

CHILDREN AND EDUCATION SCRUTINY COMMITTEE

THURSDAY 4 MARCH 2021

7.00 PM

Venue: [Peterborough City Council's YouTube Page](#)

Contact:: Paulina Ford, Senior Democratic Services Officer at
paulina.ford@peterborough.gov.uk, or 01733 452508

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 Children and Education Scrutiny Meeting Held on 21 January 2021** 3 - 10

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

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

5. **Annual Children's Social Care Statutory Complaints Report 2019-20** 11 - 28

6. **Cambridgeshire & Peterborough Safeguarding Children Partnership Board Annual Report 2019-20** 29 - 58

7. **Annual Report of Peterborough Virtual School For Children In Care 2018-2019 , Including A Report On The Impact Of Covid-19** 59 - 90

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8. Service Director, Education Update Report

91 - 110

9. Forward Plan of Executive Decisions

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<http://democracy.peterborough.gov.uk/ecSDDisplay.aspx?NAME=Protocol%20on%20the%20use%20of%20Recording&ID=690&RPID=2625610&sch=doc&cat=13385&path=13385>

Committee Members:

Councillors: D Over (Chair), K Aitken, G Casey, A Coles (Vice Chair), N Day, A Dowson, T Haynes, S Lane, L Robinson, B Rush and H Skibsted

Substitutes: Councillors: A Ellis, S Hemraj, J Howell, J Lillis, M Nadeem

Co-opted Members:

Note: The following Education Co-opted members are Members of the Scrutiny Committee and vote when education matters are discussed.

Peter Cantley, Peterborough Diocesan Board of Education

Flavio Vettese, (Deputy Director of Schools), Roman Catholic Church, Diocese of East Anglia

Clare Watchorn, Parent Governor Representative Vacancy, Parent Governor Representative

Julie O'Connor, Roman Catholic Diocese of East Anglia (sub for Flavio Vettese)

Peter French, Peterborough Diocesan Board of Education (sub for Peter Cantley)

Non Statutory Co-opted Members:

Alistair Kingsley, Independent Co-opted Member (Non-voting)

Rizwan Rahemtulla, Independent Co-opted Member (Non-voting)

Parish Councillor Susie Lucas, Independent Co-opted Member (Non-voting)

Parish Councillor Dr Dharshana Sridhar, Independent Co-opted Member (Non-voting)

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

**MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING
HELD AT 7.00PM ON
THURSDAY, 21 JANUARY 2021
VIRTUAL MEETING: PETERBOROUGH CITY COUNCIL'S YOUTUBE PAGE**

Committee Members Present: Councillors D Over (Chair), K Aitken, G Casey, A Coles, (Vice Chair), N Day, A Dowson, T Haynes, S Lane, L Robinson, B Rush, H Skibsted

Co-opted Members: Peter Cantley, Flavio Vettese, Clare Watchorn, Al Kingsley, and Parish Councillors Susie Lucas and Dr Sridhar

Officers Present: Wendi Ogle-Welbourn, Executive Director, People and Communities
Lou Williams, Service Director, Children and Safeguarding
Nicola Curley, Assistant Director Children's Services

Also Present: Councillor L Ayres, Cabinet Member for Children's Services and Education, Skills and University
Councillor J Holdich, Leader of the Council, and Deputy Mayor of the Cambridgeshire and Peterborough Combined Authority
John Hill - Chief Officer, Business Board and Director of Business and Skills at the Cambridgeshire and Peterborough Combined Authority
Councillor Ray Bisby, Chairman of the Corporate Parenting Committee

The Chair informed the Committee that Councillor Janet Goodwin, Chair of the Children and Education Scrutiny Committee had recently passed away on 23 December after a period of illness. Councillor Goodwin had been Chair of the committee for some time and would be greatly missed. As a mark of respect and in memory of Councillor Goodwin the Committee held a minute's silence.

21. APOLOGIES FOR ABSENCE

Apologies for absence were received from Co-opted Member Rizwan Rahemtulla.

22. DECLARATIONS OF INTEREST

The following declarations of interest were received.

Agenda item 5 New University of Peterborough Update

- Councillor Over declared that he was a member of the Cambridgeshire and Peterborough Combined Authority
- Al Kingsley declared that he was a member of the Cambridgeshire and Peterborough Combined Authority Business Board

- Councillor Coles declared that he was the Lead member for skills on the Scrutiny Committee at the Cambridgeshire and Peterborough Combined Authority

23. **MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING HELD ON 9 NOVEMBER 2021**

The minutes of the Children and Education Scrutiny Committee meeting held on 9 November were agreed as a true and accurate record.

24. **CALL IN OF ANY CABINET, CABINET MEMBER OR KEY OFFICER DECISION**

There were no call-ins for this meeting.

25. **NEW UNIVERSITY OF PETERBOROUGH UPDATE REPORT**

The Chief Officer, Business Board and Director of Business and Skills at the Cambridgeshire and Peterborough Combined Authority (CPCA) introduced the report accompanied by Cllr John Holdich, Leader of the Council and Deputy Mayor of the CPCA and Cllr Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University.

The purpose of the report was to provide Members with an overview of the skills and economic development strategies, developed by the CPCA, that had given rise to the comprehensive programme of bids for local and national funding, engagement with businesses and construction, taking place between 2018 and 2028. Also provided was the implementation approach for the strategy, including:

1. **The rationale for the campus design** that would balance increased opportunity for local people to gain a HE qualification with the opportunity for them to gain a HE level job locally
2. **The processes to secure funding** from HMG and locally, along with private sector co-investment to finance the first five potential buildings.
3. **The delivery approach**, building design and master planning processes for the current two, and proposed further three buildings for the campus.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members noted that a further thematic area of Sports would be added in phase 5 and sought clarification on whether this was dependent on all of the local sports facilities supporting the bid, an example would be if it were dependent on the POSH football club relocating to the embankment. Members were advised that in terms of volume Anglia Ruskin University (ARU) who were awarded Academic Delivery Partner were already the most successful sports science provider in the UK. Peterborough was seen as an interesting geographic catchment area for sports science. Early indications had shown that if POSH were to relocate to the embankment that they would be keen to integrate with the sports science faculty at the university, including the development of sports academies.
- There was a Green Travel Plan in place for the first building. Due to the anticipated number of people in the research building the Peterborough City Council (PCC) planners advised that a car park for 190 spaces would be required and this would be in the form of a multi deck car park adjacent to the site.
- Members were pleased to note that there would be a Faculty of Agriculture, Environment and Sustainability and were interested to hear how this would assist with the climate work being done at PCC. Members were advised that the University Faculty was being developed around three drivers: student demand on what they want to be taught, employers and what skills they needed, and the buildings niche and what it would become known for. The niche for this University would be climate change and zero carbon technologies. ARU were keen on developing environmental management, zero technologies including innovation management.

The research component was focused on attracting into Peterborough companies that were developing net zero technologies so that Peterborough, the University and the campus could become highly competitive in net zero technologies and climate change action.

- The ambition was to partner with big technology companies that are the member companies of organisations like TWI based in South Cambridgeshire and to get Peterborough local manufacturing companies into their supply chain providing net zero technology, systems and products.
- Members sought clarification on how the university would reflect the considerable religious, cultural and historic diversity of Peterborough. Members were advised that it was fundamentally a local university and 90% of the students would come from Peterborough which would reflect the culture, ethnicity and social economic structures of the city. It was important to educate people who lived in the city so that they could get employment in the city. ARU were keen to embed in the vernacular of Peterborough.
- Members noted that the ambition to build the number of students up to a capacity of 12,500 students by 2030/31 and wanted to know how close to this figure the intake would need to be to remain viable and provide long term viability. Members were informed that it would become commercially viable from approximately 3,000 to 4,000 students and up to 6,000 students. The initial phase over the first three years was a lean delivery model. ARU had put aside £6m to cover the anticipated initial loss and ARU would get the building rent free for the first 10 years. There was a high level of confidence in achieving the initial student numbers and ARU already had 800 students who would transfer in, additionally the university was already being marketed. There was medium level confidence of getting to 6,500 level of students that would be needed to fill the two extra buildings. 12,500 students was an aspirational target and was too early to predict how this would be achieved.
- Concern was raised with regard to the possibility of students parking in the local streets rather than in the designated car park due to the cost of parking and clarification was sought as to how this might be resolved. Members were informed that discussions would be held with ARU to look at their policies and rules and regulations and ability to influence students in terms of what they can and cannot do. The business model for the car park was being discussed with PCC officers and the car parking pricing level could be considered to try and set the price at a level that does not discourage the students from parking in the car park. Equally consideration would also need to be given to not encouraging students to bring their cars to the university.
- The university will be working with local employers so that approximately 43% of the students would be working in actual companies and out in the field as part of their course. It would be a bended learning model and not only traditional higher level degree course delivery but flexible apprenticeship degrees. ARU were the largest provider of apprenticeship degrees in the country. Approximately 30% of students would graduate with an apprenticeship degree enabling them to graduate already in employment.
- Members noted that part of the strategy was a “*clear focus on under-represented groups and those “left behind” i.e. those who cannot or will not travel to existing providers*”, and wanted to know how this would be achieved. Members were informed that part of the strategy was to get local people in the area to come to the university who had previously not considered doing a degree or who had not thought about going to university. It might be people that were older and had been made redundant and were wanting to retrain or people already in employment but could not move to go away to university.

The Chair thanked the Chief Officer for the detailed and informative report and attending to answer questions.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED to:**

1. Note and comment on the process and progress on the establishment of a University Phase 1 Teaching Building
2. Note and comment on the process and progress on the establishment of a University Phase 2 Research Building

3. Note and comment on the outline plans for further expansion of the teaching and research campus on the embankment

26. **REPORT ON THE WORK OF THE CORPORATE PARENTING COMMITTEE FOR 2019-2020**

The Chairman of the Corporate Parenting Committee introduced the report which provided the Committee with an update on the activity carried out by the Corporate Parenting Committee in the municipal year 2019-2020.

The report also addressed all areas of the Children in Care pledge and the Care Leavers' Charter. It specifically shows Scrutiny how the Corporate Parenting Committee have been addressing the increase in the Children in Care population; the changes to the partnership with TACT; and Children in Care and Care Leavers' education and training needs.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members noted the work being undertaken on a Passport to Independence for young people in care and asked if the last nine months had provided challenges and halted the work. Members were informed that it had been incredibly challenging for the care leavers over the past year. The service had worked extremely hard to stay in touch with the care leavers' as much as possible and increased virtual contact. Some of the young people had found it very difficult living on their own and being in lockdown but they had felt in general very well supported.
- Members had noted that the Corporate Parenting Committee had identified a growing trend where Children in Care's educational progress was being negatively impacted by their placement outside of the local area, and asked how as Corporate Parents, they could ensure that the educational needs of the children placed out of area was being looked after. Members were informed that Children's Services had worked very closely with the Virtual School that looked after all of the children in care and there was a vulnerable children's tracker in place which included all children in care. All children and young people in care on the tracker had been evaluated to see if they needed face to face visits regardless of how far away they lived or if they needed virtual visits to support them. Where there had been serious concerns a face to face visit had taken place, where there had been less concerns a virtual visit had taken place. A lot of work had been done with the carers and the schools that they attended to ensure that children and young people in care had the technology required to ensure that they were not disadvantaged in school lessons.
- Members sought detail on the project to enhance the function and meaningfulness of Personal Education Plans and how this was progressing. Members were informed that one way of making the Personal Education Plans more purposeful was to ensure that the young person was as involved in the plan as possible and work was being done to look at how the PEP could be a more meaningful document for each individual. Additionally work was being done to see how the health element could be strengthened within the PEP. A strengths and difficulties questionnaire (SDQ) was undertaken with the children in care to look at their emotional health and wellbeing. This would be scored with an action plan being put in place from the findings, this would then link into the PEP providing a cohesive plan to support the child going forward.
- Children in Care were either with foster carers, in agency placements, or residential homes and some 16 to 17 year olds lived in semi-independent placements. The impact of Covid had depended on what type of placement the children were placed in. The in house foster carers had worked extremely hard to maintain children in their placements. Finding placements was becoming more challenging which also had a cost implication.

The Chair thanked the Chair of the Corporate Parenting Committee and the Assistant Director Children's Services for attending the meeting and the detailed and comprehensive report.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the work of the Corporate Parenting Committee over the last 12 months.

27. SERVICE DIRECTOR REPORT: CHILDREN & SAFEGUARDING INCLUDING UPDATE ON IMPACT OF COVID-19

The Service Director, Children and Safeguarding introduced the report which provided the Committee with a brief overview of the current position in Children's Services and the impact from the Covid-19 pandemic. The report also provided a summary of the very positive evaluation of the Family Safeguarding model in Peterborough that was published by the Department for Education in November 2020.

