



**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 NOVEMBER 2016**

Present: Councillors Aitken (Chairman), Peach, Rush, Bisby, Shearman, Amjad Iqbal and Fower.

Also present: Alistair Kingsley, Independent Co-opted Member
Liz Youngman, Peterborough Diocesan Board of Education

Officers in Attendance: Wendi Ogle Welbourn, Corporate Director People and Communities
Lou Williams, Service Director Children's Services and Safeguarding
Brian Howard, Head of Schools Infrastructure
Gary Perkins, Assistant Director Education
Karen S Dunleavy, Democratic Services Officer

1. Apologies for Absence

Apologies were received from the Co-opted Member, Miranda Robinson, Liz Youngman was in attendance as a substitute.

2. Declarations of Interest and Whipping Declarations

There were no declarations of Interests or whipping declarations.

3. Minutes of the Meeting held on 12 September 2016

The minutes of the meeting held on 12 September 2016 were approved as a true and accurate record.

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

There were no requests for Call-in to consider.

5. 2016 Outcomes for EYFSP and Key Stage 1

The Assistant Director Education introduced the report to Members which summarised the 2016 unvalidated assessment results for children who were in the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). The results were provisional and were liable to change by the time of final reporting in early 2017.

The Assistant Director Education also advised Members that, at the time of writing, no data was available for different groups of children (boys, girls, those with Special Educational Needs for example) and so no comparison between the performance of groups was possible at the current time.

The Assistant Director Education and Corporate Director People and Communities responded to comments and questions raised by Members. In summary responses included:

- There were some schools where the Local Authority (LA) could take intervention action if the performance was low. The LA would consider the outcome of Ofsted inspections, liaise with Governors and Schools to take action and suggest improvements in management, teaching and learning. There were a number of schools that were academy schools and the LA held no power over improvements, but maintained a positive relationship with the Regional Schools Commissioner who could intervene where a concern had been raised.
- The LA shared good practice and honest dialogue with schools in order to encourage good performance with the aim of raising educational standards.
- The children with no prior attendance at school in England had been counted in Peterborough's reporting process due to moral, practical and tactical reasons in order to ensure that children were included from the very beginning. The main reason for including the figures had been to highlight the progress made and ensure that improvement was recognised.
- The proportion of Peterborough schools that had been judged good or outstanding for primary and secondary was 91.3%. The proportion of children in attendance at schools judged good or outstanding was 90.5% and both figures were above the national average.
- Peterborough was currently above the national average for schools performing as good or outstanding.
- There had been a national disparity and confusion in the way Ofsted reported on school outcomes and progress in relation to good or outstanding judgements. Ofsted inspections had highlighted that there had been good leadership, management and teaching and where this was apparent Ofsted were confident that teaching standards would rise.
- Where Ofsted had judged schools as required improvement, the school's Governing Body or trust board would monitor the progress on improvements. Where the schools required improvement they would produce an action plan and present progress to the LA and Governing Board.
- There had been rapid improvement to outcomes in phonics at the end of key stage one and schools in the LA had halved the national gap. The LA would continue the targeted phonics programme and had invited new schools to take part to raise teaching standards.
- There had currently been a reading project underway through the LA, which encouraged children to understand what they were reading and build confidence rather than just decode words.
- The Sure Starts Centres were not closed by the LA, however management had transferred to other organisations. There had been no evidence that the change had any impact on school readiness.
- There had been initiatives introduced by the LA to raise standards in education since the changes to the Children's Centres, such as the national literacy programme, City College pop up shops for parents. These initiatives had demonstrated that the LA was providing support over and above the services provided by the previous Sure Start arrangement.
- The LA was exploring a number of ways to improve school readiness through the School Readiness Action Group. The new initiatives being introduced to improve numeracy and literacy skills had been available through the Child Care workforce for young women.
- The School readiness Steering Group had been attended by various partners such as Barnardo's, libraries, health service specialists, head teachers, child minders and early years professionals in order to share experiences, discuss opportunities and initiatives to provide literacy material that health visitors could hand out to parents with young children.
- The LA intended to assist schools with budget management advice in light of recent budget reduction plans announced by the Government for 2020.

