apr-15	229	45000	50.9	43.1	18.1%	R
May-15	231	45000	51.3	43.1	19.1%	R
Jun-15	244	46600	52.4	43.1	21.5%	R
Jul-15	286	46600	61.4	43.1	42.4%	R
Aug-15	298	46600	63.9	43.1	48.4%	R
Sep-15	279	46600	59.9	53.6	11.7%	R

CSC Commentary

The number of children with a child protection plan is higher than the target set, there is ongoing threshold work and review of all children subject to a plan across services to ensure only the right children are on a plan.

Definition

Number of children with a current child protection plan divided by the population of 0-17 year olds in Peterborough multiplied by 10,000. The number of children is taken as a snapshot count at the end of each month

Population for denominator: 46600

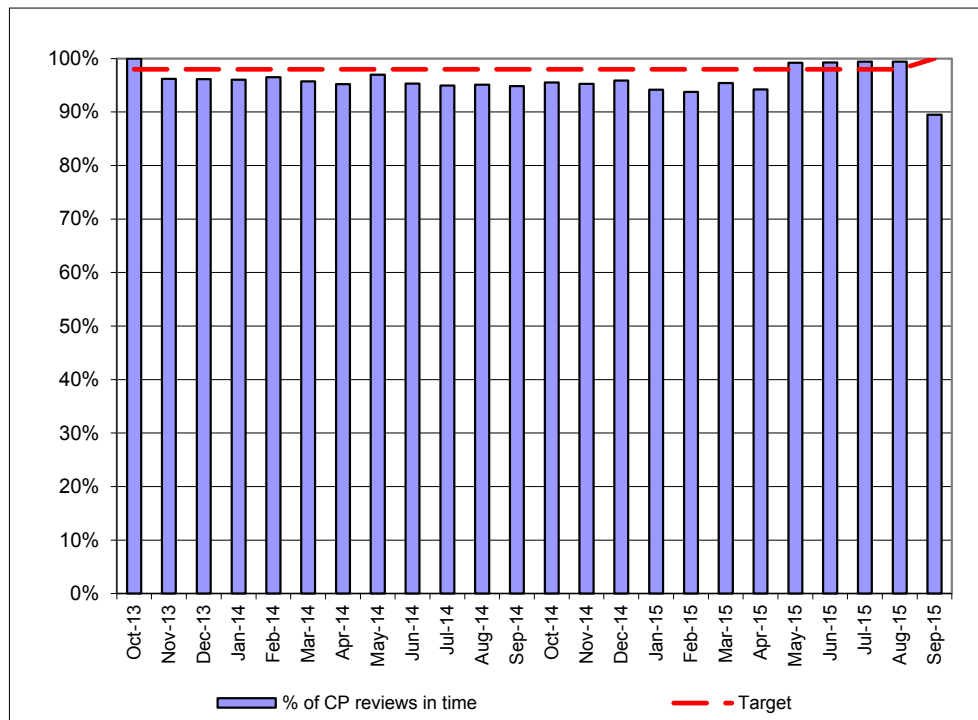
**G = 53.6**      **A < 55**      **R > 55**

Year	PCC Result	SN Result	ENG Result
2012-13	60.3	43.1	37.9
2013-14	52.4	54.0	42.1
2014-15	49.6	55.5	42.9

Chart 6

NI 67 - Child Protection Review Timescales

Sep-15



Month	Num.	Denom.	%	Target	Variance	RAG
Oct-13	154	154	100.0%	98.0%	2.0	G
Nov-13	126	131	96.2%	98.0%	-1.8	G
Dec-13	124	129	96.1%	98.0%	-1.9	A
Jan-14	121	126	96.0%	98.0%	-2.0	A
Feb-14	139	144	96.5%	98.0%	-1.5	A
Mar-14	112	117	95.7%	98.0%	-2.3	A
Apr-14	99	104	95.2%	98.0%	-2.8	A
May-14	161	166	97.0%	98.0%	-1.0	A
Jun-14	162	170	95.3%	98.0%	-2.7	A
Jul-14	151	159	95.0%	98.0%	-3.0	A
Aug-14	156	164	95.1%	98.0%	-2.9	A
Sep-14	148	156	94.9%	98.0%	-3.1	A
Oct-14	149	156	95.5%	98.0%	-2.5	A
Nov-14	161	169	95.3%	98.0%	-2.7	A
Dec-14	163	170	95.9%	98.0%	-2.1	A
Jan-15	161	171	94.2%	98.0%	-3.8	A
Feb-15	165	176	93.8%	98.0%	-4.3	A
Mar-15	146	153	95.4%	98.0%	-2.6	A
Apr-15	131	139	94.2%	98.0%	-3.8	A
May-15	123	124	99.2%	98.0%	1.2	G
Jun-15	139	140	99.3%	98.0%	1.3	G
Jul-15	164	165	99.4%	98.0%	1.4	G
Aug-15	168	169	99.4%	98.0%	1.4	G
Sep-15	162	181	89.5%	100.0%	-10.5	R

100

**CSC Commentary**

Performance in this area is good. There is always a delay in the system catching up with conferneces held in the most recent month. This is because the confernece is not recorded by the system as having been held until the minutes are uploaded onto the system. This is corrected in the following month's performance report.

**Definition**

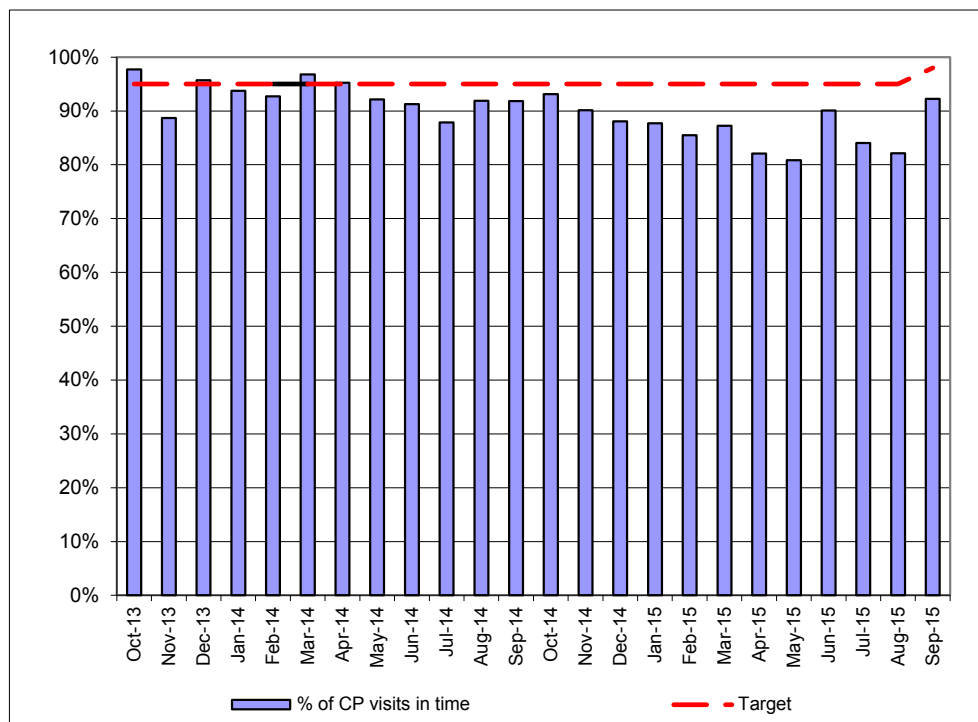
The percentage of children with a Child Protection Plan for at least the previous three months, reviewed within the required timescales.

**G =100%**      **A >98% <100%**      **R <98%**

Year	PCC Result	SN Result	ENG Result
2012-13	98.3%	97.8%	96.2%
2013-14	95.8%	96.0%	94.6%
2014-15	93.4%	91.7%	94.0%

Chart 7

**Child protection visits in time** Sep-15



Month	Num.	Denom.	%	Target	Variance	RAG
Oct-13	170	174	97.7%	95.0%	2.7	R
Nov-13	141	159	88.7%	95.0%	-6.3	G
Dec-13	156	163	95.7%	95.0%	0.7	A
Jan-14	165	176	93.8%	95.0%	-1.3	G
Feb-14	191	206	92.7%	95.0%	-2.3	A
Mar-14	209	216	96.8%	95.0%	1.8	A
Apr-14	199	209	95.2%	95.0%	0.2	G
May-14	200	217	92.2%	95.0%	-2.8	G
Jun-14	198	217	91.2%	95.0%	-3.8	A
Jul-14	181	206	87.9%	95.0%	-7.1	A
Aug-14	193	210	91.9%	95.0%	-3.1	A
Sep-14	202	220	91.8%	95.0%	-3.2	A
Oct-14	203	218	93.1%	95.0%	-1.9	A
Nov-14	210	233	90.1%	95.0%	-4.9	A
Dec-14	199	226	88.1%	95.0%	-6.9	A
Jan-15	178	203	87.7%	95.0%	-7.3	A
Feb-15	171	200	85.5%	95.0%	-9.5	A
Mar-15	178	204	87.3%	95.0%	-7.7	A
Apr-15	165	201	82.1%	95.0%	-12.9	A
May-15	169	209	80.9%	95.0%	-14.1	R
Jun-15	191	212	90.1%	95.0%	-4.9	R
Jul-15	195	232	84.1%	95.0%	-10.9	A
Aug-15	225	274	82.1%	95.0%	-12.9	R
Sep-15	249	270	92.2%	98.0%	-5.8	R

**CSC Commentary**  
 There has been a steady increase in the level of visiting over recent months. The more significant increase in September coincides with the implementation of a more consistent approach by all team managers, who have set dates with social workers for bringing visiting to expected levels. It is now the expectation that where any social worker is unavailable to complete a visit, a colleague is asked to undertake the visit in their place. All team managers must now provide a written individual reason on a weekly basis as to why a child was not seen in time and a setting a date for the planned visit that week. There are a small number of children overseas (approx 2%) which accounts for some visits not taking place in timescales.

**Definition**  
 Of all children subject to a child protection plan for more than 4 weeks, the number and percentage of visits that were done within the 4 week deadline. This is snapshot data taken at the month end.

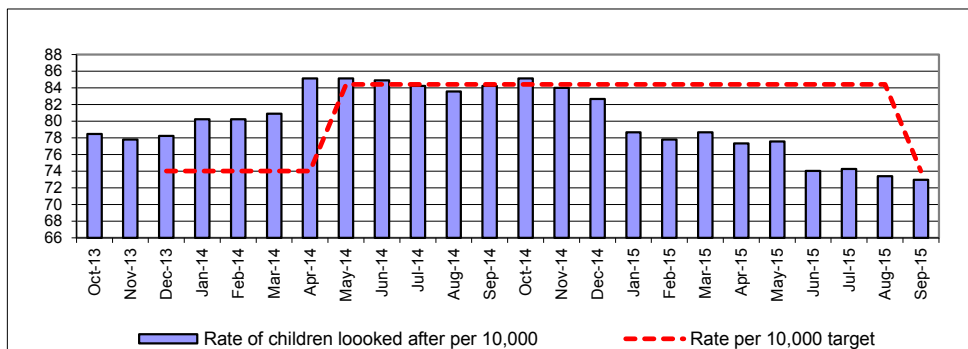
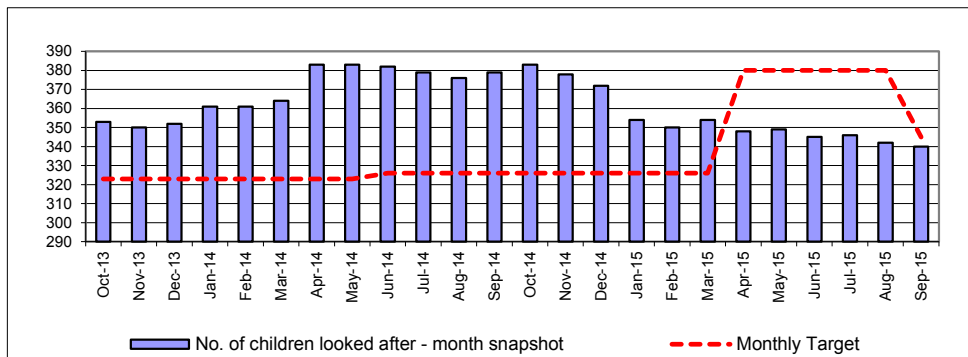
**G = 98%**      **A > 96-98%**      **R < 96%**

Year	PCC Result	SN Result	ENG Result

Chart 8

Number of Children Looked After per 10,000

Sep-15



Month	CLA	Pop.	Rate	Target	Variance	RAG
Oct-13	353	45000	78.4	74.0	6.0%	A
Nov-13	350	45000	77.8	74.0	5.1%	A
Dec-13	352	45000	78.2	74.0	5.7%	A
Jan-14	361	45000	80.2	74.0	8.4%	A
Feb-14	361	45000	80.2	74.0	8.4%	R
Mar-14	364	45000	80.9	74.0	9.3%	R
Apr-14	383	45000	85.1	74.0	15.0%	R
May-14	383	45000	85.1	84.4	0.8%	G
Jun-14	382	45000	84.9	84.4	0.6%	G
Jul-14	379	45000	84.2	84.4	-0.2%	G
Aug-14	376	45000	83.6	84.4	-1.0%	G
Sep-14	379	45000	84.2	84.4	-0.2%	G
Oct-14	383	45000	85.1	84.4	0.8%	G
Nov-14	378	45000	84.0	84.4	-0.5%	G
Dec-14	372	45000	82.7	84.4	-2.1%	G
Jan-15	354	45000	78.7	84.4	-6.8%	G
Feb-15	350	45000	77.8	84.4	-7.8%	G
Mar-15	354	45000	78.7	84.4	-6.8%	G
Apr-15	348	45000	77.3	84.4	-8.4%	G
May-15	349	45000	77.6	84.4	-8.1%	G
Jun-15	345	46600	74.0	84.4	-12.3%	G
Jul-15	346	46600	74.2	84.4	-12.0%	G
Aug-15	342	46600	73.4	84.4	-13.0%	G
Sep-15	340	46600	73.0	74.0	-1.4%	

CSC Commentary

Target has been amended as per 10,000 population. This is a more challenging target. However the performance is graded good in this area.