The Children and Education Scrutiny Committee debated the report and in summary, key points raised and responses to questions included:

- Members sought clarification on the level of confidence the Service Director had with regard to safeguarding especially in schools during the current pandemic and possible difficulties with school referrals. The Service Director advised that children were less visible when not in school but referrals whilst reduced were still happening from a number of other sources. A lot of information had been circulated via various sources highlighting what people could do if they had concerns about a child. Schools had been vigilant in remaining in contact with children that they are concerned about. The impact of Covid would be long term and there were already signs of more complex needs arising as a result of the first lockdown and the second lockdown would only compound these issues. Schools were very aware of the referral report processes, and the Multi Agency Safeguarding Hub (MASH) were still operating which included education staff. Children's Services, Children's Social Care and the Education Service were working very closely together to identify any vulnerable children.
- Members referred to the Evaluation of Family Safeguarding in Peterborough report and noted the recommendation for LA's to look at long term cohort tracking so that the long term outcomes of those who first participated in the pilot could be seen and the information that could be learnt for this.
- Members also noted within the report that all the LA's that took part in the pilot had difficulties in recruiting adult facing workers but Peterborough had a challenge that had persisted longer in particular with finding mental health specialists. Members were informed that it had been very difficult initially to recruit specialist roles such as mental health practitioners. It had taken time to work with the Cambridgeshire and Peterborough Foundation Trust (CPFT) to articulate the role and whilst there were still some difficulty in recruitment and retention the position had improved considerably.
- Members sought further explanation regarding the Think Communities agenda and investment in community capacity building. Members were informed that this work had been driven by the experience of what had been happening in the Community Hubs and the challenges that had emerged through the pandemic. The work was about thinking about different ways of supporting communities in helping them deal with the challenges they were facing rather than the traditional ways of working with individual families. For example work had been done with schools and voluntary organisations to identify vulnerable families and provide meals over the holidays and access to debt counselling and support.
- Members noted that while demand had not increased significantly in terms of volumes, the needs of families and their children had increased in complexity and sought clarification as to why this had happened. Members were advised the reason for the increase in complexity of need was multifaceted and had included the cumulative effect of lockdown and social isolation of not being in school. Both of these factors had affected those young people with less resilience which had increased emotional and mental issues and had in turn fed into parent's emotions and therefore more requests for help and support from services. Additional support had been put in place to support Early Help and were currently looking at whether additional

resources would be needed for specialist social care and a bid had been prepared to add another 6 or 7 social workers to support 90 to 100 more children. The case load was manageable at the moment but if the current situation continued then more social workers would need to be put in place to cope with increased demand.

- Members sought clarification on the timeliness of single assessments and case worker load and what plans were in place to mitigate the possible future increase in demand. Members were informed that the timeliness of initial assessments had continued to do well. Historically Peterborough had a tended to conduct more assessments that was necessary with some resulting in no further action. The number of assessments had therefore been reviewed and this had assisted with managing the required initial assessments in a timely manner. One of the unforeseen impacts of lockdown was that pregnant women in their third trimester have been required to work from home. There were a few pregnant women in the already small assessment team which meant that they had to work from home, so additional resources have been required to manage this impact on the team.
- Members asked if there were any obstacles in meeting families face to face during lockdown. Members were informed that every single child that comes under the service had been assessed and RAG rated. The children that were of most concern continued to have face to face visits, those that were of less concern had a mixture of virtual meetings and face to face visiting.
- The additional funding of £220K from the Ministry of Housing, Communities and Local Government in order to fund an increase in directly provided support to families in need was being used.
- The Cabinet Member in attendance commented on how important the Family Safeguarding model was and how much it had saved the Local Authority due to less children having to come into care. It had been a very successful model in Peterborough for families, children and the Local Authority. The Cabinet Member also commented that there had been a great emphasis on seeing children face to face and the team of officers working behind the scenes should be congratulated on the service that was being provided during these challenging times.
- Members noted that there had been an increase in numbers of children on child protection plans and that this was partly about it being more difficult to progress the child protection plans which was leading to children tending to remain on a child protection plan for longer. Members wanted to know if this was likely to reduce when lockdown ended. Members were informed that in general the new approach of contact via virtual meetings had worked very well for some people and would continue post lockdown. The Family Safeguarding approach was about dealing with parents who had serious issues with drug, substance and alcohol misuse and domestic abuse. Virtual meetings had less of an impact in these circumstances and programmes for issues like substance misuse were difficult to hold during lockdown. There would therefore be a continuing impact until things returned to normal.
- The Service Director advised that there would be a continuing impact of school not being available for some families and more families would struggle to maintain housing due to the economic impact which would increase pressures on families.
- Another group of concern was the 13/14/15 year olds who were disengaging and struggling to remain in school even before the first lockdown. The lockdown would have meant that they were completely disengaged with school and their needs had therefore become more challenging and made them more vulnerable to criminal exploitation. This was a relatively small group of young people but their support needs were extensive and care placements expensive. For children in general the achievement gap would broaden again due to the impact of the lockdown and especially for those children who lived in less privileged homes.

Members thanked the Service Director, Children and Safeguarding and the Assistant Director Children's Services and their teams for their hard work and dedication during these challenging times.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED to**

1. Note the evidence of emerging impact arising from the Covid-19 pandemic and its associated economic and other implications;
2. Note the preparedness of children's services to continue to meet need;
3. Notes the potential resource implications of continued increased demand and complexity of need;
4. Welcome the findings of the independent evaluation of Family Safeguarding as practiced in Peterborough, including evidence of improved outcomes for vulnerable children and lower costs

28. FORWARD PLAN OF EXECUTIVE DECISIONS

The Committee received the latest version of the Council's Forward Plan of Executive Decisions, containing decisions which the Leader of the Council anticipated Cabinet or Cabinet Members would take over 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.

AGREED ACTIONS

The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the current Forward Plan of Executive Decisions which identified any relevant items for inclusion within their work programme.

29. Work Programme 2020/2021

The Senior Democratic Services Officer presented the report which considered the work programme for the municipal year 2020/21.

The Chair requested that a progress report on the University should be brought back to the Committee on a regular basis.

AGREED ACTIONS

The Children and Education Scrutiny Committee **RESOLVED** to note the work programme for 2020/2021 and that consideration would be given at the next agenda setting meeting as to how often the University update report should be presented to the Committee going forward.

30. Date of Next Meeting

- 22 February 2021 – Joint Scrutiny of the Budget
- 4 March 2021 – Children and Education Scrutiny Committee

Chairman

7.00pm to 8.33pm

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 5
4 MARCH 2021	PUBLIC REPORT

Report of:	Service Director of Children’s Services and Safeguarding		
Cabinet Member(s) responsible:	Cabinet Member for Children’s Services and Education, Skills and University		
Contact Officer(s):	Belinda Evans, Customer Services Manager	Tel. 01733 296324	

ANNUAL CHILDREN’S SOCIAL CARE STATUTORY COMPLAINTS REPORT 2019-20

RECOMMENDATIONS	
FROM: Customer Service Manager	Deadline date: N/A
It is recommended that the Children and Education Scrutiny Committee consider the report and make recommendations for further scrutiny if deemed appropriate	

1. ORIGIN OF REPORT

1.1 This report has been requested as a recurring annual item for scrutiny.

2. PURPOSE AND REASON FOR REPORT

2.1 This report is brought to this committee on an annual basis to allow the Committee to scrutinise complaints received under the Children’s (Social Care) Services statutory complaints process.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Children’s Services including

- a) Social Care of Children;
- b) Safeguarding; and
- c) Children’s Health.

2.3 This report links to the Corporate Priority: Safeguard Vulnerable Children and Adults.

2.4 The Children in Care Pledge includes a promise to give children in care information on how to make a complaint or to give a compliment. This report provides evidence that children in care are being given the required information as complaints are being received from children in care and are being satisfactorily resolved.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 Included as Appendix A - CSC Statutory Complaint Report 2019-20

5. CONSULTATION

5.1 N/A

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 That the report will highlight areas for service review.

7. REASON FOR THE RECOMMENDATION

7.1 The Scrutiny Committee are requested to consider the report and make recommendations for further scrutiny if deemed appropriate.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 Not Applicable

9. IMPLICATIONS

Financial Implications

9.1 Complaint investigations require the commissioning of Independent Investigators and there is an annual budget maintained for this purpose by the Finance Manager. This budget is also utilised for the payment of compensation to complainants. The level of investigation costs and compensation payments this year has not exceeded this budget.

Legal Implications

9.2 The processes used by the Complaints Team when investigating complaints fully comply with the Children Act 1989 Representations Procedure (England) Regulations 2006 and the statutory guidance (link below) which has been issued by the DfE under the Local Authority Social Services Act 1970.

Equalities Implications

9.3 Processes used by the complaints service ensures that the service is accessible to all persons. The team make reasonable adjustments to ensure that all complainants can submit complaints via a method that they can access. Children and young people are also able to access Advocacy services to help them through the complaints process.

Rural Implications

9.4 None

Carbon Impact Assessment

9.5 I have considered the Carbon Implications in respect of this report and consider there to be a neutral impact.

10. BACKGROUND DOCUMENTS

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

10.1 <https://www.gov.uk/government/publications/childrens-social-care-getting-the-best-fromcomplaint>

- Children Social Care: getting the best from complaints

11. APPENDICES

- 11.1 Appendix A – Annual CSC Complaint Report 2019-20
- Appendix B - Service Improvements and Actions CSC 2019-20
- Appendix C – CSC Compliments 2019-20

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Appendix A – CSC Statutory Complaint Report 2019-20

Content Page

- A. Introduction
- B. The Complaints Procedure
- C. Complaint Data
- D. Compliments



A. Introduction

This report is for the Children and Education Scrutiny Committee. It is a requirement of The Children Act 1989 Representations Procedure (England) Regulations 2006 that the local authority publishes an Annual Report, to provide a mechanism by which the local authority can be kept informed of the operation of its complaints procedure for Children's Social Care (Regulation 13 (3)).

The Children in Care Pledge includes a promise to give children in care information on how to make a complaint or to give a compliment. This report provides evidence that children in care are being given the required information as complaints are being received from children in care and are being satisfactorily resolved.

This information demonstrates how far the concerns of service users are reflected in changes to services which improve outcomes for children and young people. Evidence that children and families know how to complain and do make complaints is seen as positive evidence of their empowerment. Complaints therefore must always be investigated in a spirit of openness and learning, although of course not all complaints will be justified and upheld.

The Complaints Team provide periodic performance data to the senior management team within social care throughout the year. Complaints officers receive complaints by email, phone and in person from children and their parents, providing guidance about the process.

If the customer is not happy at any stage of the complaints process the complaints team can provide help and support with the process until the issue is finally resolved or referral to the Local Government Ombudsman is made.

B. The Complaints Procedure

The statutory complaints process covered by this report applies to complaints presented by or on behalf of 'children in need' or 'looked after' (meaning in the council's care) as defined by the Children Act 1989. Effectively this means those children in receipt of social care services.

A young person may make a complaint directly or an adult (parent, carer, relative with sufficient interest or advocate may act on their behalf). This council provides an independent advocacy service, as required by law, and therefore a number of children are supported through that service.

Only eligible people can use the Children's Social Care Statutory Complaints Process as mentioned above.

There are three stages to the statutory complaints process:

- **Stage 1**, requiring a response within 10 working days and a maximum of 20 if a delay is unavoidable
- **Stage 2**, requiring independent investigation within 25 working days and a maximum of 65 in exceptional circumstances
- **Stage 3**, requiring presentation to an independent complaint review panel within 30 working days.

Where a complaint is not resolved at Stage 3, the complainant may appeal to the Local Government Ombudsman who may choose to investigate and may agree with or overturn the local authority's response

C. Complaint Data

Ineligible Complaints

Part of the role of the Complaint Manager is the deliberation of each new complaint to determine if the matter meets the criteria to be considered under the statutory process. A large proportion of complaints are rejected from the Statutory process each year.

There are multiple reasons why complaints may not be eligible under the Children's Social Care statutory process. The numbers rejected and reasons are shown in Figure 1.

Figure 1 – Complaints ineligible under the Statutory process

Complaints Not Logged	2018-19	2019-20
Court Related	9	18
Child Protection	0	0
Insufficient Interest	19	19
Alternative Process (Legal/Corporate)	22	11
General Enquiries	26	37
Out of Time	13	8
Withdrawn	0	0
Consent not gained	0	6
S47	2	2
Safeguarding referral	0	6
Other	0	12
Totals	91	119

Where a complaint is not accepted the complainant will be advised of the reason why they are not eligible to use the statutory complaints process and what other process may be open to them. If the person is not a category of person eligible to complain they may be advised there is no alternative process.

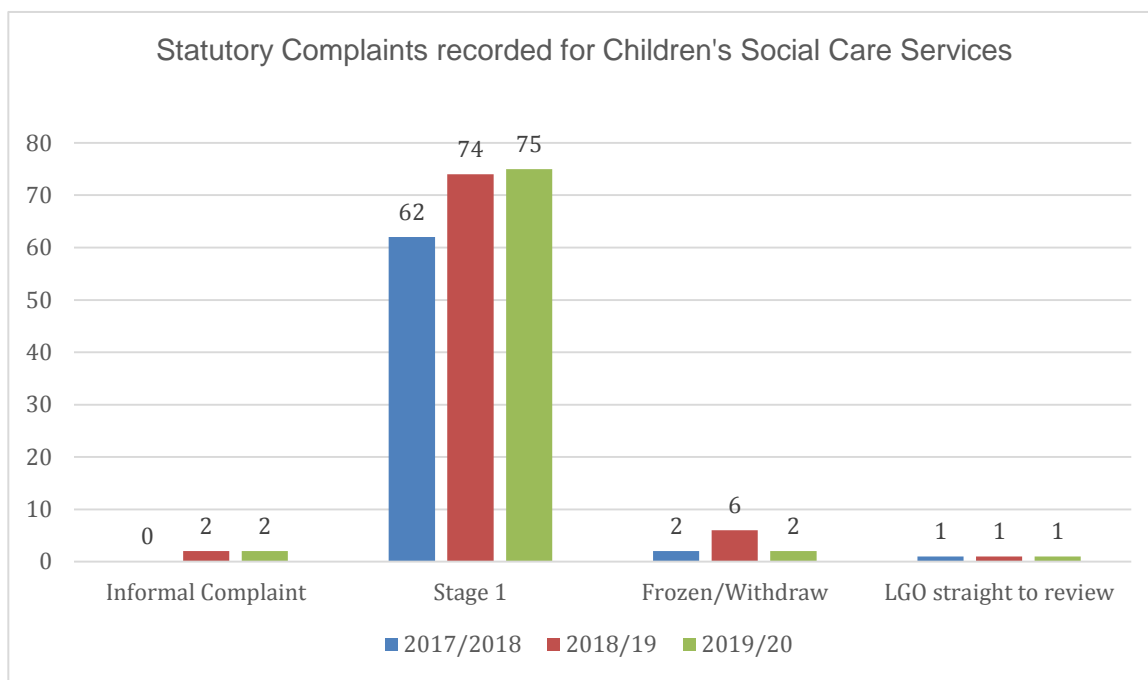
Accepted Complaints

In 2019-20 there were 80 complaints which could be accepted under the statutory process. This was a small decrease in the number of complaints registered against the previous year's total of 83 complaints.