7.25pm - At this point Councillor Fower arrived at the meeting.

- The LA had sent a survey to schools in light of the development to reduce the gap for EYFS which had also been intended to highlight the importance of early learning.
- Schools matching the criteria that required improvement to raise phonic standards had been targeted by the LA in order to offer additional support through professional development activities.
- The LA would concentrate on targeting school readiness, improvement in reading standards and working with families through the use of school support workers.
- The English as an Additional Language (EAL) strategy funding would end in 2016, however the initiative would remain to be provided.
- The LA would share good practice from schools such as in Sunderland, with the view to explore raising teaching standards for disadvantaged pupils in order to improve EAL..
- The LA could only compare data with different education groups that had been in existence.
- The comparison data included in the report had been Peterborough's educational statistical neighbours.
- The number of children that had not attended pre-schools was upwards of 25%. Some of the reasons to explain low attendance had been where some children were from disadvantaged backgrounds or not speaking English. The LA would work with schools to ensure that these pupil's progress was accelerated.

AGREED ACTION:

The Committee noted the unvalidated outcomes.

6. Addendum To The School Organisation Plan (2015-2020)

The Head of Schools Infrastructure introduced the report to Members, which outlined an addendum to the School Organisation Plan (2015-2020) which was published in December 2015. The Addendum to the School Organisation Plan (2015-2020) described the 2016 position with regard to school place planning and demography, proposals for expansion of primary and secondary schools and the recent reviews of primary schools such as at Oakdale, to ascertain their capacity to expand.

The Head of Schools Infrastructure and Corporate Director People and Communities responded to comments and questions raised by Members. In summary, responses included:

- There had been issues experienced for the LA over sufficient land being available to build new schools on (eg at Hampton Gardens and Cardia). Additional land had to be secured from the landowners. The number of school places required were also difficult to predict due to higher number of families moving onto new housing estates in Peterborough.
- Funding for new schools on new housing estates was secured through S106 Developer Agreements. The Schools Infrastructure Team were now involved in the S106 negotiations to ensure sufficient funding was secured
- The Schools Infrastructure Team liaised with educational services and Governing Bodies over school expansions in order to identify schools that could be expanded.
- The Schools Infrastructure Team worked with the Housing and Strategic Planning Team to ensure school place needs were factored into discussions and negotiations for Local Plan developments such as Sibson Village. The team also liaised with neighbouring LAs such as Cambridgeshire, when applicable, in order to identify potential future development requirements which would include assessing the projections of birth rates. However, the team was required to be flexible in view of some of the difficulty in assessing growth data.

- The team met with the Educational Building and Development Officers Group (EBDOG) on a regular basis to discuss capital build projects and developments for schools.
- The Leader of the Council and Cabinet Member for Education, Skills, University and Communications confirmed that he chaired a Strategic Planning Group (SPG) for schools, which was attended by Planning Officers. The aim of the SPG was to highlight future development plans, timelines and transport implications.
- A desk top exercise to assess all primary schools capacity to expand was currently being carried out to identify land that could be accessible, operational and appropriate for school expansion. There had been however many primary schools whose sites were so constrained that not much more could be done to expand them.
- Members complimented the team over the work undertaken to extend and develop some schools in the City area.
- Demand for extra places for primary schools into reception year was primarily assessed on birth rates. Twenty one new forms of entry (ie 630 places) had been created in the last 4-5 years. The most recent issues experienced however, had been in the provision of extra places for 'In Year' school places.
- The Schools Infrastructure Team had been exploring expansions to Ormiston Bushfield Academy, Nene Park Academy and Jack Hunt School in order to provide secondary school places. The team had also modelled post code data of children attending these schools against post code data of children in the primary schools to prove the need for expansion.
- The new secondary schools at Hampton Gardens and Paston Reserve would provide a buffer to the additional capacity required in the City.
- The Leader of the Council and Cabinet Member for Education, Skills, University and Communications advised that the decision to close secondary schools such as John Mansfield and Bretton Woods was taken in 2002 and had been due to a 16% surplus of places. This had meant that, and with some schools only a third full in capacity, a directive was received from the Government to lose 2,200 school places in order to bid for money to improve existing school buildings. With the increase in migration since 2002 it had now been necessary to recreate extra secondary school places.
- The overseas and other parts of the UK, classification outlined in paragraph 5.3 of the report, would relate to overseas born children.
- There was a specialist school for children with autism named COPASS in the City. There were also programmes in mainstream schools for teachers to support children with autism.
- As part of the review of the Primary schools estate, schools such as Norwood and Gunthorpe were being assessed for expansion.
- The objective of the Council was to provide local children with local school places and not to move children out of their catchment area.
- The statistics outlined in the report in regards to secondary school places shortfall had been in relation to the proposed expansion plans for Ormiston Bushfield Academy, Nene Park Academy and Jack Hunt and the new builds at Hampton Gardens and Paston Reserve. Further expansion would however still be required for two or three secondary schools by a maximum of two forms of entry each.
- Typically building contractors require one year on a school site in order to expand the school.
- Proposals would be made by the end of the year / early in the New Year as to which further primary and secondary schools should be expanded to meet the school place shortfall.
- A free school bid had been made by Arthur Mellows Village College for the Paston Reserve Primary School in Sept 2016. They would also submit a free school bid for the Secondary School at Paston in March 2017.
- A free school bid had also been made by Hampton Academies Trust for the first primary school to be built at Hampton Gardens, planned to open for 2019 based on current housing projections.