Definition

Number of children currently looked after divided by the population of 0-17 year olds in Peterborough multiplied by 10,000  
 The number of children looked after is taken as a snapshot count at the end of each month  
 Population for denominator: 46600

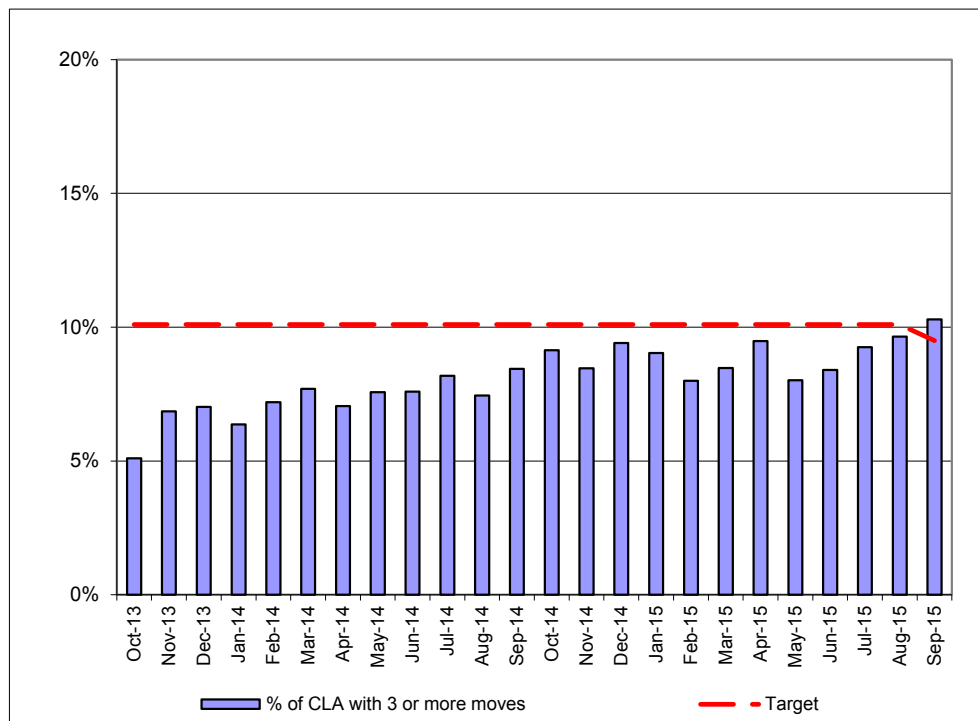
G = 74.0	A>74.0	R>79.4
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Year	PCC Result	SN Result	ENG Result
2012-13	78.0	78.0	60.0
2013-14	80.0	77.2	60.0
2014-15	74.0	79.4	60.0

Chart 9

NI 62 - LAC Placement Stability: 3 or more placements during previous 12 months

Sep-15



Month	Num.	Denom.	%	Target	Variance	RAG
Oct-13	18	353	5.1%	10.1%	-5.0	G
Nov-13	24	350	6.9%	10.1%	-3.2	G
Dec-13	25	356	7.0%	10.1%	-3.1	G
Jan-14	23	361	6.4%	10.1%	-3.7	G
Feb-14	26	361	7.2%	10.1%	-2.9	G
Mar-14	28	364	7.7%	10.1%	-2.4	G
Apr-14	27	383	7.0%	10.1%	-3.1	G
May-14	29	383	7.6%	10.1%	-2.5	G
Jun-14	29	382	7.6%	10.1%	-2.5	G
Jul-14	31	379	8.2%	10.1%	-1.9	G
Aug-14	28	376	7.4%	10.1%	-2.7	G
Sep-14	32	379	8.4%	10.1%	-1.7	G
Oct-14	35	383	9.1%	10.1%	-1.0	G
Nov-14	32	378	8.5%	10.1%	-1.6	G
Dec-14	35	372	9.4%	10.1%	-0.7	G
Jan-15	32	354	9.0%	10.1%	-1.1	G
Feb-15	28	350	8.0%	10.1%	-2.1	G
Mar-15	30	354	8.5%	10.1%	-1.6	G
Apr-15	33	348	9.5%	10.1%	-0.6	G
May-15	28	349	8.0%	10.1%	-2.1	G
Jun-15	29	345	8.4%	10.1%	-1.7	G
Jul-15	32	346	9.2%	10.1%	-0.9	G
Aug-15	33	342	9.6%	10.1%	-0.5	G
Sep-15	35	340	10.3%	9.5%	0.8	A

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CSC Commentary

The performance of this indicator remains good and below the SN and ENG average. There has been a slight increase in the number and % of children who have experienced 3 or more moves in September. This will need monitoring to ensure the trend doesn't continue as there has been an incremental rise since May. Additional monitoring and challenge will be set up in the placement service to address this.

Definition

The percentage of children looked after at any given time with three or more placements during the last 12 months. All placements of 24 hours or more are counted. All placements regarded as temporary are included, except: • temporary periods on holiday or in hospital; • where a foster carer goes on holiday for 21 days or less and the child temporarily stays with another  
Population for denominator: 46600

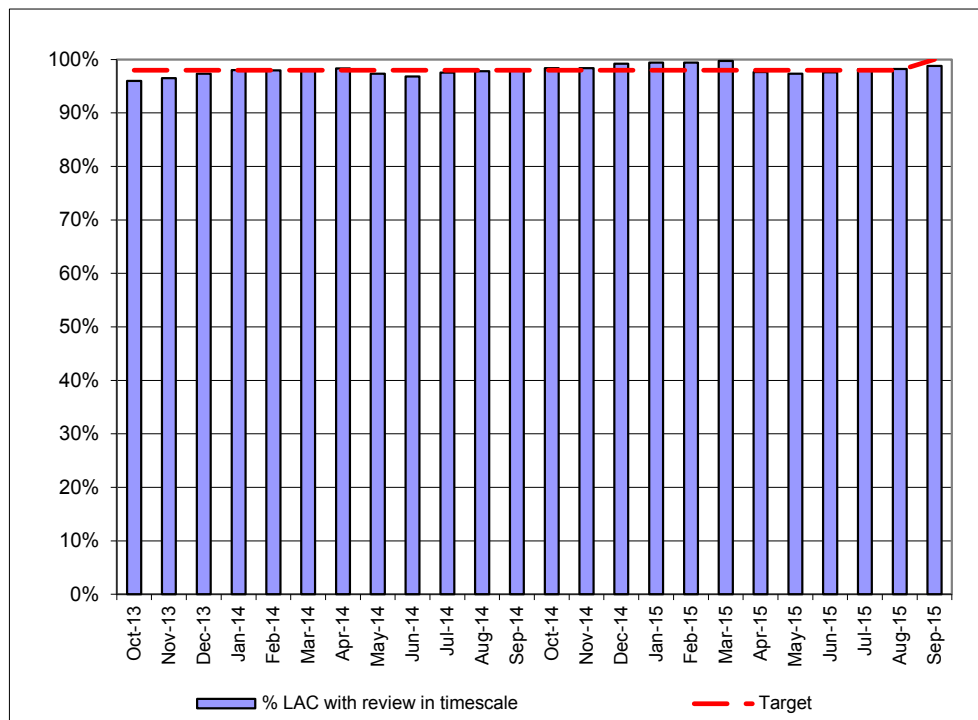
**G = 9.5%**      **A > 9.5-11.3%**      **R > 11.3%**

Year	PCC Result	SN Result	ENG Result
2012-13	11.1%	10.3%	11.1%
2013-14	9.0%	11.3%	11.0%
2014-15	8.5%		

Chart 10

NI 66 - CLA Review Timescales - Year to Date Performance

Sep-15



Month	Num.	Denom.	%	Target	Variance	RAG
Oct-13	333	347	96.0%	98.0%	-2.0	A
Nov-13	332	344	96.5%	98.0%	-1.5	A
Dec-13	331	340	97.4%	98.0%	-0.6	A
Jan-14	344	351	98.0%	98.0%	0.0	A
Feb-14	340	347	98.0%	98.0%	0.0	G
Mar-14	334	341	97.9%	98.0%	-0.1	G
Apr-14	358	364	98.4%	98.0%	0.4	A
May-14	367	377	97.3%	98.0%	-0.7	G
Jun-14	366	378	96.8%	98.0%	-1.2	A
Jul-14	360	369	97.6%	98.0%	-0.4	A
Aug-14	360	368	97.8%	98.0%	-0.2	A
Sep-14	364	371	98.1%	98.0%	0.1	A
Oct-14	360	366	98.4%	98.0%	0.4	G
Nov-14	363	369	98.4%	98.0%	0.4	G
Dec-14	386	389	99.2%	98.0%	1.2	G
Jan-15	345	347	99.4%	98.0%	1.4	G
Feb-15	337	339	99.4%	98.0%	1.4	G
Mar-15	342	343	99.7%	98.0%	1.7	G
Apr-15	330	338	97.6%	98.0%	-0.4	G
May-15	330	339	97.3%	98.0%	-0.7	G
Jun-15	322	330	97.6%	98.0%	-0.4	G
Jul-15	326	332	98.2%	98.0%	0.2	G
Aug-15	331	337	98.2%	98.0%	0.2	G
Sep-15	330	334	98.8%	100.0%	-1.2	A

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**CSC Commentary**

The responsible head of service is making enquiries in relation to this indicator as was not aware that any review had gone out of timescale. This may be the result of minutes not being logged on the system in time for the data being collected for the September report.