The majority of complaints logged will be responded to formally as a Stage 1 complaint. Relatively few complaints will be responded to informally which is when the complaint is answered verbally within 3 days and the complainant is satisfied with this outcome.

Figure 2 illustrates the number of complaints responded to informally, with a Stage 1 written response or that were withdrawn before an investigation could be concluded.

Figure 2. Accepted Complaint Volumes 2019-20



Sometimes complaints are made and then withdrawn/Frozen before a response is made and this can be for a variety of reasons. On this occasion 2 complaints were withdrawn as the complainants decided not to proceed with their complaint.

Time taken to respond to Complaints

At Stage 1 the expectation from the statutory process is that complaints will be requiring a response within 10 working days and a maximum of 20 if a delay is unavoidable. Sometimes delays are the result of the non-availability of a key member of staff who must be questioned as part of the investigation.

The average number of days to respond to complaints at Stage 1 was 17 working days in 2019/20.

However it should be recognised that until the 1st March 2020 the average stood at 15 working days and there was every likelihood that this would have been the final position for the year. However the complaints logged in the last quarter and especially the final month of the year were significantly impacted by the pandemic and the priorities of the service in that period.

The complaints team provide the CSC senior management team with a monthly report to highlight cases in progress so that any complaints that are overdue can be prioritised.

Stage 1 Complaint Outcomes

- There has been a similar volume of complaints upheld or partially upheld in 2019/20 compared to the previous year.
- In total 67% of complaints responded to at Stage 1 were upheld fully or partially.
- Not upheld complaint dropped from 37% to 33%,.

Figure 3 – Stage 1 Complaint Outcomes by team

OUTCOME OF STAGE ONE COMPLAINTS BY TEAM				
Team	Complaints	Not Upheld	Partially Upheld	Upheld
Adoption	1	1	0	0
Children in Care/Leaving Care	30	12	11	7
0-25 Service	11	3	5	3
Conferencing & Review	0	0	0	0
Family Safeguarding	15	5	8	2
Assessment Team	8	1	3	4
Fostering	2	1	1	0
Clare Lodge	1	0	1	0
Adolescent/TY SS	2	0	1	1
Family Centres	2	1	0	1
ETCIC	1	0	1	0
MASH	2	1	0	1
TOTALS	75	25 (33.33%)	31 (41.33%)	19 (25.33%)

Complaint Escalations

The number of complainants unhappy with their Stage 1 response was lower this year at 8 cases (10% against 15% the previous year).

The factors which prevent escalation are

- Proactive contact with complainant to discuss complaint
- Quality of written responses
- Timeliness of response

In 2019/20, only 35% of complainants had received some form of direct contact from the service before receiving the complaint response, and the complaints service has raised this issue at quarterly performance meetings held with children's services. More positively, the quality of the responses to complainants has improved and the speed of the response has generally been at a reasonable level.

Cases which escalate are offered a conciliation meeting and 6 of these were held in 2019/20.

This process was introduced to give complainants the opportunity to meet with a senior manager along with the complaint manager if they were unhappy with the response to their complaint received at Stage 1. The aim is to try to reach a resolution as early as possible without the need to progress to independent investigation (Stage 2). This process is optional to the complainant who can insist on an independent investigation under the statutory process. However where the customer is prepared to engage with this process it often resolves the complaint without the need for further escalation. Of the 6 conciliation meetings 4 cases were resolved successfully without the need for escalation to Independent investigation the other 2 progressed to Stage 2.

Stage 2 complaints can often take several months to be investigated and concluded. It is therefore common for some to be initiated in one financial year and not conclude until the following one.

Only one Stage 2 investigation was concluded during 2019/20. This was a complaint logged in the previous year which had had a conciliation meeting but where the complainant later asked for further escalation to Stage 2 unhappy that previous actions agreed had not been carried out. This complaint was partially upheld at Stage 2 and several actions were recommended.

Four cases requested Stage 2 escalation from complaints registered in 2019/20. This represents 5% of the total complaints received within the 2019/20 period. Of these two had taken part in conciliation meetings but remained dissatisfied. The other two cases were cases where a conciliation meeting was declined by the complainant. Only one of these cases has concluded - in July 2020 - when it was partially upheld. The other three could not commence during 2019/20, one because of court proceedings taking place and the other two due to a hold placed on escalations due to the pandemic. All three have subsequently commenced and are currently under investigation.

Only one Stage 3 panel was held during the year 2019/20. This was from a complaint made in the previous year.

Stage 3 panels are the final stage of the process and can be requested by a complainant who is not satisfied with the outcome of the independent investigation which is conducted at Stage 2. The findings of the hearing was that the complaint should be upheld. An action plan was agreed by the Executive Director of People and Communities. As the complainant was not satisfied with the outcome they exercised their right to refer their complaint to the Local Government and Social Care Ombudsman (LGSCO). The LGSCO were satisfied with the actions of the council and declined any further investigation.

There were no other complaints investigated by the LGSCO for Children's Social Care in 2019/20.

Accessibility

Figure 4 Who is making Complaints?	2017/18	2018/19	2019/20
Children/Young People	1	0	2
Looked After Children inc Leaving Care young people	13	25	25
Parents/Guardians	41	42	43
Other Carers	0	1	0
Foster Carers	2	5	2
Prospective Adopters	1	0	1
Adoptive Parents	2	1	1
LAC (now Adult)	1	2	1
Friend	0	0	0
Relatives	5	7	5
Total	66	83	80

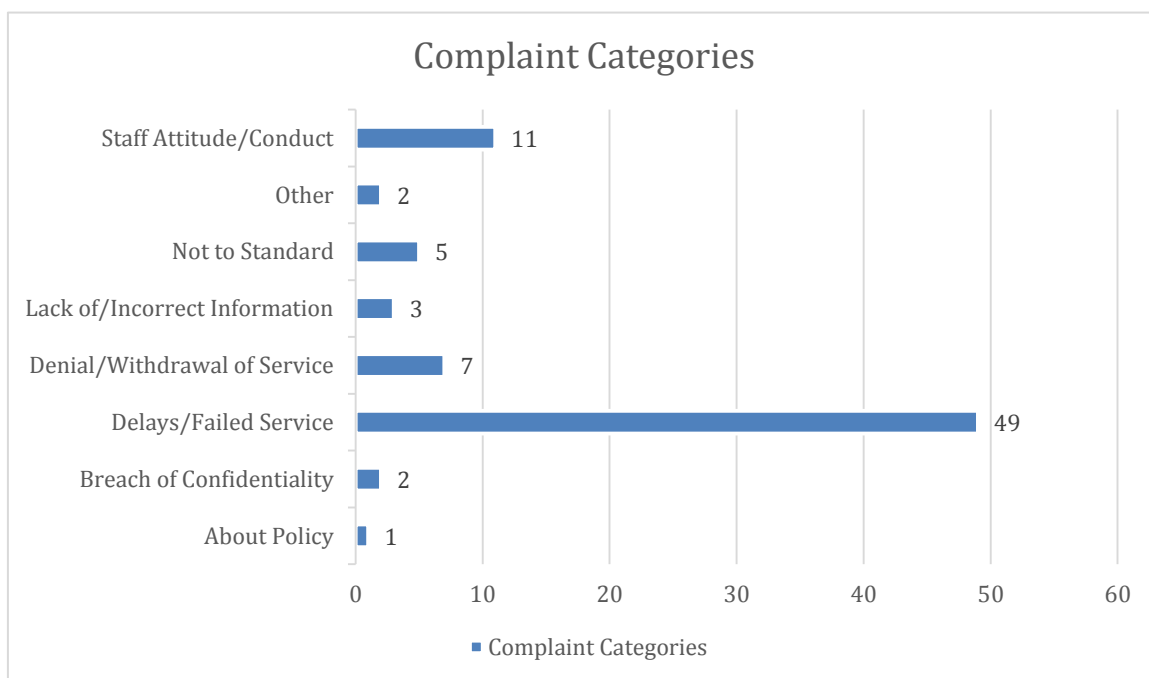
Although the Complaints service continues to see a higher volume of complaints from parents than children we also see a higher proportion of complaints coming from children and young people than many other councils. This illustrates that there is clear signposting of young people in care to the complaints process and to advocacy services by our social workers.

Under the statutory process the right of complaint is primarily intended to be for the child or by an adult on their behalf about services they are receiving. The complaints team have a duty to ensure that when complaints are received by parents or carers on behalf of a child that the person has 'sufficient interest' and are complaining in the best interests of the child. If a child or young person has capacity to make their own decisions they are contacted to ensure they are in agreement to make the complaint or have signed a consent form.

Independent Advocacy support is available for any young person considering a complaint. This service is currently provided by National Youth Advocacy Service (NYAS). Over 50% of the young people making complaints were supported by NYAS. This illustrates that the availability of NYAS advocacy is welcomed by many young people and many are accessing this service, whilst some feel able to make their complaints independently or through another trusted adult.

Complaint Categories

Figure 5 below shows the category of complaints recorded in the current year using 10 nationally recognised categories. This helps with analysis of themes and trends.



The majority of complaints are about service delays or failures which can be from delays in communication or assessments. The QA team are provided with this data every quarter and this helps them to formulate training and briefing notes to the service to address specific issues.

Service Improvements

Where a complaint is upheld either fully or partially it is often necessary for some remedial action to be undertaken to rectify the problem.

Appendix B Service Improvements and Actions Taken 2019-20 – gives some examples of the type of remedial actions and service improvements that have been taken forward following complaint investigations this year. This information is captured by complaints team and reported to the Quality Assurance team on a quarterly basis to monitor that actions are taken and improvements are made.

Benchmarking

In 2018/19 the Complaint Manager provided details of a peer review undertaken with Milton Keynes Council showing similar complaint volumes between the two councils. It has not been possible to undertake wider analysis this year due to restrictions around visiting other councils and the pressure on resources caused by the Covid pandemic but it is hoped that further analysis of this type can be undertaken in future years.

D. Compliments

To provide a complete picture of feedback received by the service Children's Social care began keeping comprehensive Compliment records in 2016. These could be by young people, families and often other agencies who are involved in cases in a professional capacity, including teaching staff, health visitors, court and police officers. This has resulted in all compliments being available to the complaint manager in one place for review and analysis.

In the year 2019/20 the department received 219 compliments about the work of the various teams in Children's Social Care. 67 were received from service users or external agencies and the other 152 were from internal partners towards social care team workers. This is an increasing volume of thanks being directed at Children's Social Care which helps to put the number of complaints received into context.

Compliments are recorded as either external or internal and examples of both types are evidenced in Appendix C

Compliments from parents, children and external professional colleagues helps social workers to feel rewarded for their efforts but internal feedback is also very useful to help workers to improve their practice and to highlight the importance of their work.

Appendix B – Service Improvements and Actions Taken Following Complaints 2019/20

- Process Change implemented to ensure Direct Payment Coordinator is sent minutes of all Panels to ensure changes in payment can be processed without delay.
- Fix made by IT department to ensure that a request for an assessment at case transfer does not get delayed in the system
- Workers reminded to meet with all significant adults in a child's life when completing assessments to ensure that a more rounded assessment can be completed.
- Process reviewed to ensure that outcome letters are always sent to parents at the end of a review following a request for services.
- Reminder to Social Workers that wherever practical they must inform Young people they are working with if they are leaving and also ensure a thorough handover takes place. The team manager will check if new workers have read the child's file when she meets with them and will ring young people periodically to check if they are satisfied with the preparation taken by a new worker.
- Social Workers reminded that if a duty worker is asked to cover a meeting on their behalf they must ensure they have adequately briefed the duty worker about the case in advance.
- Social worker reminded they should always give adequate notice about a home visit to a family.
- Workers reminded to leave a note if unannounced visit carried out and no one is at home.
- Lounges and telephone system upgraded to ensure young people can receive telephone calls from family members (Children's Home)

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Appendix C –CSC Compliment Examples 2019/20

External Compliments

- We have had amazing support and the SW visits very regularly and will always come out if needed. (Foster carer)
- Since xxxx was allocated to be our social worker she has been very understanding, willing to listen and give advice. If there is a problem, she has spoken about it professionally with us. If I've needed advice or help or we do not understand anything she has always given the advice or support at home or over the phone. She also gave us the confidence to be parents as sometimes I would be worried if I was doing the right and always second thought whether I was or not she always reassured me as she is always commenting on our achievements whilst also tackling the problems we had. I can take away all the advice and new skills to be a better parent for my children thank you for all your help and support. (Parent)
- it is clear the social worker has spent an extensive amount of time and effort in preparing this report, a report I find very balanced and credible coming from an experienced social worker who has objectively reviewed the experiences of these children. (Judge to Social Worker)
- I would like to say just how very well your report read, capturing the voice of the children, putting them first and foremost, and how very well you spoke for them in the conference this morning. (Health visitor)
- Thank you for all the care and compassion you have showed us during a very difficult time. (Parents to the Contact Centre team)
- I just wanted to say how well I thought you presented at today's ICC. You gave a very comprehensive account of the risks to the children, the impacts, complicated factors and grey areas. Your information on the children's views was very thorough and was well explained, and from the information that they gave you, they must have felt very much at ease with you. You were very diplomatic and tactful and put your concerns across very well without causing any of the parents to feel intimidated or unduly distressed. Your report was also very thorough and professional. (From Police to Social Worker)
- It has been a pleasure working with you, it has been good to work with a social worker who cares as much as you do about the children. I'm sure we will meet again soon. (School to Social worker)
- My social worker is brilliant!! (Young Person)
- Thank you for everything, thank you for always supporting me in every way you could. I thank you for not giving up on me even when I wasn't always the easiest

to work with. I wouldn't be where I am without all of your help and support. It has been a privilege to work with you and you still better see me as well. If that coronavirus doesn't kill us all first!! (Young Person).