- There were also meetings scheduled with the Church of England Diocese and the Catholic Diocese to discuss their plans to submit free school bids for Peterborough.
- The Leader of the Council and Cabinet Member for Education, Skills, University and Communications advised that Free Schools were Academies and the Government's plans had been to create a families of Academies. The CoE would need to consider the requirements in terms of family Academies and whether it was an arrangement it wished to pursue.
- The groups of data used in the School Organisation Plan (SOP) had been accurate for the past five years in relation to modelling the addendum. There had been issues experienced with General Practitioner (GP) data in relation to the original SOP, which had been due to people moving into the Peterborough area and not registering with a Doctor. However, work was underway with the health services to encourage GP registration.

AGREED ACTION:

The Committee considered the draft Addendum, and recommend the proposals were to be taken forward to Cabinet for agreement and publication.

The Committee also requested that the Corporate Director People and Communities provide a briefing note to include:

1. Why pupils with Autism within the Local Authority area were not being allocated a school place with the Park House in Thorney, as a matter of course;
2. The furthest location from the LA area for the allocation of a school placement for a pupil with Autism;
3. Details over whether the out of boundary Autism placements were Local Authority operated or owned buildings; and
4. The reasons behind the issues experience in regards to the reliance on General Practitioner patient registration data in order to forecast school place projections for Reception year children, within the school organisation plan (2015-2020).

7. The Peterborough Neglect Strategy and Approaches to Address Neglect in Peterborough

The Service Director Children's Services and Safeguarding introduced the report to Members which provided information about the Council and Safeguarding Children Board's Neglect Strategies. The report also outlined that the Neglect Strategies had been developed in response to evidence of relatively high numbers of children affected by neglectful parenting in the City.

The Service Director Children's Services and Safeguarding and Director of People and Communities responded to comments and questions raised by Members. In summary responses included:

- Although the Neglect strategies were new, the aim had been to support the work that practitioners had already undertaken to tackle neglect in the City. The strategies included some new tools that were of particular help in identifying neglect and supporting families to address the issues, which could be used in addition to existing tools included in the Outcome Star tool.
- The decision for a child to be placed on a child protection plan was a multi-agency decision, and had not been made by children's social care. The aim of the Neglect strategies was, however, to try and prevent issues from escalating to a child protection level by helping the early help services to identify neglect and work with families to support them to make the changes necessary before neglect became entrenched. Neglect had many underlying causes, such as undiagnosed post-natal depression, and if this was identified early enough, support would be provided that

could make a difference to the life of the child. Much more difficult to address were situations where families faced difficulties that were multigenerational. These were often situations where practitioners struggled to identify how best to support a family, or assess whether progress was being made. The new tools that were being introduced helped practitioners to measure progress.