**Definition**

The percentage of Looked after children for at least one month, whose case was reviewed within the required timescales. The denominator is children who are LAC for at least one month at the end of the reporting month. The numerator is the number of children who have not had a

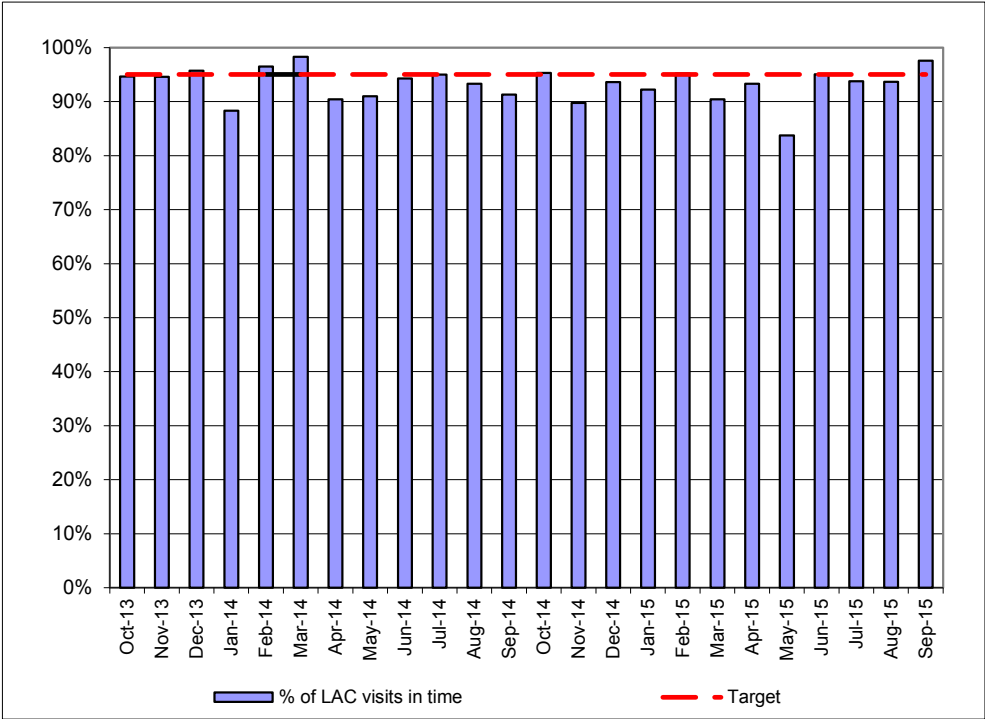
**G = 100%**      **A > 98%**      **R < 98%**

Year	PCC Result	SN Result	ENG Result
2012-13			
2013-14			
2014-15			



Chart 11

**Looked after children visits in time** **Sep-15**



Month	Num.	Denom.	%	Target	Variance	RAG
Oct-13	318	336	94.6%	95.0%	-0.4	G
Nov-13	314	332	94.6%	95.0%	-0.4	G
Dec-13	314	328	95.7%	95.0%	0.7	G
Jan-14	302	342	88.3%	95.0%	-6.7	G
Feb-14	330	342	96.5%	95.0%	1.5	A
Mar-14	339	345	98.3%	95.0%	3.3	G
Apr-14	320	354	90.4%	95.0%	-4.6	G
May-14	342	376	91.0%	95.0%	-4.0	A
Jun-14	344	365	94.2%	95.0%	-0.8	A
Jul-14	341	359	95.0%	95.0%	0.0	A
Aug-14	333	357	93.3%	95.0%	-1.7	G
Sep-14	325	356	91.3%	95.0%	-3.7	A
Oct-14	346	363	95.3%	95.0%	0.3	A
Nov-14	323	360	89.7%	95.0%	-5.3	G
Dec-14	337	360	93.6%	95.0%	-1.4	G
Jan-15	319	346	92.2%	95.0%	-2.8	A
Feb-15	317	333	95.2%	95.0%	0.2	G
Mar-15	302	334	90.4%	95.0%	-4.6	G
Apr-15	307	329	93.3%	95.0%	-1.7	G
May-15	278	332	83.7%	95.0%	-11.3	A
Jun-15	308	324	95.1%	95.0%	0.1	G
Jul-15	300	320	93.8%	95.0%	-1.3	G
Aug-15	311	332	93.7%	95.0%	-1.3	G
Sep-15	320	328	97.6%	95.0%	2.6	G

**CSC Commentary**  
 97.6% visits completed in time. This exceeds the target of 95%. This demonstrates good performance over a 5 month period.

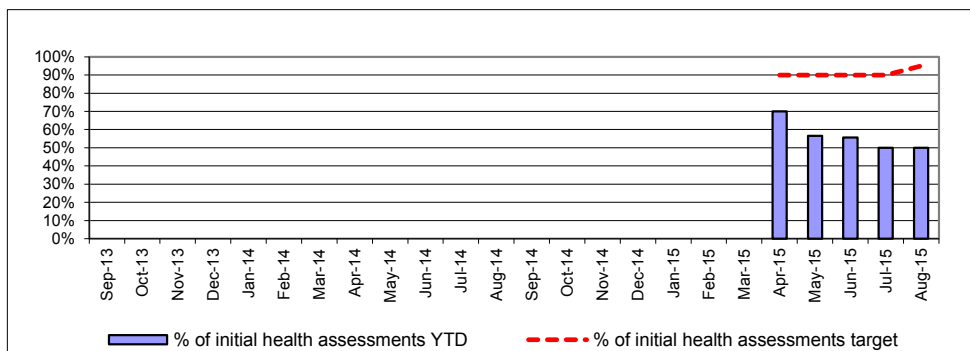
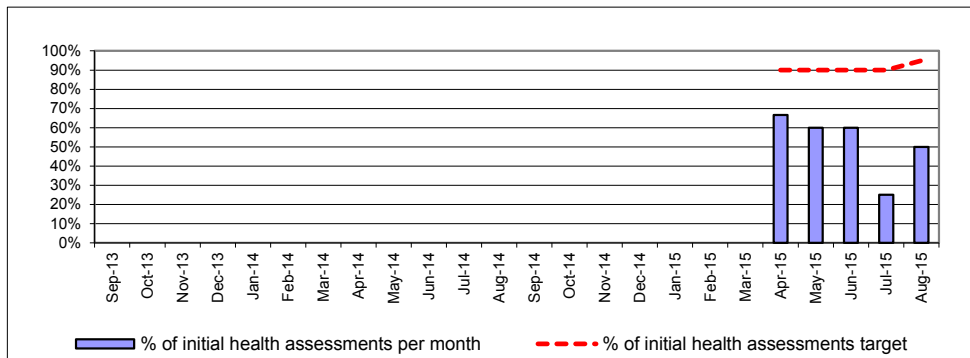
**Definition**  
 Of all Looked After Children that have been looked after for more than 6 weeks, the number and percentage of visits that were completed within the 6 week deadline (or within three months for those Looked After Children that have been looked after for more than 12 months and whose placement is deemed to be permanent).  
 This is snapshot data taken at the month end.

**G = 95%**      **A > 90%**      **R < 90%**

Year	PCC Result	SN Result	ENG Result

Chart 12

**Initial health assessments completed within 28 days of child becoming looked after** **Sep-15**



Month	Init.HA	CLA St	% Mnth	% YTD	Target	Var	RAG
Oct-13							
Nov-13							
Dec-13							
Jan-14							
Feb-14							
Mar-14							
Apr-14							
May-14							
Jun-14							
Jul-14							
Aug-14							
Sep-14							
Oct-14							
Nov-14							
Dec-14							
Jan-15							
Feb-15							
Mar-15							
Apr-15	8	12	66.7%	70.0%	90.0%	-20.0	R
May-15	6	10	60.0%	56.5%	90.0%	-33.5	R
Jun-15	12	20	60.0%	55.6%	90.0%	-34.4	R
Jul-15	5	20	25.0%	50.0%	90.0%	-40.0	R
Aug-15	7	14	50.0%	50.0%	95.0%	-45.0	R
<b>YTD:</b>	<b>38</b>	<b>76</b>	<b>--</b>	<b>50.0%</b>	<b>95.0%</b>	<b>-45.0</b>	<b>R</b>

**CSC Commentary**  
 The data recording for this performance indicator is incorrect. Work is in progress to amend reporting systems. Recording information received from Access to Resources Team shows that 55% of Health Assessments completed within timescales. This is still too low and new Head of Service for Looked After Children is continuing to review how performance can be improved.

**Definition**  
 The number of children becoming looked after that have an initial health assessment recorded within 28 calendar days of the child becoming looked after. The number of children is measured one month in arrears to enable time for the 28 day period to elapse and excludes cases where the episode of care was closed within 28 days and also children becoming looked after because they have been placed on remand (because the remand institution is responsible for completing the initial health assessment).

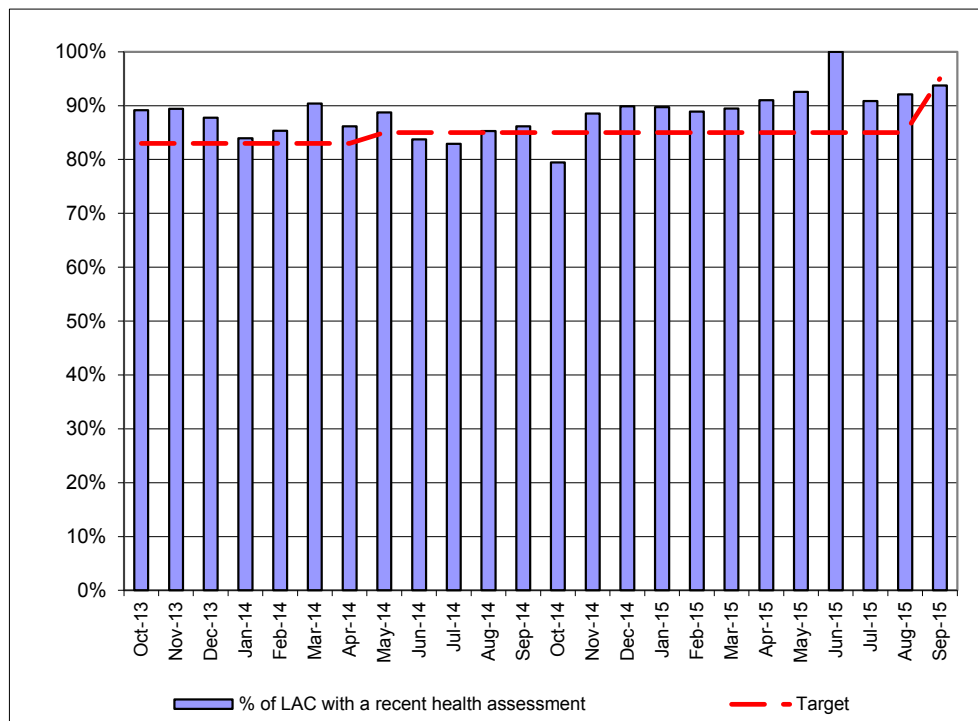
**G >= 95%**      **A > 85 -95%**      **R < 85%**

Year	PCC Result	SN Result	ENG Result
2012-13	-	-	-
2013-14	-	-	-
2014-15	-	-	-

Chart 13

Health of Looked After Children - Health Assessments

Sep-15



Month	Num.	Denom.	% YTD	Target	Variance	RAG
Oct-13	214	240	89.2%	83.0%	6.2	G
Nov-13	220	246	89.4%	83.0%	6.4	G
Dec-13	215	245	87.8%	83.0%	4.8	G
Jan-14	204	243	84.0%	83.0%	1.0	G
Feb-14	204	239	85.4%	83.0%	2.4	G
Mar-14	225	249	90.4%	83.0%	7.4	G
Apr-14	224	260	86.2%	83.0%	3.2	G
May-14	236	266	88.7%	85.0%	3.7	G
Jun-14	221	264	83.7%	85.0%	-1.3	G
Jul-14	218	263	82.9%	85.0%	-2.1	A
Aug-14	226	265	85.3%	85.0%	0.3	A
Sep-14	230	267	86.1%	85.0%	1.1	G
Oct-14	205	258	79.5%	85.0%	-5.5	G
Nov-14	232	262	88.5%	85.0%	3.5	A
Dec-14	239	266	89.8%	85.0%	4.8	G
Jan-15	227	253	89.7%	85.0%	4.7	G
Feb-15	224	252	88.9%	85.0%	3.9	G
Mar-15	229	256	89.5%	85.0%	4.5	G
Apr-15	232	255	91.0%	85.0%	6.0	G
May-15	237	256	92.6%	85.0%	7.6	G
Jun-15	253	253	100.0%	85.0%	15.0	G
Jul-15	219	241	90.9%	85.0%	5.9	G
Aug-15	221	240	92.1%	85.0%	7.1	G
Sep-15	224	239	93.7%	95.0%	-1.3	A

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**CSC Commentary**

Performance has continued to improve during September 2015, with a constantly high number of health assessments completed (93.7%). This is way above the target of last month which was 85%. Therefore a more challenging target has been set at 95%. This is a stretched target and the service will work hard to achieve this.