- The young person was so happy and had an emotional conversation thanking them all for coming and being there for her and giving her permission to ask for help whenever she needed it. The young person's birth mother thanked foster and respite carers for caring for her children and still wanting to support her daughter. (Captured at a meeting – parent and young person's comments)

Internal Compliments

- I thought you did excellent work on this case and in particular from my perspective very responsive and always updating me – you were always fully aware of what was happening on your case and worked with the mother in a fair way. (From the legal officer to the social worker)
- I also want to add that the care plan you sent through was great and pulled everything together. Your manager has since informed me this was your first ever care plan, so I just wanted to say what a great job you did. (From a senior manager to a new social worker)
- I know you did not have much time to prepare, but it was evident you worked very hard to acquire as much information as possible in a short space of time; a difficult task in the absence of a pre meeting report. Your contributions enabled this review to proceed. Your presentation was confident, informative and very helpful (Independent Reviewing Officer to Social Worker)
- you have both clearly work hard on this case which is evident from the progress made and you have managed to engage what were initially very challenging and unengaging parents. The children's views were loud and clear in conference which gave a very strong picture of their lived experiences and supported the reasons for the actions being implemented. Thank you for your hard work in driving the plan forward, I look forward to seeing the progress the next 6 months brings. (Manager to social workers)

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 6
4 MARCH 2021	PUBLIC REPORT

Report of:	Wendi Ogle-Welbourn, Executive Director, People and Communities and Chair of the Joint Safeguarding Executive Partnership	
Cabinet Member(s) responsible:	Cllr Lynne Ayres, Cabinet Member for Children’s Services, and Education, Skills and University	
Contact Officer(s):	Jo Proctor, Head of Service- Cambridgeshire & Peterborough Safeguarding Boards	Tel. 01733 863765

CAMBRIDGESHIRE & PETERBOROUGH SAFEGUARDING CHILDREN PARTNERSHIP BOARD ANNUAL REPORT 2019-20

RECOMMENDATIONS	
FROM: Wendi Ogle – Welbourn, Chair of the Joint Safeguarding Executive Partnership	Deadline date: N/A
It is recommended that Children and Education Scrutiny Committee receive and note the content of the Annual Report for 2019-2020.	

1. ORIGIN OF REPORT

1.1 The report is submitted to the Children and Education Scrutiny Committee following sign off and publication of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2019-2020 in November 2020.

There is a statutory requirement under the Children & Social Work Act 2017 that Safeguarding partners publish an annual report detailing the work of the Board.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of the report being brought to the Children and Education Scrutiny Committee is to ensure members are fully aware of the work and progress of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board.

The report covers the period from April 2019-March 2020 and was published in November 2020.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

Children’s Services including:
a) Social Care of Children;

- b) Safeguarding; and
- c) Children's Health.

2.3 This report directly relates to the safeguarding of children in Peterborough

2.4 This report directly relates to the children in care pledge as it covers the safeguarding of children and young people. It contributes to establishing how far the Council meets its statutory responsibilities towards safeguarding looked after children

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 The annual report includes information on the work that has been undertaken by the Cambridgeshire and Peterborough Safeguarding Children Partnership Board in the period April 2019- March 2020.

Partner agencies, including Peterborough City Council, contributed to the information contained within the annual report.

The annual report highlights the significant events during the last year, summarises both the work of the Safeguarding Children Board and the work of the sub committees. It highlights areas of good practice and presents statistical information about safeguarding performance.

The annual report was approved by the Safeguarding Children Partnership Board in November 2020 and was subsequently published on the Boards website (www.safeguardingcambspeterborough.org.uk) and shared on social media.

Members are requested to note the contents of the report.

5. CONSULTATION

5.1 Partner agencies, including Peterborough City Council, contributed to the information contained within the annual report.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 The annual report highlights the significant events during the last year, summarises both the work of the Safeguarding Children Partnership Board and the work of the sub committees. It highlights areas of good practice and presents statistical information about safeguarding performance.

The report has been brought to the Children and Education Scrutiny Committee for information purposes.

7. REASON FOR THE RECOMMENDATION

7.1 There are no recommendations for the Committee to consider as the report is for information only.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 There was no reason to consider alternative options. It is a statutory responsibility of the Safeguarding Children Partnership Board to produce an annual report.

9. IMPLICATIONS

Financial Implications

- 9.1 There are no financial implications arising from the report.

Legal Implications

- 9.2 There are no legal implications arising from the report.

Equalities Implications

- 9.3 There are no equalities implications arising from the report

Rural Implications

- 9.4 There are no rural implications arising from the report

Carbon Impact Assessment

- 9.5 **N/A**

10. BACKGROUND DOCUMENTS

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

- 10.1 The majority of statistics contained within the annual report are from the Safeguarding Children Partnership Board dataset.

Partners provided information (including data) from their agencies which was used to formulate the annual report.

11. APPENDICES

- 11.1 Appendix 1 – Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2019- 2020



Cambridgeshire and
Peterborough
Safeguarding Children
Partnership Board

Annual Report 2019/20

Foreword

We are pleased to present the annual report of the Cambridgeshire & Peterborough Safeguarding Children's Partnership Board for 2019-20. This is presented on behalf of the three statutory partners and the local multi agency safeguarding arrangements.

The annual report outlines the key activities and achievements of the Board and its partners over the last year. You will see in the report that we have worked through our priorities through the year. The multi-agency safeguarding training has continued to develop and grow, front line practitioners' voices have been captured through a series of consultation surveys and forums and quality assurance and scrutiny activity has taken place. One of the key roles of the Board is to ensure that partners continue to work together effectively and this has been evidenced throughout the year. You will note that some of our priorities (child criminal exploitation) we share with our partner strategic boards (Community Safety Partnerships). We continue to work closely with other partnerships to ensure that the work is delivered jointly and consistently and there is no duplication or gaps.

Safeguarding is about people, their safety, wishes, aspirations and needs. The partnership has been active in identifying and learning lessons through the Child Safeguarding Practice Review sub group. We have published two case reviews within the time period covered by this review. The learning from these reviews has been identified and disseminated through various activities including briefings, workshops and learning lessons training. The dissemination of the learning is explored in greater detail within the report.

Over the last 12 months the safeguarding landscape has continued to be complex, presenting many new challenges in addition to those faced day-to-day. The final quarter of the year has been dominated by the COVID crisis and its impact: globally, nationally and locally. This report focuses on the period 1st April 2019-31st March 2020, when Covid was at the start of the outbreak. We want to assure people that throughout the Covid pandemic to date, the Board has continued to work closely with both statutory and wider partners to scrutinise how safeguarding issues are addressed, gain reassurance that they are dealt with appropriately and provide a forum for sharing best practice across the partnership. It has also ensured that safeguarding children remains a key focus for agencies across the County.

Finally, we would like to thank all members of the Board, particularly the chairs of the sub-groups, for their professionalism, commitment and support. We would also like to say thank you to all agencies and front line staff for the incredible work that they do to keep children safe from abuse and neglect. Thank you to Jo Procter and her staff in the Independent Safeguarding Partnership Service for their hard work and support.

Wendi Ogle-Welbourn

Executive Director, People &
Communities

Carol Anderson

Chief Nurse

Vicki Evans

Assistant Chief Constable



Report of the Independent Scrutineer

BY DR RUSSELL WATE QPM, INDEPENDENT CHAIR CAMBRIDGESHIRE AND PETERBOROUGH SAFEGUARDING PARTNERSHIP



Working Together 2018 states at Chapter 3: Multi-agency safeguarding arrangements. Independent scrutiny: *'The role of independent scrutiny is to provide assurance in judging the effectiveness of multi-agency arrangements to safeguard and promote the welfare of all children in a local area, including arrangements to identify and review serious child safeguarding cases.'*

I am totally independent of any of the agencies within the partnership and have been appointed by them to carry out an independent scrutiny role. I can confirm with confidence, the assurance, that the Multi-agency Safeguarding Arrangements for Cambridgeshire and Peterborough Safeguarding Children Partnership are compliant with the statutory requirements of Working Together 2018. These arrangements ensure safeguarding and promoting the welfare of children in Cambridgeshire and Peterborough is happening.

I have also scrutinised this annual report for the period 2019-2020 and I can confirm that this report is compliant with the requirements of Working Together 2018.

Working Together 2018 states: *'The safeguarding partners should agree the level of funding secured from each partner, which should be equitable and proportionate.'* I have examined the discussions relating to the budget and the budget itself and confirm it is equitable and proportionate.

The partnership arrangements have been evolving over the last two years. This is a well thought out structure that has been designed to ensure that safeguarding is prioritised, discussed and acted on in the right forum to provide an appropriate response.

All three statutory partners are totally engaged and committed to a shared vision and work plan. This includes, providing support and commitment throughout all of the safeguarding structure and various Boards, sub groups and task and finish groups.

A large amount of independent scrutiny takes place through the Independent Safeguarding Partnership Service. This in essence is the engine room for the partnership and contributes greatly to the work of safeguarding children in Cambridgeshire and Peterborough. The Independent Safeguarding service team is led by an extremely able Head of Service, who is extremely well thought of and is clearly doing some outstanding work. One word of caution is that the three statutory partners should seek to maintain support for this individual and her team to ensure sustainability.

The Child Safeguarding Practice Review (CSPR) sub-group has an independent chair who is very experienced and able. This is a good appointment by the partnership. It ensures independent scrutiny of the most serious child safeguarding cases. The CSPR sub group carries out all of its statutory responsibilities and although at times overworked it has made good progress on child safeguarding practice reviews and iterations to its processes during the year.

The Multi-Agency training provision is extremely thorough and wide reaching. The provision of online training through Covid-19 is excellent and widely used and very well thought of by all partners including the voluntary sector.

Links should continue to be strengthened and developed directly by people, who represent the partnership, not just the Head of Service for the safeguarding partnership, with for example the LFJB, LCJB, MAPPA SMB, Health and Wellbeing Board, YOS Management Board.

The Quality and Effectiveness Sub Group operates well with the data it has and has an extremely good multi agency audit programme. Partnership performance scrutiny could be enhanced by agencies providing detailed performance narratives and further information on the outcomes of their single agency audits.

Working Together 2018 states that: *In situations that require a clear, single point of leadership, all three safeguarding partners should decide who would take the lead on issues that arise.* The three statutory partners have made a decision that each agency will chair the Executive Safeguarding Board for a year and then the Chair will rotate on an annual basis. This person should act as the lead figure but with support from, when required, the Independent Scrutineer.



Dr Russell Wate QPM

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About the Board



Leadership and Governance

Our Annual Report for 2018/19 detailed a number of changes within the safeguarding arena for both children and adults at risk. These changes led to the creation of a single Safeguarding Children's Board and a single Safeguarding Adults Board across the local authority areas of Cambridgeshire and Peterborough. Further details on these changes can be found here: <https://safeguardingcambspeterborough.org.uk/about-the-partnership-board/>

The structure combines the governance arrangements at a senior level to look at safeguarding arrangements holistically across both the children's and adults safeguarding arena.

The Executive Safeguarding Partnership Board has maintained its links with other groups and boards who impact on child and adult services this year. These are illustrated in Figure 1. This ensures that all aspects of safeguarding are taken into account by the other statutory boards and there is a co-ordinated and consistent approach. These links mean that safeguarding vulnerable people remains on the agenda across the statutory and strategic partnership and is a continuing consideration for all members.



IMAGE 1 - LINKS TO OTHER STATUTORY BOARDS

Cambridgeshire and Peterborough Safeguarding Partnership Boards

The two Safeguarding Partnership Boards (adults and children's) sit below the Executive Safeguarding Partnership Board (see Figure 2). The Safeguarding Partnership Boards are responsible for progressing the Executive Safeguarding Partnerships Board's business priorities through the business plan; authorising the policy, process, strategy and guidance to effectively safeguard children and adults at risk. The two Safeguarding Partnership Boards scrutinise, challenge and maintain an overview of the state of children's and adults safeguarding in Cambridgeshire and Peterborough; undertaken through quality assurance activity, learning and development programmes and commissioning and overseeing Child Safeguarding Practice Reviews / Safeguarding Adult Reviews / multi-agency reviews. The Safeguarding Partnership Boards have wider partner membership including probation, health providers, Healthwatch, education, voluntary sector, faith communities and housing. A full list of the Safeguarding Children's Partnership Board's partners can be found in Appendix 1.

To support the two (adults and children's) Partnership Safeguarding Boards are a range of sub groups and task and finish groups. These groups are responsible for a range of areas, including policies, training, consultation and quality assurance. The function of these groups are detailed below.

- Two consultation and development forums (one for adults and one for children's) responsible for securing the "voice" of practitioners and ensuring that learning is used to inform and improve practice.
- Two Quality and Effectiveness Groups (QEG), one for adults and for children's. Chaired by the Head of Service for the Safeguarding Partnership Boards, the group's membership includes senior managers from the safeguarding partners and other relevant agencies that have

responsibility for safeguarding performance within their organisation. These groups scrutinise safeguarding effectiveness and coordinate improvement activity by; quality assurance activity (both single and multi-agency), performance management information and overseeing of action plans.

- A single countywide Children’s Case Review Group, that examines children’s cases and a countywide Safeguarding Adults Review group which deals with adult’s case reviews.
- A single countywide Training Subgroup monitors both multi-agency and single agency training offered by the safeguarding partners.
- Task and finish groups are established to progress themed areas, e.g. child sexual abuse, criminal exploitation. Each group is responsible for producing resource packs for practitioners which include strategies/ guidance, training, leaflets and tools.

- The structure also includes those forums who have a “dotted line” to the Safeguarding Boards (Education Safeguarding Group, Child Protection Information Network).