- Neglect would never be completely ruled out – the key was to identify neglect early, before it became entrenched, and provided families with support. Where issues were very complex, practitioners also needed to be supported to make decisions about the child's future without too much delay. The best outcomes always followed from working in partnership with families, and the graded care profile and Outcomes Star tools, which helped parents and families to identify where they were struggling as well as those areas where progress was being made. Where neglect issues had arisen as a result of gambling addiction, drug and alcohol misuse, there had been support available for families through various counselling services, however where a child's wellbeing was impacted through alcohol misuse or addiction issues, social services would intervene.
- The multiagency working group that developed the strategies had consulted families that had visited support centres to ascertain what their definition of neglect was. Initiatives such as Outcome Star worked in ways to help families to acknowledge neglect issues and helped to tackling them.
- Issues of neglect or safeguarding could be reported to the Council's 24 hour service, the NSPCA or the police phone lines.
- There had not been a significant correlation between neglect and poverty and families living in poverty were not necessarily neglecting their children.
- The teams that tackle poverty and neglect issues were located in the People and Communities Department and would also provide support to families in regards to helping people back to work.
- Initiatives relating to crosscutting issues within the Neglect Strategy and Poverty Strategy and the progress being made by both would be reported into the Health and Wellbeing Board.
- The LA had undertaken a campaign in order to encourage parents to claim free school meals. There had also been meetings undertaken to provide support to schools through the school hub in order to improve the learning environment at home.
- Members commented that the LA needed to do all they could to increase the number of parents to apply for free school meals.

AGREED ACTION:

The Committee noted the contents of the report and the Strategy and requested a further report on the response to the effectiveness of the Neglect Strategy in 12 months' time.

The Committee also requested that the Service Director Children's Services and Safeguarding provide details over what initiatives were being undertaken between schools and the Local Authority to encourage the uptake of free school meals for pupils.

8. Safeguarding Children and Young People at Risk From Child Sexual Exploitation or from being Missing from Home, Education or Care

The Service Director Children's Services and Safeguarding introduced the report to Members which provided brief information about the response of principal agencies in Peterborough to identifying, assessing and supporting young people who may be at risk as a result of missing episodes or from child sexual exploitation [CSE].

The Service Director Children's Services and Safeguarding responded to comments and questions raised by Members. In summary responses included:

- There were many cases where children go missing and there had been improved reporting mechanisms introduced including updated police criteria and classifications used where a child goes missing.
- The young person missing from care protocol was monitored by Peterborough Safeguarding Children's Board.
- Information in cases where children go missing was not usually publicly advertised. There had been one or two cases where publication was being considered, however the child had returned to their original location prior to this step being taken. The LA, parents or other partners often know where children were when they had gone missing and would work to engage with them.
- There were a number of targeted campaigns to communicate CSE issues. There were also a number of CSE specialists located in schools that were effective in identifying and preventing CSE cases.
- The LA would explore the use of social media to raise awareness with young people and to highlight the issues of CSE.
- Where a YP went missing on a regularly basis, the LA would explore the issues with the police and other agencies to understand the risks, in order to work with the parents to formulate a safeguarding plan. There were various reasons why a young person or child had gone missing and in some extreme examples there had been cases where the family was not doing enough to protect the child.
- It was often not appropriate to remove a young person from their home after persistent missing episodes. The LA would work with the family in order to identify the circumstances around the child's disappearance. An assessment would be undertaken and home interviews conducted by Barnardos, which would ultimately lead to the provision of support to families.

AGREED ACTION

Members noted the content of the report, and requested a report on the response to vulnerable young people at risk as a result of going missing or from child sexual exploitation or both to be produced in 12 months' time.

9. Forward Plan of Executive Decisions

The Chairman introduced a regular report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee, which outlined the content of the Forward Plan of Executive Decisions.

ACTION AGREED

The Committee requested further information in regards to the Academy Conversion of Maintained School - KEY/31OCT16/01 and to specifically outline:

1. The school affected;
2. What the conversion plans entailed; and
3. The key issues that required the Committee's attention.

10. Work Programme

Members considered the Committee's Work Programme for 2016/17 and discussed possible items for inclusion.

ACTION AGREED

The Committee noted the work programme for 2016/17.

11. Date of Next Meeting

Thursday, 5 January 2017

CHAIRMAN
9:07pm