**Definition**

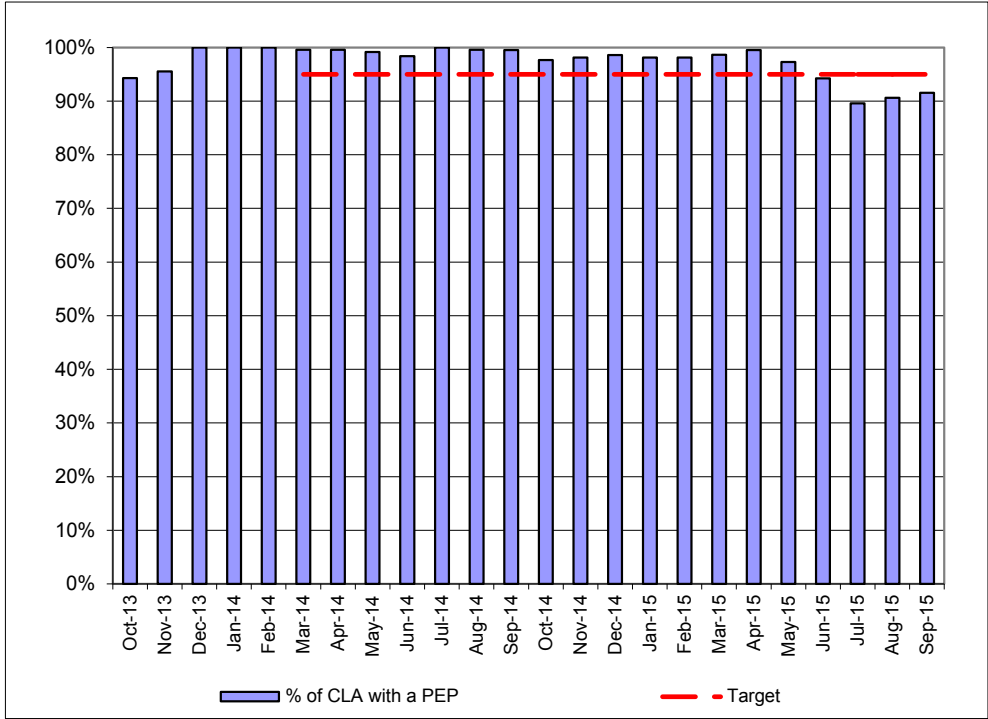
Of the children who had been in care for at least 12 months the proportion who had an annual health assessment during the previous 12 months.

**G >= 95%**      **A > 85%**      **R < 85%**

Year	PCC Result	SN Result	ENG Result
2012-13	85.4%	85.0%	87.3%
2013-14	93.9%	89.1%	88.4%
2014-15			

Chart 14

**Personal Education Plans (PEPs)** **Sep-15**



Month	Num.	Denom.	% YTD	Target	Variance	RAG
Oct-13	214	227	94.3%	95.0%	-0.4	A
Nov-13	213	223	95.5%	95.0%	-0.7	A
Dec-13	206	206	100.0%	95.0%	0.5	G
Jan-14	208	208	100.0%	95.0%	5.0	G
Feb-14	209	209	100.0%	95.0%	5.0	G
Mar-14	227	228	99.6%	95.0%	4.6	G
Apr-14	238	239	99.6%	95.0%	4.6	G
May-14	238	240	99.2%	95.0%	4.2	G
Jun-14	239	243	98.4%	95.0%	3.4	G
Jul-14	240	240	100.0%	95.0%	5.0	G
Aug-14	237	238	99.6%	95.0%	4.6	G
Sep-14	203	204	99.5%	95.0%	4.5	G
Oct-14	207	212	97.6%	95.0%	2.6	G
Nov-14	209	213	98.1%	95.0%	3.1	G
Dec-14	211	214	98.6%	95.0%	3.6	G
Jan-15	209	213	98.1%	95.0%	3.1	G
Feb-15	209	213	98.1%	95.0%	3.1	G
Mar-15	213	216	98.6%	95.0%	3.6	G
Apr-15	213	214	99.5%	95.0%	4.5	G
May-15	214	220	97.3%	95.0%	2.3	G
Jun-15	212	225	94.2%	95.0%	-0.8	A
Jul-15	206	230	89.6%	95.0%	-5.4	R
Aug-15	193	213	90.6%	95.0%	-4.4	A
Sep-15	195	213	91.5%	95.0%	-3.5	A

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**CSC Commentary**  
 A number of PEP meetings took place in June , July , August and September but were not recorded on Liquid Logic by Social Workers. Designated Teachers are not available in August so initial PEPs will not have been completed for CYP coming into care during the summer . There have been some delays in the completion of PEPs for UASC due to the requirement for age assessments and change in placements. Social Workers have been reminded that PEPs should be completed whether or not there is an education placement and that PEP meetings need to be recorded on LL . Updated guidance for Social Workers for this task has been requested from LL support .

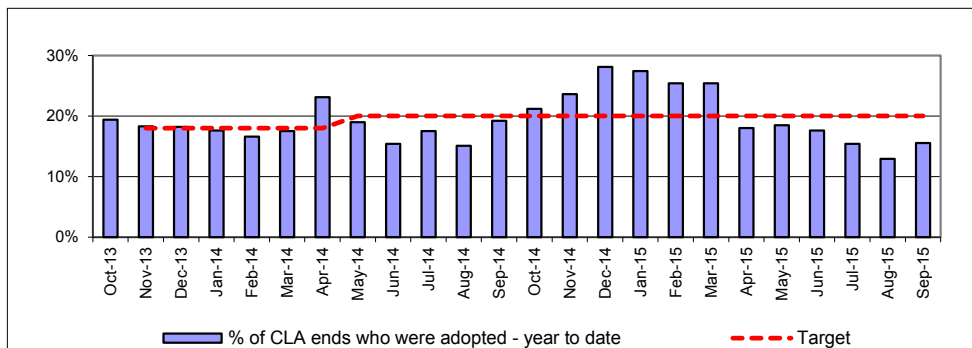
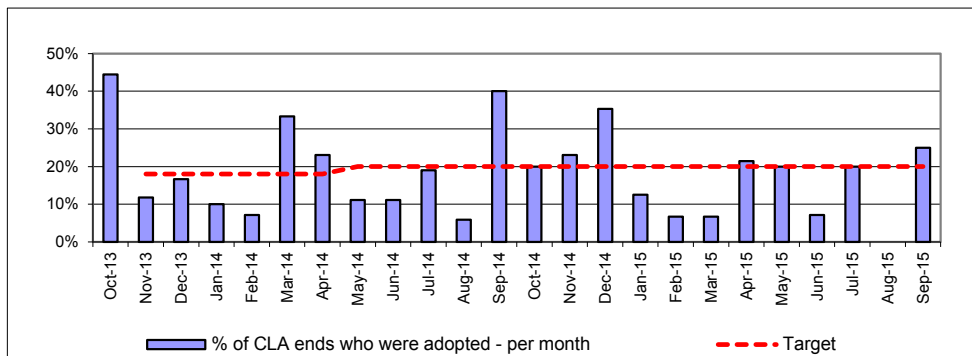
**Definition**  
 The denominator is the number of children looked after who are of school age. The numerator is of those children, the number that have a PEP added to the system.

**G = 95%**      **A=95%-90%**      **R < 90%**

Year	PCC Result	SN Result	ENG Result
2012-13	-	-	-
2013-14	-	-	-
2014-15	-	-	-

Chart 15

**Percentage of children adopted** **Sep-15**



Month	Adop.	CLA Ends	% Mnth	% YTD	Target	Var	RAG
Oct-13	4	9	44.4%	19.4%	18.0%	1.4	A
Nov-13	2	17	11.8%	18.3%	18.0%	0.3	G
Dec-13	1	6	16.7%	18.2%	18.0%	0.2	G
Jan-14	1	10	10.0%	17.6%	18.0%	-0.4	G
Feb-14	1	14	7.1%	16.6%	18.0%	-1.4	G
Mar-14	3	9	33.3%	17.5%	18.0%	-0.5	A
Apr-14	3	13	23.1%	23.1%	18.0%	5.1	G
May-14	1	9	11.1%	19.0%	20.0%	-1.0	G
Jun-14	2	18	11.1%	15.4%	20.0%	-4.6	G
Jul-14	4	21	19.0%	17.5%	20.0%	-2.5	A
Aug-14	1	17	5.9%	15.1%	20.0%	-4.9	G
Sep-14	4	10	40.0%	19.2%	20.0%	-0.8	G
Oct-14	3	15	20.0%	21.2%	20.0%	1.2	G
Nov-14	3	13	23.1%	23.6%	20.0%	3.6	G
Dec-14	6	17	35.3%	28.1%	20.0%	8.1	G
Jan-15	2	16	12.5%	27.4%	20.0%	7.4	G
Feb-15	1	15	6.7%	25.4%	20.0%	5.4	G
Mar-15	1	15	6.7%	25.4%	20.0%	5.4	G
Apr-15	3	14	21.4%	18.0%	20.0%	-2.0	G
May-15	2	10	20.0%	18.5%	20.0%	-1.5	A
Jun-15	2	28	7.1%	17.6%	20.0%	-2.4	A
Jul-15	5	25	20.0%	15.4%	20.0%	-4.6	A
Aug-15	0	10	0.0%	12.9%	20.0%	-7.1	A
Sep-15	4	16	25.0%	15.5%	20.0%	-4.5	A

<b>YTD:</b>	<b>16</b>	<b>103</b>	<b>--</b>	<b>15.5%</b>	<b>20.0%</b>	<b>-4.5</b>	<b>G</b>
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**CSC Commentary**

This indicator is one that changes month on month depending on the individual care planning arrangements for the child. The performance year to date is good.

**Definition**

The number of children adopted as a percentage of the number of children who ceased to be in care

<b>G =20%</b>	<b>A &gt;15%</b>	<b>R &lt; 15%</b>
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Year	PCC Result	SN Result	ENG Result
2012-13	13.0%	19.0%	14.0%
2013-14	18.0%	22.4%	17.0%
2014-15	19.0%	24.0%	17.0%



<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES</b>	AGENDA ITEM NO. 9
<b>16 NOVEMBER 2015</b>	PUBLIC REPORT

## **Report of the Corporate Director for People and Communities**

**Contact Officer(s) – Lou Williams**

**Contact Details - 864139**

### **PROPOSAL TO DEVELOP A PERMANENCY SERVICE IN PETERBOROUGH**

#### **1. PURPOSE**

- 1.1. This report provides details of proposals to develop a 'Permanency Service' in Peterborough, which would be delivered under contract by a partner provider.
- 1.2. The concept behind the permanency service is to improve outcomes for children and young people and in particular those who are in care, while enabling the Council to reduce the cost of providing services to this group of children and young people.
- 1.3. This report is being presented to scrutiny committee in advance of any report for Cabinet, offering Members the opportunity to comment in detail on the proposals at an early stage.

#### **2. RECOMMENDATIONS**

- 2.1. Committee is asked to note the contents of this report, and to support the continuing development of proposals for establishing a permanency service through a formal tender process.

#### **3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY**

- 3.1. Creating Opportunities - Tackling Inequalities
  - Supporting vulnerable people

#### **4. BACKGROUND**

- 4.1. The proposal to develop a permanency service is based upon the need to invest in a number of service areas in order to improve outcomes for children and young people in care and on the edge of care, while protecting prevention and early help services.
- 4.2. In common with many local authorities, we continue to rely quite heavily on higher cost placements for children and young people in care provided by external Independent Fostering Agencies [IFAs]. This is problematic because:
  - These placements are made with carers we know less well, and so we are less able to match our children as effectively as we can with our own carers;
  - These carers tend to live further from Peterborough, making it more difficult for children and young people to maintain links with family, friends and schools, and;

- These placements cost considerably more than our own placements and we are currently spending around £2M per annum more on these placements than if we were able to place all our children and young people with our own carers.
- 4.3. The Fostering Service re-launched its recruitment process in 2014 and achieved a significant net gain of new carers in 2014/15 [more than 30 mainstream foster carers]. However progress has slowed more recently, and our reliance on IFA placements has not therefore reduced as quickly as we would wish. That said, the proportion of children and young people placed with in-house carers in Peterborough has grown and is now in line with national averages.
- 4.4. Meanwhile, our foster carers have told us that in order to meet the needs of some of our more challenging children and young people, they need access to better training and support. They have particularly said that they need:
- Access to a psychologist who can provide them with insight into some of the causes of the behaviour of children and young people and support them in developing approaches that help children and young people develop more positive behaviour patterns;
  - Access to a much improved training programme than the one currently available, and;
  - Access to support on a 24/7 basis, including practical support in the home where needed.
- 4.5. Alongside these issues, we have identified areas where we could improve outcomes for children and young people if we are able to identify some additional resources for investment. These include supporting more children and young people to experience successful permanency by:
- Developing evidence based approaches for supporting children and young people who return home to their parents from care;
  - Improving the support offered to children and young people who are made subject of Special Guardianship Orders and bringing this in line with the support offered to children and young people who are adopted;
  - Ensuring that for those children and young people who will remain in foster carer for the whole of their time in care, that they are placed with well-matched, local carers who are offered the best quality of support, and;
  - Developing new ways of supporting our most complex children and young people and reducing our use of residential placements wherever possible. These placements are very high cost, usually far from the City, and often associated with poor long term outcomes.
- 4.6. One way in which we can achieve the improved outcomes for children and young people while protecting prevention and early help services is to find ways of unlocking a significant proportion of the money we currently use to fund the IFA and some high cost residential placements.
- 4.7. We are, however, in something of a chicken and egg situation at present. Our carers would be willing to provide some placements for our more challenging children and young people, but only if we can improve our offer of support. In order to improve our support, we need to make significantly lower numbers of higher cost placements.
- 4.8. The proposal is therefore to explore whether a contract with a partner provider with clear quality and financial targets is the way in which we are most likely to achieve our ambitions



in these areas. The right provider will bring with them the experience of supporting foster carers to care for the higher need and more challenging children and young people. Incentivising the provider to reduce the reliance on high cost placements provided by an external third party provider will help to drive innovation in this area, ensuring that as many of our children and young people are placed within our provision and close to Peterborough as possible.