Independent Safeguarding Partnership Service

The work of the various Boards and groups within the governance arrangements is overseen by the Independent Safeguarding Partnership Service. The service is managed by the Head of Service and includes roles that cover both adults and children’s agendas. Some of the roles are specialised in quality assurance and improvement, exploitation, training, communication and there are more general adult and children’s leads and dedicated administrative roles. The service ensures that there is robust, countywide independent scrutiny and oversight of multi-agency practice.



IMAGE 2 - DIAGRAM SHOWING THE STRUCTURE OF THE CAMBRIDGESHIRE AND PETERBOROUGH SAFEGUARDING PARTNERSHIP BOARD

Work of the Safeguarding Partnership Board



Board Priorities 2019-2020

The Cambridgeshire and Peterborough Executive Safeguarding Partnership Board agreed the following priorities for the Safeguarding Children Partnership Board for this year. The four priorities were identified as areas that require further development through learning arising from case reviews and quality assurance activity.

1. To understand what the neglect landscape looks like across the county and embed the neglect strategies and tools across the partnership to achieve better outcomes for children and their families
2. To understand what the sexual abuse landscape looks like across the county and embed the child sexual abuse strategy and tools across the partnership to achieve better outcomes for children and their families
3. To agree a multi-agency approach to identifying, assessing and responding to cases of child criminal exploitation. To develop an effective approach to identifying at risk groups and preventing them from being exploited
4. Lessons from child safeguarding practice reviews (CSPRs) and Multi-Agency Reviews (MARs) are effectively disseminated and the impact of the learning is evidenced

1. Neglect

Neglect remains the most common form of child abuse across the UK. Partners across Cambridgeshire and Peterborough aim to ensure that there is early recognition of neglect cases and that from early help to statutory intervention there should be appropriate, consistent and timely responses across all agencies.

A dip sample was completed in late 2019 of child neglect tools to determine how widely these were being used within child in need and child protection cases across the county. The findings from this activity were presented to the Quality and Effectiveness Group (QEG) and have informed continuing discussions at The

Safeguarding Partnership Board regarding the use of assessment tools. The outcome of these discussions led to a move to a countywide assessment tool to ensure consistency.

This subject area was discussed at the Development and Consultation Forum in October 2019 to gain feedback from frontline managers on the use of the tools across the county. The feedback has been instrumental in shaping the work around a single countywide neglect tool. The feedback has also been used to refresh the neglect training.

Performance monitoring has been strengthened this year. Single agency performance is reviewed and monitored by the Quality and Effectiveness Group (QEG). This process requires partners to present a qualitative report which looks at the following areas:

- What is working well,
- What could be improved
- What each agency is doing to progress the improvements
- Details of any improvements that require a multi-agency response.
- Any information which needs to be escalated to the Safeguarding Children's Partnership Board or Executive Safeguarding Partnership Board

The group have a discussion regarding individual performance relating to the Board's priorities based on these reports. Each priority is considered by the group twice a year. This revised performance reporting process has provided a forum for agencies to work through multi-agency practice issues. The discussions have led to change in processes and policies. Where discussions have not resulted in resolving practice issues there is a direct escalation by the chair to the Safeguarding Board.

In February 2020 a review of neglect training offered by the Independent Safeguarding Partnership Service commenced to ensure consistency of messages. Delivery of updated training has been delayed but is due to be

delivered virtually in September 2020.

The s11 self-assessment tool was completed by safeguarding partners in March 2020. The tool included a specific section on the Neglect. Strategy, training and use of assessment tools for neglect. Findings from the section 11 are currently being analysed and will be reported on in the 2020/21 Annual Report.

Alongside the section 11, a practitioner survey with questions on similar areas of safeguarding, including specific questions on neglect was also completed by partners. The aim of this survey was to correlate the responses of practitioners and senior managers.

A dedicated neglect page on the Safeguarding Partnership Boards website has been created which includes local and national information and resources for practitioners. The page has been accessed 577 times within the time period of this Annual Report. The page can be found here:

<https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/child-neglect/>

2. Child Sexual Abuse

The last four decades have been witness to a changing landscape of language and framings for child sexual abuse (CSA). The Cambridgeshire and Peterborough Safeguarding Children Partnership Board recognises the need for cases of CSA to be acknowledged and addressed and as such it is one of the core objectives of its work.

Front line practitioners and managers provided feedback on current challenges and issues relating to child sexual abuse at the Development & Consultation Forum in April 2019. The subject area was then revisited following the results of the Section 11 self-assessment to focus on the use of assessment tools relating to child sexual abuse 10 months later.

The subject of child sexual abuse has been included within the practitioner workshops delivered this year. This has included information specifically around the tools available to assess child sexual abuse.

An audit of forensic medicals was completed December 2019. The processes for forensic medicals was amended as a result of the audit.

Performance monitoring has been strengthened this year. Single agency performance is reviewed and monitored by the Quality and Effectiveness Group (QEG). This process requires partners to present a qualitative report which looks at the following areas:

- What is working well,
- What could be improved
- What each agency is doing to progress the improvements
- Details of any improvements that require a multi-agency response.
- Any information which needs to be escalated to the Safeguarding Children's Partnership Board or Executive Safeguarding Partnership Board

The group have a discussion regarding individual performance relating to the Board's priorities based on these reports. Each priority is considered by the group twice a year. This revised performance reporting process has provided a forum for agencies to work through multi-agency practice issues. The discussions have led to change in processes and policies. Where discussions have not resulted in resolving practice issues there is a direct escalation by the chair to the Safeguarding Board.

A dedicated area on the Safeguarding Partnership Board's website was created in this year on the subject of child sexual abuse which includes resources for professionals on areas such as online abuse and female genital mutilation. The page has been accessed 217 times within the time period of this Annual Report. These can be found here: <https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/csa/>

The Section 11 self-assessment audit tool included a specific section on child sexual abuse. Including the implementation of the strategy,

training and use of tools. Findings from the section 11 are currently being analysed and will be reported on in the 2020/21 Annual Report.

3. Child Criminal Exploitation

Child criminal exploitation (CCE) is increasingly being recognised as a major factor behind crime in communities in the UK; it also victimises vulnerable young people and leaves them at risk of harm. The oversight of practice around criminal exploitation of children and young people is governed by the Cambridgeshire and Peterborough Safeguarding Partnership Board and Countywide Community Safety Partnership. The multi-agency partnerships work closely together to ensure that young people are supported and perpetrators are brought to justice.

Multi-agency information sharing has allowed us to create a series of localised problem solving groups known as ‘mapping’ to specifically concentrate on environmental issues and ensure that robust plans are in place for both victims and perpetrators of criminal exploitation. The mapping has significantly contributed to our understanding of serious street based violence involving children and has allowed us to be proactive when creating interventions. The mapping has been used to support the objectives set out by the wider partnership.

Child criminal exploitation training has been delivered to over 800 members of staff and partners. Training has been delivered to all the Language Schools which have always been viewed as a significant omission.

As a partnership we have developed and delivered an “enhanced offer” to all schools highlighted as risk areas through mapping activity and have presented at the Annual Cambridgeshire and Peterborough Teacher Training Conference.

We have continued to develop the Risk Management Tool and create and maintain a Strategic Delivery Plan which has been

enhanced to include a robust action plan for all partners

This year we have developed our links with the Design out Crime Officers to highlight issues of child criminal exploitation and how new building developments could effect it. This has led to some significant involvement from us at the planning stage with new builds such as Soham railway station and the new area development at Cambridge City. We have been able to influence planning design of major residential builds along with brown field infrastructure such as shopping areas and railways.

The Section 11 self-assessment audit tool included a specific section on child criminal exploitation. Including the implementation of the strategy, training and use of tools. Findings from the section 11 are currently being analysed and will be reported on in the 2020/21 Annual Report.

Performance monitoring has been strengthened this year. Single agency performance is reviewed and monitored by the Quality and Effectiveness Group (QEG). This process requires partners to present a qualitative report which looks at the following areas:

- What is working well,
- What could be improved
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practice issues there is a direct escalation by the chair to the Safeguarding Board.

Ongoing Developments

The wider partnership has been successful in a number of areas to secure funding to tackle wider exploitation and ensure focus at every level of risk identified. Work is continuing with the Safer Relationships for Exploited Children (SAFE) teams to work with those children deemed at “significant risk”.

The Youth Justice Board awarded Essex, Norfolk, Suffolk and Cambridge Youth Offending Teams funding to establish a ‘County Lines Pathfinder’ post that will seek to develop effective practice that can be disseminated across the Youth Justice system. Cambridgeshire planned to test innovative ways of working across the partnership with a focus on ensuring that all agencies are taking an effective practice collaborative response to County Lines and Child Criminal Exploitation across the county. This work will be reported upon in greater detail in the 2020/21 Annual Report.

4. Lessons from Child Safeguarding Practice Reviews (CSPRs) and Multi-Agency Reviews (MARs)

Working Together to Safeguard Children 2018 states:

‘The purpose of reviews of serious child safeguarding cases, at both local and national level, is to identify improvements to be made to safeguard and promote the welfare of children. Learning is relevant locally, but it has a wider importance for all practitioners working with children and families and for the government and policymakers. Understanding whether there are systemic issues, and whether and how policy and practice need to change, is critical to the system being dynamic and self-improving’.

‘The responsibility for how the system learns the lessons from serious child safeguarding incidents lies at a national level with the Child

Safeguarding Practice Review Panel (the Panel) and at local level with the safeguarding partners.’

More details can be found in the document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Across Cambridgeshire and Peterborough safeguarding partners have adopted a ‘learning culture’. The countywide Panel which monitors local child safeguarding practice reviews will consider and agree those cases which do not meet the criteria for a CSPR but are worthy of review with the aim of extracting important local practice learning.

Rapid Reviews

Following the issue of Working Together 2018 the Safeguarding Partnership Board developed a process including a new Rapid Review Referral Form and wrote the "Guidance on Child Safeguarding Practice Reviews" in line with this new statutory guidance. Partners have had to adapt to this new faster process, this has undoubtedly added extra pressure onto partners. The form has had to be reviewed and adapted further: <https://www.safeguardingcambspeterborough.org.uk/children-board/serious-case-reviews/>

Other adaptations in line with recommendations from Working Together 2018, National Panel and research findings (Brandon et al 2019) have been made this year. The methodologies for the completion of CSPRs was changed in July 2019 in order to involve more discussion based activities and direct involvement of the practitioners and the different agencies involved in the CSPR, the aim of which is to gain more ‘real time’ learning. This move has been met with positive feedback from those involved.

Learning from CSPRs

In October 2019 the process for implementing learning from case reviews was strengthened following feedback from practitioners and

managers at the Development and Consultation Forum. All CSPRs now have a practitioners briefing developed and made available on the website. Safeguarding partner agencies include these briefings in single agency training. In addition, we have put into place workshops that are delivered at the completion of case reviews so that learning can be disseminated across the partnership. Further feedback from frontline practitioners has confirmed that these have proved a useful resource.

The process that is in place for disseminating learning has been highlighted as national good practice. The process was included in the national document *Complexity and challenge: a triennial analysis of SCRs 2014-2017* (July 2019) Brandan et al as a case study.

A thematic review was completed in January 2020 of the learning themes from Serious Case Reviews between 2006 -2019. The findings are being triangulated with the results of the section 11 self-assessment and feedback from the Development and Consultation Forums and are due to be presented to the Safeguarding Partnership Board in July 2020. The section 11 self-assessment tool contained specific questions which sought to identify how this learning is taking place within partner agencies. Findings from the section 11 are currently being analysed and will be reported on in the 2020/21 Annual Report.

Performance monitoring has been strengthened this year. Single agency performance is reviewed and monitored by the Quality and Effectiveness Group (QEG). This process requires partners to present a qualitative report which looks at the following areas:

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Locally, two case reviews were published within the timeline of this report: 'Jack' and 'Eleanor'. The learning from these reports is outlined below. Both of these reports can be found on the Safeguarding Boards website: <https://www.safeguardingcambspeterborough.org.uk/children-board/serious-case-reviews/>

Learning from the case of 'Jack'

Jack was a three month old baby subject to an Interim Supervision Order and was found to have injuries to his head and leg. As a result of the injuries Jack was taken into Foster Care.

Good practice was noted that a number of professionals worked together and visited Jack with his parents regularly over a set period of time

In order to support the identification of child neglect alongside parental involvement, professionals could have considered using risk assessment tools such as the Graded Care Profile.

There were instances where bruising on Jack's face was noted and practitioners were professionally curious by asking parents how the bruises had happened. Professional practice would have been further supported by agencies following the baby bruising protocol in every case of a suspected bruise for pre mobile babies.

Parents could have been offering limited

engagement with professionals and this was discussed at Core groups, although the parents were not actively involved within those groups nor with Jack's plan.

Parental mental health and parents with learning difficulties are complex areas that professionals need to understand in order to work with parents to help safeguard their children

A number of recommendations were made to support identified areas of professionals practice within Jack's case and to date these have been successfully completed.

Children social care's (CSC) pre-birth assessment procedures have clear timescales and multi-agency panels are held for unborn children. Child protection plans are SMART and assessment tools are featured as part of the safeguarding process. Team managers within CSC have management oversight and sign off all assessments.

Guidance on Safeguarding Children who have a Parent or Carer with mental health problems has been reviewed and is available on the safeguarding board website. The legal framework is referred to within the safeguarding partnership board's multi-agency training and is available on training slides developed for single agencies training. Termly workshops on 'lessons learned' have promoted the use of assessment tools to safeguard children and the baby bruising protocol.

Learning from the case of 'Eleanor'

When Eleanor was 19 months old she was the subject of a serious assault perpetrated by her natural father. Subsequent medical examination revealed that Eleanor had suffered a series of significant and serious historical injuries.

This case highlighted several areas of good practice:

One of the learning points that should be taken

from this case is what can be achieved when services work closely together and share concerns in order to manage potential risk. The health visitor and midwife communicated well and involved the police to assist them when they could not contact the family.