- 4.9. In addition to our fostering and adoption services, there are a small number of other areas of current service delivery which we think would be sensible to include in this proposal. These include:
- The Placement Matching Service;
  - Some social work functions including assessments of carers for children under Special Guardianship Orders and some social work functions for children and young people placed in long-term 'permanent' fostering placements, and;
  - The Family Group Conferencing Service.
- 4.10. Budgets associated with children looked after services would also be likely to transfer to any new Service.
- 4.11. There are no plans for any members of staff to move their office location as a result of these proposals.
- 4.12. These areas are considered in detail in the sections below.

#### **Fostering and Adoption Services**

- 4.13. In the event that a suitable delivery partner is identified as a result of these proposals, services currently delivered by the Fostering and Adoption service would transfer to the new provider. Members of staff would transfer under the terms of TUPE, although for qualified social workers and managers, there may be opportunities for them to apply for other posts in Children's Services should they not wish to transfer.
- 4.14. The new service would continue to be responsible for the recruitment, training and assessment of adopters and foster carers. The service would be responsible for carrying out Supervising Social Worker functions in respect of foster carers, and for providing post adoption support for adoptive placements and adults affected by adoption who live in Peterborough.
- 4.15. Current foster carers and prospective adopters would become the responsibility of the new service. Carers recruited by the new service would remain 'Peterborough' foster carers and adopters.
- 4.16. Foster carers would receive at least the same fees and allowances as currently, although there is potential for some to attract higher fees as the new service develops new approaches such as alternative to residential schemes.
- 4.17. Any foster carers who are recruited by the new service during the contract period would remain 'Peterborough' carers. They will only have Peterborough children and young people placed with them and will return to the Council's responsibility in the event of the contract ending for any reason.
- 4.18. The new service will be required to offer foster carers:

- The increased training and access to psychological support that carers tell us they need, and;
- Access to support on a 24/7 basis, as again they tell us they need if they are to be able to meet the needs of more complex children and young people.

4.19. The new service will also be required to offer evidence-based support to adopters, responding to their needs as they provide permanent loving homes to children and meet the differing challenges of looking after children as they mature and develop.

4.20. The new service will have targets to achieve in terms of the recruitment of foster carers and adoptive carers. These will include specific targets that reflect the diversity of children and young people in Peterborough while enabling Peterborough to continue our strong tradition of recruiting adopters who can also provide permanent homes for children across the region as well as nationally.

### **Placement Matching Service**

4.21. Requests for placements for children and young people who need to come into care are currently managed by the Access to Resources Team. It is likely that these functions would transfer to any new service, since this will mean that matching children and young people to carers remains seamless.

4.22. In the event that these responsibilities are transferred, this would directly affect approximately 2 full time members of staff.

### **Social Work Functions**

4.23. A number of children are made subject of Special Guardianship Orders each year and leave the care system to become permanently looked after by carers under these orders. These carers are usually related to the child. In the last financial year, around 30 children became subject of Special Guardianship Orders, similar to the number adopted each year.

4.24. When initially conceived, Special Guardianship Orders were intended to provide a means for relatives or carers of older children and young people to secure permanency and parental responsibility for them. In most such cases, adoption would not have been an option because, for example, birth parents remain involved in their children's lives and so any order that removes parental responsibility from birth parents – as adoption does – would not be appropriate.

4.25. More recently, Special Guardianship Orders have become more common in respect of much younger children which means that the number of children living with carers under a Special Guardianship Order has increased significantly.

4.26. Because these orders are now being more commonly used in relation to much younger children, the challenges that carers are likely to encounter as children placed with them are likely to more closely match those faced by adopters. It therefore makes sense to locate the function of the assessment of carers for Special Guardianship Orders within the service where the expertise of assessing potential adopters is located.

4.27. This change would improve the quality of assessments, of our advice to the courts and ultimately, to long term outcomes for the children concerned. Should this change go ahead, it would be likely to have only minimal impact on current employees because the volume of work is small compared with the overall activity of the service.

- 4.28. The new permanency service will be tasked with securing permanency for as many children and young people as possible. For the majority of children and young people, this is achieved by a return to parents or carers, through Adoption or Special Guardianship.
- 4.29. However, for a number of children and young people, permanency is achieved through a formal matching with long term 'permanent' foster carers.
- 4.30. These placements are supported by two social workers – one supports the foster carers and one the child. This would not change in the event that we move to a new service. However, we are considering whether the social work functions associated with children and young people permanently placed with our own carers should sit with the new service. This arrangement would be likely to lead to more streamlined decision making than is the case at present, where the workers report to different service areas within Children's Social Care.
- 4.31. This reflects an ambition to make family life for this group of children and young people as similar to that experienced by all children. This requires close communication between the child's social worker and the foster carer's social worker, making it sensible that both officers are part of the same service.
- 4.32. This would be the initial stage in developing new ways of ensuring that children and young people living in these arrangements are supported effectively to achieve the best possible outcomes. Any new service would be expected to develop new approaches to enabling children and young people to live with carers who are empowered to make as many decisions as they can about day to day care matters without the need for overly bureaucratic oversight and delays.
- 4.33. If social work support functions for children and young people permanently matched with our own foster carers transfers in this way, then it may make sense for leaving and after care services for this small group of young people to also transfer.
- 4.34. It is unlikely that this element of the proposal would affect more than the equivalent work of around 2 – 3 qualified social worker posts within the children looked after social work teams, and possibly the equivalent work of one personal adviser role within the leaving and aftercare service. The great majority of roles within these teams would be unaffected by these proposals.
- 4.35. There are currently vacancies in this part of the service, meaning that this area of the proposal may not involve the transfer of staff.

#### **Family Group Conferencing Service**

- 4.36. As currently configured, the Family Group Conferencing service consists of one full time coordinator and administrative support. This is an area of service where further investment is needed, particularly if Family Group Conferences are to be used earlier in the journey of the child, which would be helpful.
- 4.37. Family Group Conferences bring together key members of extended families and friendship networks. The meetings consider the concerns agencies have about the child or children in the family, and the extended family and friendship network is asked to develop a sustainable plan that will promote the best interests of the children.
- 4.38. This approach can be particularly helpful when used relatively early in the child's journey, and particularly when they first become subject to Child Protection plans. In Peterborough,

however, greater priority tends to be given to family situations where children are at risk of coming into care. While this approach can also be very helpful at this stage, it would be clearly better if investment enabled the focus of the service to prevent matters escalating to this point.

- 4.39. There are a number of other advantages in moving this service to a contracted provider. For example, the fact that the service would then have some independence from 'Children's Social Care' means that it is more likely to be able to work cooperatively with families and be seen as independent from the child's social worker.
- 4.40. Second, these conferences often result in the identification of family members who may be able to offer permanent care to the child through a Special Guardianship Order in the event that the child cannot remain with their birth family. It therefore makes sense to link the Family Group Conferencing service with the part of the service that will undertake assessments of carers who are seeking to offer permanent homes to children and young people under a Special Guardianship Order.

### **Supporting Special Guardianship Order Carers**

- 4.41. As noted above, more children and young people are being placed with relatives under Special Guardianship Orders across the country as well as in Peterborough than has previously been the case.
- 4.42. Special Guardianship Order carers are not entitled to the same level of support as that enjoyed by adopters. Current funding means that we have not been able to match the support we provide to adopters.
- 4.43. Offering an entitlement to support that matches that offered to adopters will result in there being less likelihood of Special Guardianship Order arrangements breaking down, which results in serious consequences to the child or young person concerned.
- 4.44. For this reason, any provider would be required to develop proposals for bringing the support offered to carers of children under Special Guardianship Orders to a similar level as that enjoyed by adopters.

### **Budgets**

- 4.45. In the event that a suitable partner can be identified to operate the permanency service, it is likely that most budgets associated with child in care placements would be delegated to the service. Savings reductions will be applied year on year, based on the target for reducing numbers of higher cost placements, while recognising the need for some areas of investment in the areas noted above.
- 4.46. This would mean that we would effectively be sharing risks with the partner. In the event that high cost placements do not reduce as envisaged, additional costs would be required to be met by the partner. Where costs reduce more quickly, any additional surplus would be required to be used to benefit services for vulnerable children and young people in Peterborough.
- 4.47. Budgets associated with these activities are significant. Current spend associated with in-house and IFA fostering amount to a total of £2.2M and £3.8M per annum, while costs associated with residential placements are in the region of £2M per annum.
- 4.48. The service specification will require that any provider agrees to full disclosure of all accounts related to operating the service.

- 4.49. Delegating the budgets would provide the incentive for any provider to reduce costs and exceed the savings targets by developing innovative approaches to reducing spend on the higher cost placements. This will also lead to fewer children and young people being placed far from the City, where the more expensive placements tend to be located.

### **Decision Making**

- 4.50. Any provider would need to be empowered to make all decisions relevant to operating the service. There would however be a rigorous monitoring and compliance framework in place to ensure that decision making is in line with regulatory and best practice requirements.
- 4.51. Decision making in relation to the care planning of individual children and young people would remain with the local authority. It will also be the local authority that will make the final agreement on the suitability of a match between a child and a foster placement or an adopter, for example.
- 4.52. There will also continue to be other arrangements where the quality of decision making would continue to be subject to independent and external scrutiny. Independent Reviewing Officers have oversight of all children and young people who are looked after through regular statutory reviews. They will remain employed by the local authority and have significant powers to raise disputes where they find evidence of poor decision making.
- 4.53. All children and young people looked after will continue to have access to the National Youth Advisory Service [NYAS]. This organisation provides independent advocacy for children and young people who may wish to make a comment or a complaint about any aspect of the service they receive.
- 4.54. A number of key performance indicators will also be used to ensure that any provider is offering a good quality service. Many of these require delivery of high quality services and good decision making if they are to be achieved. Placement stability indicators for children and young people in care, for example, are only going to be good where high quality placements are well-matched to the individual needs of children and are supported by highly skilled social workers and other support services. Further information about performance indicators and quality assurance follows below.

### **Performance Monitoring and Quality Assurance**

- 4.55. Any credible provider identified following a tendering exercise will be required to submit detailed performance management information at regular intervals appropriate to the data concerned. Information on unplanned placement endings for children and young people looked after will be required on a monthly basis, for example, while data relating to school attainment and progress is usually available on an annual basis.
- 4.56. In addition to shorter term outcomes such as the number of children adopted or successfully returning home, the number of adoptive and fostering households recruited and so on, we will also be consulting on whether there are long term indicators that can be used to help drive improved outcomes. Such indicators could include the number of young people who successfully manage their tenancies having left care, alongside other longer term measures of employment and learning outcomes.

- 4.57. In addition, the service would be required to allow the Quality Assurance Service to undertake themed audits of the quality of case files and recording of direct work and the effectiveness of direct work in achieving the outcomes of plans for individual children. Where there are areas for development, the service will be required to develop an improvement plan on which it would have to report regularly. Progress against such improvement plans is also likely to be measured through repeat audits.
- 4.58. The permanency service would also be required to provide details of responses to any disputes raised by Independent Reviewing Officers, which will also be monitored by the Quality Assurance Service, along with the monitoring of complaints.
- 4.59. The permanency service would be required to present regular performance reports to the Corporate Parenting Panel as well as to this scrutiny committee, and to the Cabinet Member and Advisor.
- 4.60. The service specification will also set out the requirement for any provider approved through the tendering process to deliver new ways of engaging with children and young people in care, helping to ensure that they are able to influence service development and improvements on a continuous basis.

#### **Information Sharing and Engagement**

- 4.61. Initial information sharing events with staff and carers took place on 3<sup>rd</sup> November – too late for detailed reporting to be included within this report. A verbal update can be provided for scrutiny. Unions have been informally consulted on the proposals.
- 4.62. Staff and carers will be offered opportunities to be involved in thinking about how we evaluate tenders that are submitted, and dates for a number of workshops have been organised to take place in November and December 2015 and January 2016.
- 4.63. Children and young people will be consulted through NYAS.
- 4.64. The focus for these engagement events will be to obtain views about key areas of the service specification and for questions for the tender evaluation process. A dedicated email address has been set up – [permanency@peterborough.gov.uk](mailto:permanency@peterborough.gov.uk) – for stakeholders to email comments and questions, and regular news updates will be provided.
- 4.65. Formal consultation with staff and unions will take place in line with agreed Council procedures in the event that the tender process leads to a credible provider and so to contracts being considered.
- 4.66. A report will be presented and discussed at Cabinet in due course, and these discussions will also be informed by the discussion and feedback from this scrutiny committee.
- 4.67. These proposals represent significant potential change, and one with which many stakeholders will need to be involved for a lengthy period – from thinking about tender evaluation questions through to mobilising the contract and beyond as any new service settled down and becomes established.
- 4.68. Engagement with stakeholders will continue throughout the process so that questions can be answered and approaches changed where it is clear that such actions are necessary. It will be important to keep staff, carers and children and young people fully involved in order to achieve any delegation of functions following a successful tender process.

- 4.69. It is clearly in the interests of children and young people looked after that any provider contracted to operate the above services is supported to work as effectively as possible, and this will always be the aim of quality assurance, audit and performance monitoring. However, in the event that any provider awarded the contract is unable to deliver a quality service, the Council will retain to the right to immediately resume control of service delivery.

### **Legislative Background**

- 4.70. Adoption services can only be delegated to agencies already functioning as registered adoption agencies. Such agencies are prohibited by statute to be operated on anything other than a not for profit basis.
- 4.71. We will set out in the tender documentation that our preference is for a single bid from a single organisation as this will reduce any likelihood of complications arising from communication issues between or different priorities of partners within a consortium bid. Nevertheless it is possible that consortium bids will be received, with an adoption agency partnering with a fostering provider, for example, and all such bids will be assessed fairly and on their merits through the tendering process.
- 4.72. The Service Specification will also set out requirements for full disclosure of financial information associated with operating the service, and will impose a maximum to any levies applied by a not for profit provider that may be charged to any parent company.
- 4.73. The legislative framework combined with the requirements of any service specification will ensure that any additional surplus generated as a result of better performance against targets to reduce high cost placements will need to be re-invested in service developments in the City.

### **Governance Arrangements**

- 4.74. Although functions and budgets relating to the above service areas and outcomes would be delegated to a provider in the event of a successful tender process, the reality is that in order to ensure success, there would need to be continuing close relationships between the Council and the provider.
- 4.75. The service specification will therefore set out detailed arrangements for governance arrangements, which are likely to include the requirement for a joint board that includes the Director of Children's Services and Service Director, together with appropriate senior officers from the provider organisation. This Board will jointly oversee delivery of the outcomes.
- 4.76. Accountability for delivery of a high quality service will remain with the Local Authority, despite the delegations of functions. Members would therefore continue to exercise scrutiny functions and the provider would be required to attend scrutiny as requested by the committee.

### **Outline Timeline**

- 4.77. Service specifications are currently being developed and these will inform the tender documentation and evaluation processes. Consultation and engagement with staff, carers and children and young people will continue to take place around these areas.

- 4.78. The aim is to publish a tender in around March 2016, offering a period of time for potential partners to ask questions about the tender so that they can develop their responses.
- 4.79. In the event that there is a successful applicant, it is likely to be advantageous to move towards contracts being in place relatively quickly, so that any lengthy periods of uncertainty that may have an impact on service delivery are avoided.
- 4.80. Any contract issued is likely to be of 10 years duration with usual break clauses. This is so that any successful provider is confident that they can invest in service delivery over the longer term.

## **5. KEY ISSUES**

- 5.1. Key issues arising from the above include:
- This is a significant proposal and will have an impact on a number of members of staff and in particular the 30 qualified staff and managers in the Fostering and Adoption Service. Formal and informal consultation will take place to ensure that their views inform the planning processes and any subsequent development of the new service;
  - There will also be some implications for foster carers and while we are developing these proposals in order to be in a position to improve the offer for our carers, it is recognised that some may have misgivings about this approach;
  - The key aim in pursuing this approach is to improve outcomes for vulnerable children and young people by identifying additional resources that can be invested in the areas outlined above. The success or otherwise of this approach will be measured by indicators such as the proportion of children looked after and placed closed to the City with foster carers we know well, on the proportion of children and young people coming into the care system for whom permanency is achieved, for the quality of support to adopters and carers under Special Guardianship Orders as measured by the proportion of such arrangements that remain in place throughout childhood and adolescence and into adulthood and by the proportion of children and young people who successfully return home after being in care, and;
  - Investing in approaches to improve the support for our own foster carers outside of an approach such as this does not enable the local authority to share risk with another provider. Our current fostering service has worked hard to recruit carers and we are now in line with national averages in terms of placement mix, but continue to struggle to place children with more complex needs and older adolescents within our own provision. If we invest in additional support to our carers outside a risk sharing scheme we risk this investment against the possibility that use of higher cost placements will not reduce and overall costs will increase.
- 5.2. It is likely that there will be some media attention should this approach go ahead. These proposals are likely to be among the first to take forward a significant partnership in Children's Services as a way of improving outcomes by releasing resources for investment in this way.
- 5.3. In the event that the tender process is successful, new developments in delivering these services will follow, supported by an organisation able to focus on service delivery in these areas alone. This is in contrast to the position of the current Children's Social Care service, which must also be concerned about assessing risks to children and young people in their homes and communities, and ensuring that action is taken to protect them from harm. These safeguarding responsibilities are always going to take priority over attention to



strategic development of services that encourage permanency for children already protected within the care system.

## **6. IMPLICATIONS**

- 6.1. In the event that the proposals are taken forward and a contract is awarded, there would be implications for a number of members of staff in the service and in particular for the approximately 30 qualified social worker and management posts in the Fostering and Adoption Service, the two posts working in the Access to Resources Team and the Family Group Conference coordinator.
- 6.2. These members of staff will all be offered formal and informal opportunities for consultation about the proposals and to become involved in considering how and tenders received are evaluated. Other members of staff will also be invited to contribute to the development of the proposals.
- 6.3. There are also potential implications for our foster carers and adopters. While we are exploring these proposals because it is our view that this is how we can identify investment in order to provide foster carers with more of the support they would value, we recognise that this would still represent a significant change for them, and we will therefore be continuing to consult and involve carers in the development of the proposals. There should be fewer implications for adopters; those who have been approved already will continue to be matched in the same way as previously, with priority being given to identifying suitable Peterborough children in the first instance, but also being flexible and offering matches to children from other areas in need of permanent homes.
- 6.4. There will be significant legal, HR and Finance implications in ensuring that service specifications, the tender process and any subsequent contracts are fully developed and ensure that the service is able to deliver the best possible outcomes for children and young people while securing value for money.

## **7. CONSULTATION**

- 7.1. The content of this report has been consulted upon with senior legal and HR officers, as well as senior officers within Children's Services.
- 7.2. Information sharing and engagement events with a wide range of stakeholders including Members, members of staff and foster carers has commenced and will continue. Consultation on the proposals with children and young people will also take place in due course.

## **8. NEXT STEPS**

- 8.1. A report based on the above but informed by the discussion at Scrutiny will be presented to Cabinet in the near future.
- 8.2. The service specification and tender documentation need to be completed by early January, in preparation for publication of the tender in February or March.
- 8.3. In the event that tenders are received for the service, the next stage will be to evaluate these and assess whether any of those received are of the quality required to take the process further.

## **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. None.

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	AGENDA ITEM NO. 10
<b>16 NOVEMBER 2015</b>	PUBLIC REPORT

## Report of the Director of Governance

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### FORWARD PLAN OF EXECUTIVE 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 Executive 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 Executive Decisions is attached at Appendix 1. The Forward Plan contains those Executive decisions, which the Leader of the Council believes that the Cabinet or individual Cabinet Member(s) can take and any new Executive decisions to be taken after 27 November 2015.
- 3.2 The information in the Forward Plan of Executive Decisions provides the Committee with the opportunity of considering whether it wishes to seek to influence any of these Executive decisions, or to request further information.
- 3.3 If the Committee wished to examine any of the Executive 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 Executive 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 Executive Decisions

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# **PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS**

PUBLISHED: 30 OCTOBER 2015

## FORWARD PLAN

### **PART 1 – KEY DECISIONS**

In the period commencing 28 clear 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 in **Part 1**. 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, this too is shown against the decision and its members are as listed below:  
Cllr Holdich (Leader); Cllr Coles; Cllr Elsey; Cllr Fitzgerald (Deputy Leader); Cllr Hiller, Cllr Lamb; Cllr North; Cllr Seaton; Cllr Serluca.

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 to reflect new key-decisions. 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, Democratic Services Manager, Governance 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](mailto: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.

### **PART 2 – NOTICE OF INTENTION TO TAKE DECISION IN PRIVATE**

Whilst the majority of the Executive's business at the Cabinet 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, notice will be given within **Part 2** of this document, 'notice of intention to hold meeting in private'. A further formal notice of the intention to hold the meeting, or part of it, in private, will also 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).

### **PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

For complete transparency relating to the work of the Executive, this Plan also includes an overview of non-key decisions to be taken by the Cabinet or individual Cabinet Members, these decisions are listed at **Part 3** and will be updated on a weekly basis.

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 Gemma George, Democratic Services Manager, Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to [gemma.george@peterborough.gov.uk](mailto:gemma.george@peterborough.gov.uk) or by telephone on 01733 452268.

All decisions will be posted on the Council's website: [www.peterborough.gov.uk/executivedeisions](http://www.peterborough.gov.uk/executivedeisions). If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic Services Manager using the form attached. For your information, the contact details for the Council's various service departments are incorporated within this Plan.

**PART 1 – FORWARD PLAN OF KEY DECISIONS**

**KEY DECISIONS FROM 27 NOVEMBER 2015**

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i>
<b>PREVIOUSLY ADVERTISED DECISIONS</b>						
<p><b>Delivery of the Council's Capital Receipt Programme through the Sale of Dickens Street Car Park - KEY/03JUL/11</b>                      To authorise the Chief Executive, in consultation with the Solicitor to the Council, Corporate Director Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale of Dickens Street Car Park.                      For Cabinet to consider future options for service delivery.</p>	<p><b>Councillor David Seaton                      Cabinet Member for Resources</b></p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Consultation will take place with the Cabinet Member, Ward Councillors, relevant internal departments &amp; 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 documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<b>Sale of the Herlington Centre - KEY/21MAR14/03</b> Delivery of the Council's capital receipts programme through the sale of the Herlington Centre, Orton Malborne.	<b>Councillor David Seaton</b> <b>Cabinet Member for Resources</b>	<b>November 2015</b>	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 documents other than the report and relevant appendices to be published.
<b>Formalise Integrated Community Equipment Service Funding and Commissioning Arrangements - KEY/18APR14/01</b> To formalise integrated community equipment service joint funding arrangements.	<b>Councillor Wayne Fitzgerald</b> <b>Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health</b>	<b>November 2015</b>	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Nick Blake Head of Commissioning for Older People, Physical Disabilities and Sensory Impairment Tel: 01733 452406 nick.blake@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Award of Contract for Build of a Waste Transfer Station - KEY/18APR14/02</b> To award a contract for the build of a waste transfer station.	<b>Councillor Gavin Eley</b> <b>Cabinet Member for Digital, Waste and Street Scene</b>	<b>November 2015</b>	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 documents other than the report and relevant appendices to be published.
<b>Print Managed Services - KEY/13JUN14/01</b> To enable Council officers to be able to print, copy and scan.	<b>Councillor David Seaton</b> <b>Cabinet Member for Resources</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Vicki Palazon Financial Services Manager – Planning and Reporting Tel: 01733 864104 Vicki.palazon@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.