Another area which should be highlighted is the desire by professionals to 'do the right thing' even when a case may not fit the given criteria. There was a good demonstration of professional curiosity, with numerous attempts to contact a family, who obviously did not want to be reached, when there was little evidence or information to raise this case above many others. This case should be used to re-enforce with professionals the benefits of following their professional instinct and judgement.

The involvement of the housing departments of both the District Council and Housing Association is difficult to accurately gauge due to the limited access to reliable records. What can be said is that there was information that a vulnerable family were likely to be made homeless and there was no consideration of making a safeguarding referral or seeking their consent to access support from other services. It would appear that 'front facing' staff may not routinely receive safeguarding training.

The District Council has, since the start of this review, considered these areas and where necessary amended or enhanced their practice.

As a direct result of the reviews conducted within the timescale of this report, a review of *Bruising in Pre-mobile Babies: A Protocol for Assessment, Management and Referral by Professionals* was undertaken with involvement from safeguarding partners. The updated guidance can be found here:

<https://www.safeguardingcambspeterborough.org.uk/children-board/professionals/procedures/bruising-in-pre-mobile-babies-a-protocol-for-assessment-management-and-referral-by-professionals/#Documentation>

Practice Improvement and Development



The Lived Experience of the Child

Through the time period covered by this report the safeguarding partners have continued to work to improve the practice of front line professionals by listening to the lived experience of the children they may come into contact with. This work has included the following activities:

Safeguarding Partnership Service: A task and finish group was set up to develop practitioner guidance and a training pack. The pack and guidance was launched via 7 workshops that took place at the start of April 2019. 173 professionals attended. Both the guidance and the training were, written in response to local audits and SCRs identifying the omission of practice from professionals in actively finding out what life's like for the child(ren) that they work with. Subsequent recent quality assurance activity evidences that there has been an improvement in this area.

The practitioner survey undertaken alongside the Section 11 self-assessment activity, included questions focussed on the lived experience of the child. The responses to these questions demonstrated good practice examples such as using art and play activities to gain feedback from children, using the Mind of My Own (MOMO) app with young people to gain their views, observations of pre-verbal children, capturing children's voices in writing or drawings and ensuring the vies of children and young people are recorded within their records. Managers were asked the same question and their responses demonstrated good practice in the form of: ensuring recording includes the views of parents or carers particularly where these differ from the professionals supporting them, scrutiny and quality assurance of practice within their agency and responding to complaints from parent and carers.

Cambridgeshire Constabulary: 'We now have an officer from our Child Abuse Investigation and Safeguarding Unit provide a compulsory training input to our student officers. The Lived

Experience/Voice of the Child is specifically addressed through a video input on Baby P with the main theme and learning point relating to how insufficient direct contact was made with the child by officers despite attending on many occasions; only the parents were spoken to. Input is then given on engaging and making this initial contact with the child without entering into formal/legal interview.'

Children's Social Care: Over the year, in Cambridgeshire and Peterborough Children's Services, all audit activity undertaken by the Quality Assurance Service and by senior managers considers the quality and effectiveness of practice to establish the child's lived experience, thereby keeping the child firmly fixed at the centre of management oversight. This measure of child centred practice is underpinned by an agreed set of practice standards, policies, procedures and a range of tools to support direct work with children to give ear to their voice, expressed views wishes and feelings and construct an understanding of what life is like for that child. For children in care and children who are subject to child protection plans, there are consultation forms and feedback forms for children to complete in advance of and after meetings to ascertain voice and contribute to an understanding of their lived experience.

In addition children continue to be supported to attend key meetings to plan and review the progress of their plans and where they do not attend in person, an advocate or other trusted adult such as their IRO; CP Chair or other trusted adult may represent their views. Furthermore all children who are open to children's services are encouraged to use the Mind of My Own App to communicate wishes, feelings and views.

Audits evidence that children are seen regularly and there is a range of direct work undertaken. Where working with children with any disabilities, social workers were skilled at reflecting on children's non-verbal communication and using this to evidence their voice through the case

recording. OFSTED inspection (CCC); peer reviews and internal inspections in both councils evidence that workers know their children and families well and demonstrate a sound understanding of children's lived experience however, audits suggest that the written articulation of the child's lived experience is not as consistent or strong and is an area for further improvement. Audit findings feed into management meetings and service action plans, and audits continue to evidence a trajectory of improvement in this area of practice.

Health Safeguarding Group: All Health Organisations within the Cambridgeshire and Peterborough system seek to support staff to consider the lived experience of the child in a number of ways, through training, supervision and audit of cases. Safeguarding professionals seek to enable staff to "stand in the shoes" of children through case review training, to enable greater understanding of the safeguarding risks to that child or young person. There is significant diversity in the health family around services engagement with children, however championing the child's view in each context is paramount. Organisations will audit the clinical practice within their specific context in line with local guidance. As the health system has begun to adapt in order to respond to the emerging Covid 19 pandemic, ensuring visibility and voice continue to be heard has been paramount and both championed by safeguarding professionals within their organisations and staff being supported to consider how different ways of working may challenge that voice being heard.

Quality and Effectiveness Group (QEG)

Monitors the individual and collective effectiveness of the practice of the Safeguarding Children Partnership Board partners and has a strong quality assurance function undertaking audits, focus groups and surveys. The annual

themed audit programme (quality assurance planner) includes both single and multi-agency audits and are linked to the board's priorities. QEG advises and supports the board in achieving the highest safeguarding standards and promoting the welfare of children in Peterborough and Cambridgeshire by evaluation and continuous improvement. During the twelve months covered by this report the following audits have taken place:

- **Neglect;** this activity focussed on the use of assessment tools for the subject area of neglect across the county. This subject generated discussion at the Safeguarding Board and Executive Board and as a result a Task and Finish Group will be set up to plan the development of a county wide neglect assessment tool.
- **Local Authority Designated Officer (LADO);** originally completed by the Independent Safeguarding Partnership Service considering Cambridgeshire only, Peterborough Children's Social Care then completed an internal audit of their LADO processes and the reports were combined and presented to the Safeguarding Partnership Board. Now both LADO services follow aligned processes and referral paperwork
- **Thematic review on SCRs:** completed in January 2020 focussing on SCRs between 2006 -2019, the report was presented to the Safeguarding Partnership Board in March 2020. The findings were fed into the review of how learning from SCRs and now CSPRs is disseminated across the county, a process which has been strengthened this year. Further work is being undertaken to triangulate the results with the section 11 activity and consultation with safeguarding practitioners.
- **Section 11 self-assessment audit tool and practitioner survey:** Section 11 (s11) of the Children Act 2004 places a statutory duty on key organisations to self-assess the extent to which they meet the safeguarding requirements and standards. This activity was initiated in January 2020 alongside a practitioner survey to correlate the findings

from both pieces of work. Analysis of the results is currently underway.

- **Forensic medicals at the Sexual Assault Referral Centre (SARC):** this audit sought to determine whether children who had disclosed sexual abuse were being referred appropriately for forensic medical examinations at the SARC. The process for forensic medicals has been changed as a result of the audit.

At the conclusion of all audit activity a briefing is prepared highlighting the implications for safeguarding practice across all agencies in terms of roles and responsibilities for safeguarding children at risk of abuse and neglect.

All of the audits have resulted in recommendations and action plans with learning for practice cascaded through the Safeguarding Board Workshops and professional briefings on the Safeguarding Board's website.

Additionally, performance monitoring has been strengthened this year. Single agency performance is reviewed and monitored by the Quality and Effectiveness Group (QEG). This process requires partners to present a qualitative report which looks at the following areas:

- What is working well,
- What could be improved
- What each agency is doing to progress the improvements
- Details of any improvements that require a multi-agency response.
- Any information which needs to be escalated to the Safeguarding Children's Partnership Board or Executive Safeguarding Partnership Board

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practice issues there is a direct escalation by the chair to the Safeguarding Board.

Multi Agency Training and Development

Over the twelve months from January 2019 to December 2019, the Children Safeguarding Partnership Board provided: workshops, training days and training for general practitioners.

In total there were 1,958 professionals attended safeguarding children training. However, in 2019/20 the safeguarding partnership board did not provide an annual conference but alternatively has provided many more training sessions for hard to reach groups of people.

Practitioner Workshops

It is a priority of the children's Quality and Effectiveness Group (QEG) that workshops on the latest themes and lessons learned from quality assurance activity and case reviews should be facilitated by the Safeguarding Children Partnership Board on a termly basis. Specialist training workshops are a conduit for sharing safeguarding information, localised experiences, networking and are highly regarded by practitioners as an 'excellent' training resource.

- **Lessons learned workshops.** These workshops provide professionals with the latest research and findings from Cambridgeshire and Peterborough multi-agency audits and case reviews. They also serve as a safeguarding refresher highlighting assessment tools and multi-agency policies, procedures and resources for practitioners to utilise within safeguarding practice.

The workshops this year centred on the changes to the board following the abolishment of Local Safeguarding Children Boards (Children and Social Care Act 2017 / Working Together 2018), LADO (Local Authority Designated Officer), cultural competence, child sexual abuse, child

neglect, and the findings from the latest four SCR's and a local thematic suicide review.

- **The Lived Experience of the Child.** During the safeguarding board auditing activity and within local case reviews, a repetitive theme of 'the voice of the child' was consistently found to be omitted from; risk analysis, assessments, referrals and plans. A task and finish group was set up to develop practitioner guidance and a training pack. The pack and guidance were launched via seven workshops that took place at the start of April 2019. 173 professionals attended. The training is available to all safeguarding partner agencies on request and includes PowerPoint slides, trainer notes, case scenarios and the guidance. Monitoring via the Training Subgroup has demonstrated that safeguarding partners are cascading the guidance to their frontline practitioners and are using the material within the training pack to compliment single agency training.
- **Achieving the best outcomes for children and young people: Making the right referrals at the right time.** A number of Multi-agency briefings were held in early 2020 to consider how practitioners can achieve the best long term outcomes for children by making the right referrals at the right time in accordance with the Safeguarding Partnership Board's Effective Support for Children and Families (Threshold) Document.

Training Sessions

The Training Impact Review form which is sent to participants of multi-agency training provided by the Safeguarding Partnership Board six weeks after each course, has also been changed to collect qualitative and quantitative data that is meaningful for analysis and easier for attendees to answer.

Training sessions during 2019/20 were evaluated highly by professionals with 98% rating, both the delivery of the training and the aims and learning outcomes of the training as being 'good' to 'excellent'.

Salient comments from attendees include

- *Gained new perspectives on online sexual abuse*
- *I found the course interesting and relevant to one of the families I am working with now. It has helped me to build a much better relationship with them and has therefore improved the flow of information.*
- *Case based discussions very helpful /Thought provoking*
- *Gave me new skills around how to manage challenging situations*
- *One of the best training for safeguarding I have attended*

In terms of impact of the training on practice 81% of practitioners felt that they had learned a lot and that 93% felt that the training was completely or mostly relevant to their safeguarding role.

92 % of respondents stated that they felt that the training provided supported multi-agency working to safeguard children and young people.

Respondents were invited to make comments in relation to the training enabling future multiagency working to safeguard children and young people. Some of those comments included:-

- *Excellent signposting to relevant agencies*
- *I line manage a team of 8 Young People Workers and this has supported me to support them working with Police on county lines projects*
- *Useful contact numbers for other agencies were supplied.*

A training needs survey was undertaken within the timescale of this Annual Report. Training leads within partner agencies were asked to consider whether the subjects of each of the Board's priorities: neglect, child sexual abuse, child criminal exploitation and learning from child safeguarding practice reviews has been embedded into their safeguarding training. Results of this survey will be triangulated with the results of the section 11 activity and practitioner survey and reported on in the 2020/21 Annual Report.

Finally, two training resources have been

designed and reviewed this year on the following subject areas:

'Having difficult conversations' training and resource packs was made available to both the children's and adults workforces and received positive feedback.

The 'Lived Experience of the Child' training and resources have been reviewed and updated training is due to be delivered, now virtually, in August 2020.

Single Agency Training

The Children's Safeguarding Partnership Board has a duty to ensure that single agency safeguarding children training is; robust, up to date with the latest research and lessons learned and is fit for purpose, to ensure that the children's workforce is well equipped, informed and trained to deal with safeguarding issues for children and young people. This year the Board's priorities have been added as key competencies for single agency training.

During the year 8 courses have been validated successfully these courses came from both Peterborough and Cambridgeshire agencies.

In addition to the multi-agency training, members of the Independent Safeguarding Partnership Service have cascaded workshops and presentations to a mixed single agency audience over the past year. Approximately 592 front line practitioners, students and faith groups have been briefed including participants from; education, MASH (Multi-agency Safeguarding Hub), mosques, early help, police, substance misuse agency, children's social care, early help and Anglia Ruskin University.

General Practitioner training ran four times during the year, with 231 General Practitioners and Senior Practitioner Nurses attending.

Raising awareness of the role of the CSPB and safeguarding issues across communities

Promoting awareness is an ongoing activity held throughout the year by the board and its members.

Over the past 12 months, the Safeguarding Board website has been further developed to include briefings, resources and guidance for practitioners across Cambridgeshire and Peterborough and had been viewed 215,000 times by 77,000 users.

The Safeguarding Board also continues to use social media to raise awareness of the work of the board and share messages of local and national importance. During the 12 months, our posts reached approximately 21,000 users.

At the time of writing this report COVID-19 had severely impacted professionals' ways of working including social distancing to prevent the spread of the disease and to support our National Health Service.

As a result, the safeguarding partnership board website has developed a number of resources for professionals and community volunteers, including an informative Covid-19 support page, development of training packs with audio and animation for basic safeguarding,

It is anticipated that some of these new design elements, if successful, will continue throughout 2020 and beyond.