<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>Selective Licensing - KEY/17OCT14/01</b> To improve standards and management of properties in the private rented sector.</p>	<p><b>Councillor Peter Hiller Cabinet Member for Growth, Planning, Housing &amp; Economic Development</b></p>	<p><b>January 2016</b></p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders</p>	<p>Belinda Child Head of Housing and Health Improvement Tel: 01733 863769 Belinda.child@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Peterborough Visitor Economy Strategy 2015-2020 (Draft) – KEY/06JAN15/13</b> To approve the strategy and recommend that Council adopt as a major policy document.</p>	<p><b>Cabinet</b></p>	<p><b>25 November 2015</b></p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Annette Joyce Service Director City Services and Communications Tel: 01733 452280 Annette.joyce@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Classroom Extension and Associated Works Heltwater School - KEY/06MAR15/01</b> To authorise the construction of an extension at Heltwater School and give authority to the Executive Director of Resources to award the construction contract within the approved budget.</p>	<p><b>Councillor John Holdich Leader of the Council and Cabinet Member for Education, Skills and University</b></p>	<p><b>November 2015</b></p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Relevant internal and external stakeholders.</p>	<p>Alison Chambers Assets and School Place Planning Officer Tel: 01733 863975 Alison.chambers@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHOR</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>St Michaels Expansion – KEY/06MAR15/07</b> Award of contract for the expansion of St Michaels Church School to a 2FE, including the approval of property, legal and financial arrangements for various enabling agreements and third parties.</p>	<p><b>Councillor David Seaton</b> <b>Cabinet Member for Resources</b></p>	<p><b>November 2015</b></p>	<p>Creating Opportunities and Tackling Inequalities</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Howard Head of Schools Infrastructure 01733 863976 Brian.howard@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Wirrina Car Park – KEY/06MAR15/10</b> Disposal of Wirrina Car Park to Peterborough Investment Partnership.</p>	<p><b>Councillor David Seaton</b> <b>Cabinet Member for Resources</b></p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Richard Hodgson, Head of Strategic Projects 01733 384535 Richard.hodgson@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Mobile Homes Charging Schedule – KEY/01MAY15/04</b> To approve the mobile homes charging schedule.</p>	<p><b>Councillor Peter Hiller</b> <b>Cabinet Member for Growth, Planning, Housing &amp; Economic Development</b></p>	<p><b>November 2015</b></p>	<p>Strong and Supportive Scrutiny Committee</p>	<p>Relevant internal and external stakeholders during eight week consultation.</p>	<p>Belinda Child Head of Housing and Health Improvement Tel: 01733 873769 Belinda.child@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHOR</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>Novation of Contract Regarding Temporary Staff – KEY/15MAY15/01</b> To approve the novation of the temporary staff contract.</p>	<p><b>Councillor John Holdich</b> Leader of the Council and Cabinet Member for Education, Skills and University</p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>James Fordham Recruitment and Retention Officer Tel: 01733 864581 James.fordham@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Real Time Passenger Information – KEY/10JUL15/02</b> To approve the expansion and maintenance contract.</p>	<p><b>Councillor Peter Hiller</b> Cabinet Member for Growth, Planning, Housing &amp; Economic Development</p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and External stakeholders.</p>	<p>Amy Pickstone Senior ITS Officer Tel: 01733 317481 Amy.pickstone@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Delivery of the Council's Capital Receipt Programme through the sale of Welland House, Dogsthorpe – KEY/24JUL15/01</b> To authorise the sale of Welland House, Dogsthorpe.</p>	<p><b>Councillor David Seaton</b> Cabinet Member for Resources</p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Simon Webber Strategic Projects Officer Tel: 01733 384545 Simon.webber@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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<p><b>Delivery of the Council's Capital Receipt Programme through the sale of Pyramid Centre, Bretton North – KEY/24JUL15/02</b> To authorise the sale of the Pyramid Centre, Bretton North.</p>	<p><b>Councillor David Seaton Cabinet Member for Resources</b></p>	<p><b>November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Gareth Dawkins Capital Projects Officer Tel: 01733 384618 Gareth.dawkins@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p> <p><i>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</i></p>
<p><b>Sale of Land at Rear of Braybrook School, Orton Longueville – KEY/24JUL15/03</b> To authorise the Chief Executive, in consultation with the Solicitor to the Council, Corporate Director Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale of Land.</p>	<p><b>Councillor David Seaton Cabinet Member for Resources</b></p>	<p><b>December 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Davies Sales and Acquisitions Tel: 01733 384547 Brian.davies@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>Sale of the Lindens, Lincoln Road – KEY/24JUL15/04</b> To authorise the Chief Executive, in consultation with the Solicitor to the Council, Corporate Director Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale.</p>	<p><b>Councillor David Seaton Cabinet Member for Resources</b></p>	<p><b>December 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Davies Sales and Acquisitions Tel: 01733 384547 Brian.davies@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Sale of Bretton Court, Bretton North – KEY/24JUL15/05</b> To authorise the Chief Executive, in consultation with the Solicitor to the Council, Corporate Director Resources, the Corporate Property Officer and the Cabinet Member Resources, to negotiate and conclude the sale.</p>	<p><b>Councillor David Seaton Cabinet Member for Resources</b></p>	<p><b>December 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Davies Sales and Acquisitions Tel: 01733 384547 Brian.davies@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>Expansion by One Form of Entry to Jack Hunt Secondary School – KEY/07AUG15/02</b> To approve expansion by 1 form of entry of Jack Hunt Secondary School to include award of building contracts for the required enhancement of facilities and any legal changes to the schools PFI contract.</p>	<p><b>Councillor John Holdich Leader of the Council and Cabinet Member for Education, Skills and University</b></p>	<p><b>November 2015</b></p>	<p>Strong and Supportive Communities Scrutiny Committee</p>	<p>Relevant internal and external stakeholders.</p>	<p>Brian Howard Head of Schools Infrastructure Tel: 01733 863976 Brian.howard@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Procurement Strategy - KEY/21AUG15/01</b> To approve the Procurement Strategy.</p>	<p><b>Cabinet</b></p>	<p><b>25 November 2015</b></p>	<p>Sustainable Growth and Environment Capital</p>	<p>Relevant internal and external stakeholders.</p>	<p>Vicki Palazon Financial Services Manager – Planning and Reporting Tel: 01733 864104 Vicki.palazon@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p><b>Care Act 2014 Framework – KEY/21AUG15/02</b> Approval of publication of the Council’s framework for delivery of the statutory obligations and powers introduced by the Care Act 2014.</p>	<p><b>Cabinet</b></p>	<p><b>25 November 2015</b></p>	<p>Scrutiny Commission for Health Issues</p>	<p>Relevant internal and external stakeholders.</p>	<p>Tina Hornsby Assistant Director, Quality Information and Performance Tel: 01733 752427 tina.hornsby@peterborough.gov.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<p><b>Changes to the Council's Adult Social Care Charging Policy – KEY/21AUG15/03</b>            Consultation around proposed changes to the Council's charging policy in recognition of the statutory obligations and powers introduced by the Care Act 2014.</p>	<b>Cabinet</b>	<b>25 November 2015</b>	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders	Mark Gedney Financial Systems Manager Tel: 01733 452335 Mark.gedney@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>Installation of Solar Panels on Residential Roof Tops: Change in Initial Investment – KEY/04SEPT15/01</b>            To approve the change in initial investment</p>	<b>Councillor David Seaton, Cabinet Member for Resources</b>	<b>November 2015</b>	Sustainable growth and Environment Capital	Relevant internal and external stakeholders.	John Harrison Corporate Director Resources Tel: 01733 452520 John.harrison@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<p><b>Peterborough Local Plan (Preliminary Draft version) - KEY/04SEPT15/04</b>            Cabinet to approve the first draft of the updated Local Plan for public consultation in January 2016</p>	<b>Cabinet</b>	<b>7 December 2015</b>	Sustainable Growth and Environment Capital Scrutiny Committee	Relevant internal and external stakeholders.	Richard Kay Head of Sustainable Growth Tel: 01733 863795 richard.kay@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<b>Peterborough Statement of Community Involvement (SCI) – KEY/21SEPT15/01</b> For Cabinet to approve the Statement of Community Involvement.	<b>Cabinet</b>	<b>7 December 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Richard Kay Head of Sustainable Growth Strategy Tel: 01733 863795 Richard.kay@peterborough.gov.uk  Gemma Wildman Principal Strategic Planning Officer Tel: 01733 863824 Gemma.wildman@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Eyrescroft Primary School – KEY/21SEPT15/02</b> Closure of Eyrescroft Primary School, academy transfer agreement and lease of premises.	<b>Councillor John Holdich Leader of the Council and Cabinet Member for Education, Skills and University</b>	<b>November 2015</b>	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Alison Chambers Assets and School Place Planning Officer Alison.chambers@peterborough.gov.uk Tel: 01733 863975	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Draft Housing Strategy – KEY/21SEPT15/03</b> For Cabinet to approve the Strategy for public consultation.	<b>Cabinet</b>	<b>8 February 2016</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Anne Keogh Housing and Strategic Planning Manager Anne.keogh1@peterborough.gov.uk Tel: 01733 863815	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.



<b>KEY DECISION REQUIRED</b>	<b>DECISION MAKER</b>	<b>DATE DECISION EXPECTED</b>	<b>RELEVANT SCRUTINY COMMITTEE</b>	<b>CONSULTATION</b>	<b>CONTACT DETAILS / REPORT AUTHORS</b>	<b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b>
<b>Award of Contract for Car Leasing – KEY/02OCT15/01</b> To award a contract to enable the Council to provide a salary sacrifice car leasing scheme.	<b>Councillor David Seaton</b> <b>Cabinet Member for Resources</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Employment Committee and Trade Unions	Paul Smith HR Consultant Tel: 01733 863629 Paul.smith@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Future of America Farm Solar and Wind Project – KEY/02OCT15/02</b> For Cabinet to agree the future of the project at America Farm.	<b>Cabinet</b>	<b>25 November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	John Harrison Corporate Director Resources Tel: 01733 452520 John.harrison@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Rural Vision and Parish Charter – KEY/16OCT15/01</b> For Cabinet to approve the Rural Vision and Parish Charter.	<b>Cabinet</b>	<b>25 November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Cate Harding Community Capacity Manager Tel: 01733 317497 Cate.harding@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b><i>KEY DECISION REQUIRED</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION EXPECTED</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
<b>Council Tax and NNDR – KEY/13NOV15/01</b> To agree the calculation of the Council Tax base for 2016/17 and the NNDR1 return.	<b>Cabinet</b>	<b>18 January 2016</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

**PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE**

**KEY DECISIONS TO BE TAKEN IN PRIVATE**

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
<b>NONE AT THE CURRENT TIME</b>						

**PART 3 – NOTIFICATION OF NON-KEY DECISIONS**

<b>NON-KEY DECISIONS</b>						
<i><b>DECISION REQUIRED</b></i>	<i><b>DECISION MAKER</b></i>	<i><b>DATE DECISION EXPECTED</b></i>	<i><b>RELEVANT SCRUTINY COMMITTEE</b></i>	<i><b>CONSULTATION</b></i>	<i><b>CONTACT DETAILS / REPORT AUTHORS</b></i>	<i><b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b></i>
<b>Budget Proposals First Tranche Consideration -</b> To approve the consultation on the first tranche of Budget Proposals.	<b>Cabinet</b>	<b>25 November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Council Tax Support Scheme 2016/2017 Consultation –</b> To approve the consultation on the Council Tax Support Scheme 2016/2017.	<b>Cabinet</b>	<b>25 November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Budget Proposals First Tranche Recommendation -</b> To recommend the first tranche of budget proposals to Council.	<b>Cabinet</b>	<b>7 December 2015</b>	Sustainable Growth and Environment Capital	Relevant Internal and External Stakeholders	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Council Tax Support Scheme 2016/2017 Recommendation –</b> To recommend the Council Tax Support scheme to Council.	<b>Cabinet</b>	<b>18 January 2016</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<i><b>DECISION REQUIRED</b></i>	<i><b>DECISION MAKER</b></i>	<i><b>DATE DECISION EXPECTED</b></i>	<i><b>RELEVANT SCRUTINY COMMITTEE</b></i>	<i><b>CONSULTATION</b></i>	<i><b>CONTACT DETAILS / REPORT AUTHORS</b></i>	<i><b>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</b></i>
<b>Budget Proposals Second Tranche Consideration</b> – To approve the consultation on the second tranche of Budget Proposals.	<b>Cabinet</b>	<b>8 February 2016</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Budget Proposals Second Tranche Recommendation</b> – To recommend the second tranche of budget proposals to Council.	<b>Cabinet</b>	<b>29 February 2016</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Steven Pilsworth Service Director Financial Services Tel: 01733 384564 Steven.pilsworth@pete rborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Local Transport Plan</b> – To recommend approval to Council of the fourth Local Transport Plan.	<b>Cabinet</b>	<b>7 December 2015</b>	Sustainable Growth and Environment Capital	Relevant Internal and External Stakeholders	Lewis Banks Principal Transport Planning Officer Tel: 01733 317465 Lewis.banks@peterbor ough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b><i>DECISION REQUIRED</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION EXPECTED</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
<b>Extension to Etton Conservation Area</b> – For the Cabinet Member to approve the extension.	<b>Councillor John Holdich Leader of the Council and Cabinet Member for Education Skills and University</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Jim Daley Principal Built Environment Officer Tel: 01733 453522 Jim.daly@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Extension to Sutton Conservation Area</b> – For the Cabinet Member to approve the extension.	<b>Councillor Peter Hiller Cabinet Member for Growth, Planning, Housing and Economic Development</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Jim Daley Principal Built Environment Officer Tel: 01733 453522 Jim.daly@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Extension to Longthorpe Conservation Area</b> – For the Cabinet Member to approve the extension.	<b>Councillor Peter Hiller Cabinet Member for Growth, Planning, Housing and Economic Development</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Jim Daley Principal Built Environment Officer Tel: 01733 453522 Jim.daly@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

<b><i>DECISION REQUIRED</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION EXPECTED</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
<b>Extension to Bainton Conservation Area</b> – For the Cabinet Member to approve the extension.	<b>Councillor Peter Hiller Cabinet Member for Growth, Planning, Housing and Economic Development</b>	<b>November 2015</b>	Sustainable Growth and Environment Capital	Relevant internal and external stakeholders.	Jim Daley Principal Built Environment Officer Tel: 01733 453522 Jim.daly@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Registration of the Mayor's Charity</b> - To approve the registration of the Mayor's Charity with the Charity Commission.	<b>Councillor John Holdich Leader of the Council and Cabinet Member for Education, Skills and University</b>	<b>November 2015</b>	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Natalie Moulton Assistant Lawyer (Contracts and Procurement) Tel: 01733 452527 Natalie.moulton@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Vivacity Premier Fitness Invest to Save Scheme</b> - To authorise investment in developing Vivacity Premier Fitness on an invest to save basis	<b>Councillor David Seaton Cabinet Member for Resources</b>	<b>November 2015</b>	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	John Harrison Corporate Director Resources Tel: 01733 452520 John.harrison@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.  <i>The decision will include an exempt annexe. By virtue of paragraph 3, information relating to the financial or business affairs of any particular person (including the authority holding that information).</i>

<b><i>DECISION REQUIRED</i></b>	<b><i>DECISION MAKER</i></b>	<b><i>DATE DECISION EXPECTED</i></b>	<b><i>RELEVANT SCRUTINY COMMITTEE</i></b>	<b><i>CONSULTATION</i></b>	<b><i>CONTACT DETAILS / REPORT AUTHORS</i></b>	<b><i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION</i></b>
<b>Extension of Current Adult Social Care Contracts</b> – To approve the extension of Mental Health Employment, Wellbeing and Recovery Services contracts from 1 October 2015 and 30 Nov 2016 due to reconfiguration of the contract.	<b>Councillor Wayne Fitzgerald Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health</b>	<b>November 2015</b>	Scrutiny Commission for Health Issues	Relevant internal and external stakeholders.	Mubarak Darbar Head of Commissioning Learning Disabilities Tel: 01733 452509 Mubarak.darbar@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Delegation of Authority</b> - To delegate authority for funding governance arrangements for care placements for Looked After Children to the Service Director – Safeguarding and Children for a period of 12 months.	<b>Councillor Andy Coles Cabinet Member for Children’s Services</b>	<b>November 2015</b>	Creating Opportunities and Tackling Inequalities	Relevant internal and external stakeholders.	Helene Carr Head of Service, Access to Resources and Specialist Commissioning Tel: 01733 863901 Helene.car@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
<b>Personal Budgets in Peterborough</b> - To agree to adopt Peterborough’s Personal Budget Policy Statement as part of the revised statutory duties that apply to the Council as part of the SEND reforms, under the Children and Families Act 2014.	<b>Councillor John Holdich Leader of the Council and Cabinet Member for Education, Skills and University</b>	<b>November 2015</b>	Strong and Supportive Scrutiny Committee	Relevant internal and external stakeholders	Carrie Gamble Commissioner Tel: 01733 863931 Carrie.gamble@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.



## **DIRECTORATE RESPONSIBILITIES**

### **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)

### **PEOPLE AND COMMUNITIES DEPARTMENT Director's Office at Bayard Place, Broadway, PE1 1FB**

Adult Services and Communities (Adult Social Care Operations, Adult Social Care and Quality Assurance, Adult Social Care Commissioning, Early Help – Adults, Children and Families, Housing and Health Improvement, Community and Safety Services, Offender Services)

Children's Services and Safeguarding (Children's Social Care Operations, Children's Social Care Quality Assurance, Safeguarding Boards – Adults and Children's, Child Health, Clare Lodge (Operations), Access to Resources)

Education, People Resources and Corporate Property (Special Educational Needs and Inclusion, School Improvement, City College Peterborough, Pupil Referral Units, Schools Infrastructure)

Business Management and Commercial Operations (Commissioning, Recruitment and Retention, Clare Lodge (Commercial), Early Years and Quality Improvement)

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

Legal and Democratic Services

Human Resources (Business Relations, HR Policy and Rewards, Training and Development, Occupational Health and Workforce Development)

City Services and Communications (Markets and Street Trading, City Centre Management including Events, Regulatory Services, Parking Services, Vivacity Contract, CCTV and Out of Hours Calls, Marketing and Communications, Tourism and Bus Station, Resilience)

Performance and Information (Performance Management, Information Governance, Systems Support Team, Coroner's Office, Freedom of Information)

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

Development and Construction (Development Management, Planning Compliance, Building Control)

Sustainable Growth Strategy (Strategic Planning, Housing Strategy and Affordable Housing, Climate Change and Environment Capital, Natural and Built Environment)

Opportunity Peterborough

Peterborough Highway Services (Network Management, Highways Maintenance, Street Naming and Numbering, Street Lighting, Design and Adoption of Roads,

Drainage and Flood Risk Management, Transport Policy and Sustainable Transport, Public Transport)

Peterborough Investment Partnership

### **PUBLIC HEALTH DEPARTMENT Director's Office at Town Hall, Bridge Street, Peterborough, PE1 1HG**

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**CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE  
WORK PROGRAMME 2015/16**

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Meeting Date	Item	Indicative Timings	Progress
<b>15 June 2015</b>  <i>Draft Report 27 May</i> <i>Final Report 3 June</i>	<b>Appointment of a Co-Opted Member</b>  <b>Contact Officer: Paulina Ford</b>		
	<b>Childrens Services and Safeguarding: Introduction, Overview and Work Programme</b>  <b>Contact Officer: Lou Williams</b>		
	<b>Review of 2014/15 and Future Work Programme</b>  To review the work undertaken during 2014/15 and to consider the future work programme of the Committee for 2015/16  <b>Contact Officer: Paulina Ford</b>		
<b>20 July 2015</b>  <i>Draft Report 1 July</i> <i>Final Report 8 July</i>	<b>Service Directors Report for Education</b>  <b>Contact Officer: Jonathan Lewis</b>		
	<b>Service Directors Report for Children and Safeguarding</b>  <b>Contact Officer: Lou Williams</b>		
	<b>Supporting The Mental Health Needs Of Care Leavers</b>  <b>Contact Officer: Lou Williams</b>		

Meeting Date	Item	Indicative Timings	Progress
	<p><b>Progress on SEND Reforms</b></p> <p><b>Contact Officer: Jonathan Lewis</b></p>		
<p><b>14 September 2015</b></p> <p><i>Draft Report 26 Aug</i> <i>Final Report 2 Sept</i></p>	<p><b>Children’s (Social Care) Services Statutory Complaints Process (Children act 1989) Annual Report 2014/2015</b></p> <p><b>Contact Officer: Belinda Evans</b></p>	<p>15 minutes</p>	
	<p><b>Presentation of 2015 KS 4 &amp; KS2 Unvalidated Examination Results</b></p> <p><b>Contact Officer: Jonathan Lewis</b></p>	<p>30 minutes</p>	
	<p><b>Ofsted Inspection Report</b></p> <p><b>Contact Officer: Wendi Ogle-Welbourn</b></p>	<p>45 minutes</p>	
	<p><b>Recruitment and Retention of Social Workers (report to include assessment of the impact of capping agency fees, website)</b></p> <p><b>Contact Officer: Lou Williams</b></p>	<p>20 minutes</p>	
	<p><b>Schools Organisation Plan</b></p> <p><b>Contact Officer: Jonathan Lewis</b></p>		

Meeting Date	Item	Indicative Timings	Progress
<b>15 October 2015</b> <i>Draft Report 28 Sept</i> <i>Final Report 5 Oct</i>	<b>Joint Meeting of Scrutiny Committee and Commissions</b>  To discuss and comment on the proposals for the Alternative Governance arrangements.  <b>Contact Officer: Kim Sawyer</b>		
<b>16 November 2015</b> <i>Draft Report 28 Oct</i> <i>Final Report 4 Nov</i>	<b>Review of Outcomes of Peterborough Self Improvement School Network</b>  <b>Contact Officer: Jonathan Lewis</b>	30 minutes	
	<b>Vulnerable Children In Education including Closing the Gap Strategy / EAL Strategy and Virtual School</b>  <b>Contact Officer: Jonathan Lewis</b>	30 minutes	
	<b>Impact of Early Help (including Connecting Families)</b>  <b>Contact Officer: Karen Moody</b>	15 minutes	
	<b>Service Director And Portfolio Overview Report: Children &amp; Safeguarding</b>  <b>Contact Officer: Lou Williams and Councillor Andy Coles, Cabinet Member for Children's Services</b>	30 minutes	
	<b>Proposal To Develop A Permanency Service In Peterborough</b>  <b>Contact Officer: Lou Williams</b>		

Meeting Date	Item	Indicative Timings	Progress
<b>26 November 2015</b> (Joint Meeting of the Scrutiny Committees and Commissions)	<b>Budget 2016/17 and Medium Term Financial Strategy to 2025/26 Phase One</b> To scrutinise the Executive's proposals for the Budget 2016/17 and Medium Term Financial Plan 2025/26.  <b>Contact Officer: John Harrison/Steven Pilsworth</b>		
<b>18 January 2016</b> <i>Draft Report 30 Dec</i> <i>Final Report 6 Jan</i>	<b>City College Peterborough (including Apprenticeships and NEET)</b> To scrutinise the role the City College has to play in delivering improved educational and other outcomes for the city.  <b>Contact Officer: Pat Carrington, Principal/Head of Service</b>	45 minutes	
	<b>SHEU (Schools and Students Health Education Unit) Survey</b>  <b>Contact Officer: Gary Perkins</b>		
	<b>Corporate Parenting Annual Report</b>  <b>Contact Officer: Simon Green / Chair of Corporate Parenting Panel</b>	30 minutes	
	<b>Placement Strategy for Children Looked After and the Implementation of the Fostering Action Plan</b>	20 minutes	

Meeting Date	Item	Indicative Timings	Progress
	<p><b>Contact Officer: Lou Williams / Cabinet Adviser for Children's Safeguarding</b></p> <p><b>Service Directors Report for Education including Portfolio Progress Report for Cabinet Member for Education, Skills and University</b></p> <p><b>Contact Officer: Terry Reynolds</b></p>	15 minutes	
<p><b>10 February 2016</b> <b>(Joint Meeting of the Scrutiny Committees and Commissions)</b></p>	<p><b>Budget 2016/17 and Medium Term Financial Plan – Phase Two</b></p> <p>To scrutinise the Executive's proposals for the Budget 2016/17 and Medium Term Financial Plan.</p> <p><b>Contact Officer: John Harrison/Steven Pilsworth</b></p>		
<p><b>14 March 2016</b> <i>Draft Report 24 Feb</i> <i>Final Report 2 Mar</i></p>	<p><b>Presentation of 2015 KS 4 &amp; KS2 Validated Examination Results</b></p> <p><b>Contact Officer: Terry Reynolds</b></p> <p><b>Early Years Provision</b></p> <p><b>Contact Officer: Karen Hingston</b></p> <p><b>Children and Families Joint Commissioning Achievement Report and Plan including Child Poverty</b></p> <p><b>Contact Officer: Lou Williams</b></p> <p><b>Service Directors Report for Children and Safeguarding</b></p>	<p>30 minutes</p> <p>30 minutes</p> <p>20 minutes</p> <p>30 minutes</p>	

Meeting Date	Item	Indicative Timings	Progress
	Contact Officer: Lou Williams		