Learning Culture



The Safeguarding Adults and Children Partnership Boards create a culture of openness and facilitate effective and regular challenge to all partner agencies. The Boards do this by the Independent Safeguarding Partnership Service (ISPS) reviewing, scrutinising and challenging local safeguarding arrangements. Findings from

Child Safeguarding Practice Reviews, Safeguarding Adult Reviews and audit activity are cascaded back to practitioners and agencies to embed the learning back into practice. The chart below shows how the Safeguarding Partnership Board identifies learning as part of evidence informed practice.

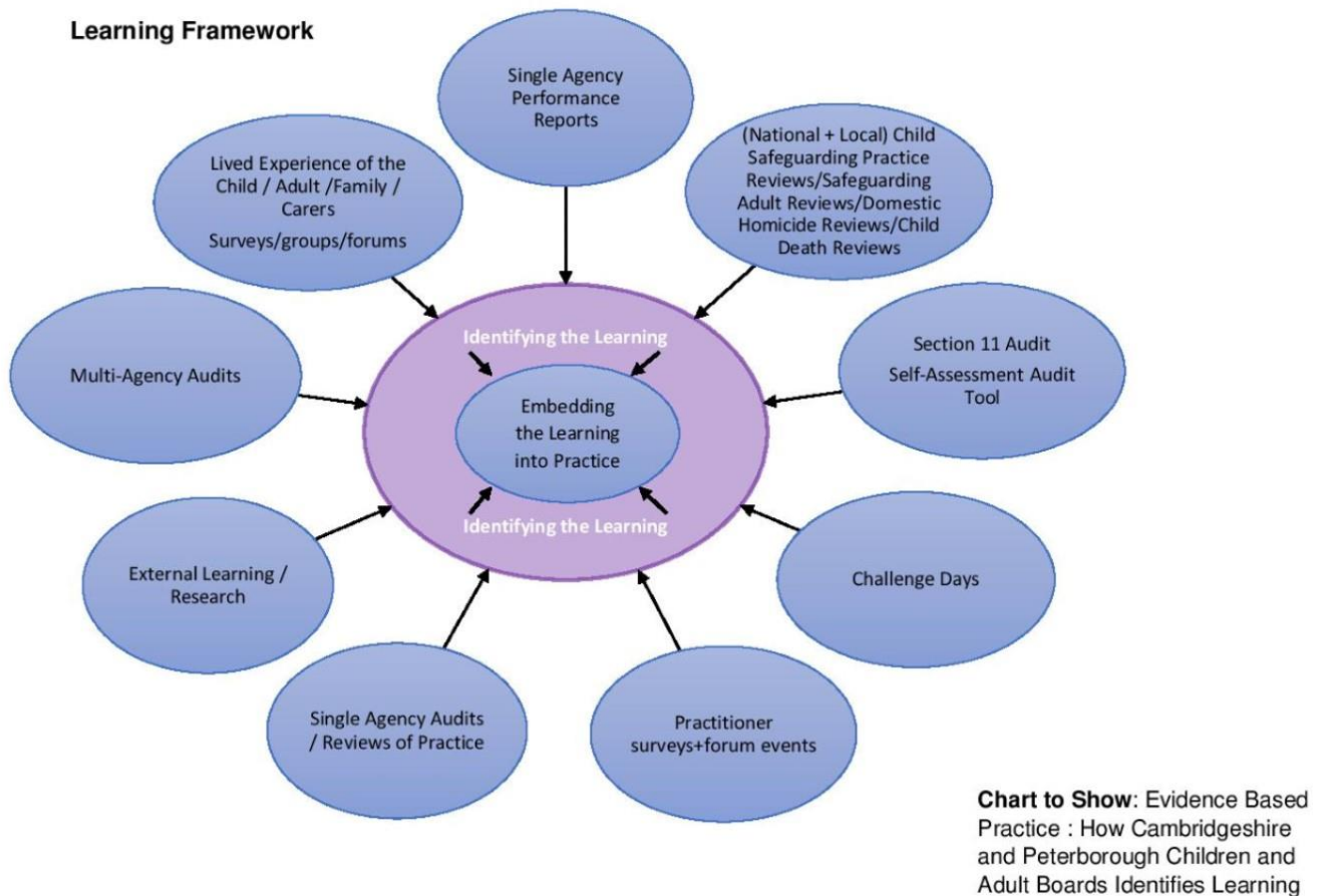


IMAGE 3 - DIAGRAM SHOWING WHERE LEARNING FOR PRACTICE IS IDENTIFIED

Appendices



Appendix 1: Safeguarding Children Partnership Board Partner Agencies

- Cambridgeshire, Norfolk & Suffolk Clinical Commissioning Group
- North West Anglia Foundation Trust
- Peterborough and Stamford Hospital
- Cambridgeshire and Peterborough Foundation Trust
- Cambridge University Hospitals
- Royal Papworth Hospital NHS Foundation Trust
- East of England Ambulance Service
- Cambridgeshire Constabulary
- Office of the Police and Crime Commissioner for Cambridgeshire and Peterborough
- Children & Safeguarding representatives, Cambridgeshire County Council
- Children & Safeguarding representatives, Peterborough City Council
- Adult Safeguarding representative, Cambridgeshire County Council and Peterborough City Council
- Cambridgeshire and Peterborough Youth Offending Service
- St Johns Primary School, representing Primary Education
- Sir Harry Smith Community College, representing Secondary Education
- Peterborough Regional College representing Further Education
- National Probation Service
- Bedfordshire, Northamptonshire Cambridgeshire and Hertfordshire (BeNCH) Community Rehabilitation Company
- Cambridge City Council
- Cross Keys Homes, representing the housing sector
- Counsellor for Children's Services & Education, Peterborough City Council
- Lead Member Cambridgeshire County Council
- Cambridgeshire Fire and Rescue Service
- Public Health Cambridgeshire County Council
- Public Health Peterborough City Council
- Children and Family Court Advisory and Support Service Cafcass
- Ely Diocese
- Healthwatch, Cambridgeshire and Peterborough



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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
4 MARCH 2021	PUBLIC REPORT

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities,	
Cabinet Member(s) responsible:	Councillor Ayres, Cabinet Member for Education, Skills and University,	
Contact Officer(s):	Dee Glover, Headteacher Peterborough Virtual School for CiC	Tel. 07917133152

ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2018-2019 , INCLUDING A REPORT ON THE IMPACT OF COVID-19

R E C O M M E N D A T I O N S	
FROM: Executive Director, People and Communities, Wendi Ogle Welbourn	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Notes the content of the Peterborough Virtual School Annual report for 2018/19 at Appendix 1 and 2. Notes the COVID -19 Update report at Appendix 2 3. Raise any queries they have with the lead officer. 	

1. ORIGIN OF REPORT

1.1 This report has been requested by members of the Children and Education Scrutiny Committee.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to inform the Committee on the activity of the Peterborough Virtual School (PVS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2018/19. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who had been in the care of Peterborough City Council for a year or more on 31 March 2019 and is taken from the Statistical First Release published by the Department for Education (DfE) on 26th March 2020.

Appendix 2 attached informs the Committee of the PVS activity during the closure of schools as a result of Covid-19.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council:

Education, including:

- a) University and higher education.
- b) Youth service.
- c) Careers; and

d) Special needs and inclusion.

2.3 This report links to Corporate Priority 2.2: To promote high aspirations, and seek to secure the best outcomes, for those children and young people

2.4 This report links to the Children in Care Pledge under:

1. **Respect** - We will respect you as individuals, with differing wants, needs and beliefs and tailor the service you get to fit you.

3. **TIMESCALES**

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	n/a
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4. **BACKGROUND AND KEY ISSUES**

4.1 The annual report attached at Appendix 1 includes information on the work that has been undertaken by Peterborough Virtual School in the period September 2018 to July 2019. It includes information on attainment, inclusion, quality of provision, Personal Education Plans (PEPs), Pupil Premium Plus and the function of Peterborough Virtual School Priorities for 2019-20.

Members are requested to note the contents of the report,

5. **CONSULTATION**

5.1 *N/A*

6. **ANTICIPATED OUTCOMES OR IMPACT**

6.1 Children and Education Scrutiny Committee Members have the Annual Report on the attainment of CiC, as well as the issues that can inhibit progress, and the emotional wellbeing of children. This ensures that Committee members are informed but can also challenge where necessary.

7. **REASON FOR THE RECOMMENDATION**

7.1 There are no recommendations for the committee to consider. The report is for information only.

8. **ALTERNATIVE OPTIONS CONSIDERED**

8.1 There are no alternative options to be considered.

9. **IMPLICATIONS**

Financial Implications

9.1 None

Legal Implications

9.2 None

Equalities Implications

9.3 None

Rural Implications

9.4 None

Carbon Impact Assessment

9.5 PVS (Peterborough Virtual School) has reduced car journeys by using alternative technology to participate in out of city meetings.

Implications for Children in Care and Care Leavers

9.6 The implication for children in care and care leavers is that they can be confident that PVS will provide the highest level of support in whatever area ensuring they have every opportunity to reach their potential, whatever that might be.

10. BACKGROUND DOCUMENTS

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

10.1 N/A

11. APPENDICES

11.1 Appendix 1 – Peterborough Virtual School Annual Report 2018-2019
Appendix 2 - COVID -19 Update February 2021

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Peterborough Virtual School

Head Teacher Report

**Peterborough Children in Care
Academic Year 2018 / 19**

Contents

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1 Purpose of the report

The purpose of this report is to inform on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2018/19. It reflects on achievements and identifies areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in this report is for Children in Care who were in the care of Peterborough City Council for a year or more as at 31 March 2019 and is taken from the Statistical First Release published by the Department for Education (DfE) on 26th March 2020

1.1 Context

The concept of the VSH and VS for CIC was first introduced in the government White Paper 'Care Matters: Time for Change' (DCSF, June 2007). Improving the educational outcomes for children looked after is a priority for national and local government. Local authorities and their directors of children's services are the corporate parents for CIC; they have a statutory responsibility to promote the educational achievement of the children they look after, regardless of where they are placed.

Statutory guidance published in February 2018 extended the VSH role to be a source of advice and information for children previously in care to help their parents to advocate for them as effectively as possible. Funding has been received to support this and we are in the process of recruiting to the post to be shared between PVS and Cambridgeshire Virtual School (CVS)

Peterborough Virtual School sits within the Schools Standards and Effectiveness Team and is accountable to the Director of Education Peterborough and Cambridgeshire. The Virtual School Head teacher is line-managed and supported by the Director of Education Peterborough and Cambridgeshire, the VSH is Dee Glover who has been in post since November 2013.

2 Role of the Virtual School

The Virtual School should be evaluated by the extent to which it contributes to diminishing the difference between the outcomes of CIC and all children locally and that CIC do at least as well as CIC nationally. We strive to achieve this by:

- Co-ordinating and quality assuring all Personal Education Plans (PEPs)
- Monitoring and challenging schools to make the most effective use of the Pupil Premium Plus Grant
- Tracking academic progress, attendance, and exclusions of CIC
- Using our tracking data to highlight individuals who are not on target to achieve their predicted outcomes and challenging their settings to provide them with additional support
- Ensuring Special Education Needs or Disability needs are identified and supported appropriately with an integrated plan
- Providing support and challenge to schools to ensure that academic standards are raised for CIC
- Ensuring effective transition between schools or specialist providers
- Encouraging a culture that supports our young people to have high aspiration about their futures and removes barriers to further education
- Leading training for Foster Carers, Designated Teachers, school governors and bespoke training for educational settings and staff in schools
- Supporting the delivery of the Children in Care Pledge

2.1 Structure of the Virtual School

Permanent staff
Virtual School Headteacher
Secondary Education Coordinator
Primary Education Coordinator
Post 16 Education Coordinator
Pupil Premium Funded Posts (Fixed term)
Secondary Support Teacher – in partnership with Ormiston Bushfield Academy
Specialist Teacher of Maths Primary – in partnership with Ravensthorpe Primary
Specialist Teacher of Literacy Primary – in partnership with Nene Valley Primary
Early Years Advisor – (commissioned from Early Years Team)
Specialist Educational Psychologist
Business Support Officer – additional hours
Primary Higher Level Teaching Assistant (HLTA) – in partnership with Nene Valley Primary from January 2019
Secondary HLTA – in partnership with Ormiston Bushfield Academy from December 2018

The Peterborough Virtual School aims to achieve improvements to the educational outcomes of CIC through a school improvement model. This allows for a team, with sufficient influence and expertise, to improve outcomes through support and challenge to all education settings. In addition specialist teachers and assistants work with individual children identified through the termly rag rating as requiring intervention.

3 Training and Development

The Virtual School is committed to developing the practice of professionals working with CIC so that they have the relevant knowledge, information and skills to enable them to fulfil their role in contributing to their educational outcomes.

3.1 Designated Teacher Training

Training sessions are provided for new to the role Designated Teachers, both in and out of city, addressing PEP completion specifically but also the wider role required. The sessions aim to equip school professionals with the necessary skills to maximise the achievement of children in care through excellent education planning. PVS staff meet with Designated Teachers in their allocated schools at least once a term as ongoing professional development as well as discussing the quality of PEP completion and individual children.

3.2 Social Worker Training

New social workers are referred to the VS for training in the completion of PEPs and other education matters relating to education. To improve the offer, and maintain high levels of compliance and quality, fortnightly PEP clinics are held with VS staff available for training support and advice.

3.3 Foster Carer Training

Training sessions continue to be offered to both Peterborough and agency foster carers, covering PEP completion and supporting learning at different key stages. These sessions are intended to equip carers with the skills necessary both to challenge schools and support the children in their care. However some sessions have been cancelled due to lack of delegates so we are working with the Permanency team to consider some sessions becoming a mandatory requirement.

3.4 School Governor Training

The VSH delivered a well-attended training session to designated school governors providing guidance, and setting expectations for their role as champions of children in care in their schools. A register of designated school governors is being compiled to ensure that relevant communications and any updated DfE guidance can be easily disseminated. Moving forward two sessions will be offered annually with a future view of online training available on line at all times.

3.5 Attachment Aware Schools Programme

The Attachment Aware Conference in October 2018, delivered in partnership with Kate Cairns Associates, led to the recruitment of 35 schools to our Phase 1 Attachment Aware and Trauma Informed Training opportunity - two full days of training plus attendance at the PVS Summer 2019 Conference. The training was again delivered by Kate Cairns

Associates, with PVS collaboratively shaping the content. The feedback from schools was positive and a number shared their experiences at the July 2019 conference.

Clare Lodge: Strategies to promote attachment have been embedded into school policy for when young people refuse school education and staff now use strategies to promote attachment when young people refuse school education.

Welbourne: As a result of the training we did an attachment audit with all staff and created an action plan and a school policy for attachment. Staff now understand how attachment issues affect the behaviour of vulnerable children in school and can follow the school's new attachment policy.

Orton Wistow: Staff have better understanding of how all behaviour is a form of communication which supports their work with all children.

Hampton Hargate: Following the training all staff have emotion coaching lanyards to help support children who are dysregulated. They also have access to safe spaces with key adults who provide them with time-in rather than time-out. Staff now feel more confident in using emotion coaching for our children, using the lanyard script we now all wear.

Queen Katherine Academy:

As an immediate response to the first training day staff greet children at the school gate with a welcome rather than berating for example a uniform misdemeanour, thus encouraging a positive start to the day rather than one of conflict.

PVS used this platform to both showcase the impact of the training on Peterborough schools and to recruit a smaller number of schools to be part of the Phase 2 Attachment Aware and Trauma Informed Champion Schools 2-year rolling project, due to start in September 2019. PVS has decided to use the skill-set of Dr Chloe Marks and Debbie Balmer to formulate and deliver the content of this Phase 2 project which we are looking forward to reporting on next year. Impact to date includes: all schools planning their own action research projects based around an area of practice they would like to develop. This will culminate in a written report showing the outcomes of their research at the end of the two- year involvement. So far, schools have been expected to have introduced the attachment aware schools project to their whole school community. They have also had tasks to embed the concept of developmental trauma including developing a safe space within their school and they are implementing a whole school approach to emotion coaching following training.

4 Cohort Characteristics

The PVS roll is ever changing with children entering and leaving care on a daily basis. In general, there are a greater proportion of children and young people who are in the secondary phase, particularly leading up to GSCE's and Post 16 than are in the Pre-school and Primary phases. The number of children in care more or less doubles between each phase.

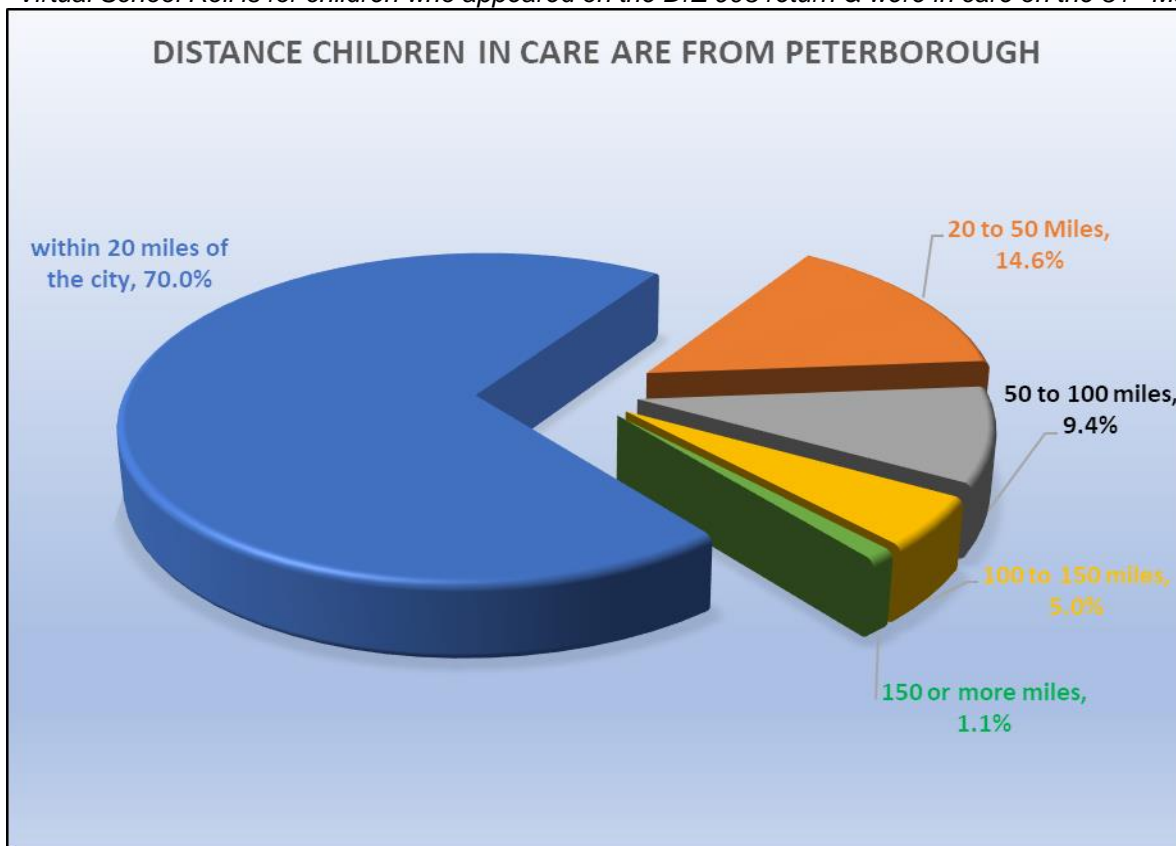
Attainment in KS4 is impacted by the number of children coming into care from Year 9 and particularly the number of 'Unaccompanied Asylum Seeking Children' (UASC) who may well have had limited previous education and probably have English as a second language.

Those not in the UASC cohort may also have had limited access to education due to issues within the birth family including education not being valued or historically important or the impact of emotional and physical neglect abuse.

The profile of pupil placement is more or less identical to last year with 30% of children placed more than 20 miles out of the city and half of those (15%) more than 50 miles away.

Peterborough Virtual School Roll*	Number of children/young people <i>(Figures in brackets are for the previous year)</i>
Total number on school roll <i>(preschool to year 13)</i>	370 (346)
Statement of SEN or EHCP	71 (87)
Number of schools/education settings attended	168 (166)
Unaccompanied Asylum Seeking Children (UASC)	26 Total UASC (21)
	1 in year 2
	5 in year 11
	16 in year 12
	4 in year 13
Pre-school Phase <i>(0-5 years)</i>	54
Primary Phase <i>(reception to year 6)</i>	104
Secondary and Post 16 <i>(year 7 to year 13)</i>	212

*Virtual School Roll is for children who appeared on the DfE 903 return & were in care on the 31st March 2019



5 Early Years

The DfE does not publish reception outcomes for the children in care so comparison to national and statistical neighbours is not possible. In addition, the reception cohort in Peterborough has been particularly small in recent years with no pupils in 2016-17, 3 children last year and 2 this year.

The two pupils this year were twins and neither attained the 'Good Level of Development' which is the benchmark for the end of reception.

6 Key Stage 1

6.1 Key Stage 1 - Cohort

CONTEXT Item	Virtual School	National (CLA)	
	Value	Value	Gap
Cohort	6	1,740	n/a
Gender (Boys)	100.0%	53.0%	+47.0%
SEN Support	33.3%	35.0%	-1.7%
EHCP/Statement	16.7%	13.0%	+3.7%
CLA 1 year+	100.0%	100.0%	0.0%
Educated in LA	16.7%	66.0%	-49.3%
SDQ average	9.8	13.4	-3.6

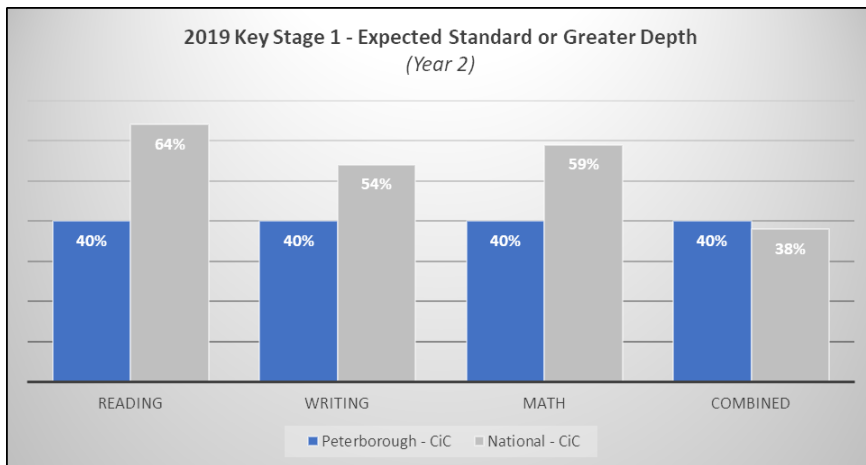
Peterborough's 2019 KS1 cohort is unusual in the fact that all the pupils are male and at 16.7% all but 1 are educated outside of the LA. This compares to the near normal 50/50 gender split for national with 2 out of 3 pupils educated in their home LA. The 'Strength and Difficulties Questionnaire' (SDQ) average score is encouragingly low in Peterborough too at 9.8 compared to the 13.4 for National. The 'close to average' score is between 0-13 with the top end 'very high' being between 20-40.

The one pupil in this group with an EHCP is educated at a special school which has an outstanding Ofsted judgement. This pupil was disapplied from the KS1 assessment so does not appear in the assessment chart.

All but one pupil are taught at schools with good or outstanding Ofsted judgements.

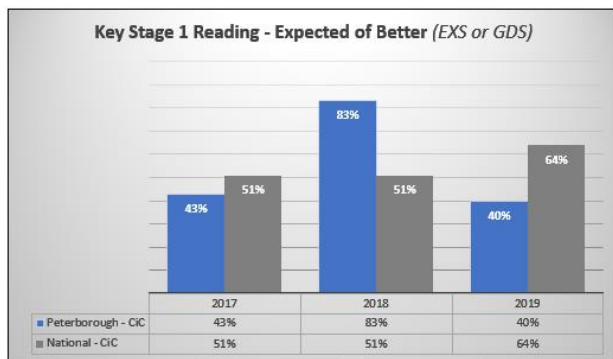
6.2 Key Stage 1 – Assessments

Cohort Size is 5 Pupils

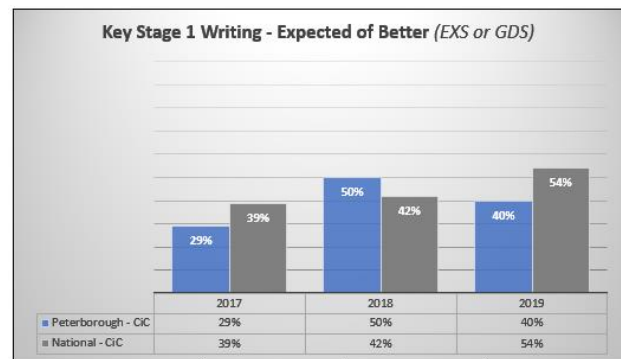


Of the five pupils in the assessment chart two have SEN Support with neither getting the expected level in any subject. One of the two pupils attaining the expected standard included a greater depth judgement in Maths. Although the individual subjects were below the National CiC figures the all-important combined judgement was just above at 40%

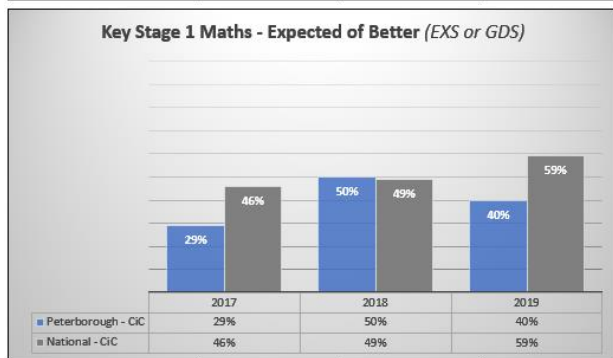
6.3 Key Stage 1 – Trend



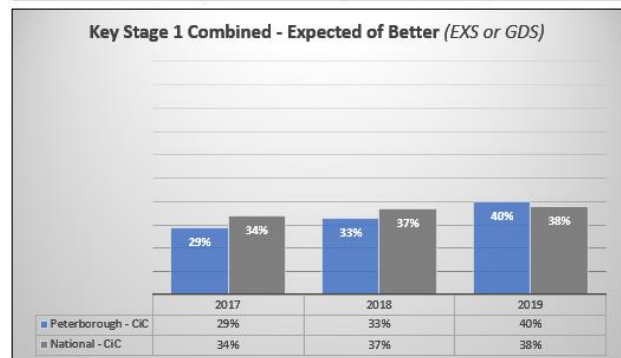
Peterborough - CiC Cohort	7	6	5
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Peterborough - CiC Cohort	7	6	5
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Peterborough - CiC Cohort	7	6	5
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Peterborough - CiC Cohort	7	6	5
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The cohort size, although small, has been relatively consistent over the past three years. If the unusually high reading score in 2018 is excluded the general trend has been consistent

with two pupils from the cohort getting the expected standard. The small cohort size locally can cause deceptive changes in the percentage figure but the underlining trend is similar to National with between 1/3 to 1/2 of pupils at the expected standard.

7 Key Stage 2

7.1 Key Stage 2 - Cohort

CONTEXT	Virtual School		National (CLA)		
Item	Value		Value		Gap
Cohort	19		3,210		n/a
Gender (Boys)	68.4%		54.0%		+14.4%
SEN Support	21.1%		35.0%		-13.9%
EHCP/Statement	31.6%		22.0%		+9.6%
CLA 1 year+	100.0%		100.0%		0.0%
Educated in LA	52.6%		65.0%		-12.4%
SDQ average	15.1		14.1		+1.0

This year's KS2 cohort at 19 is considerably larger than last year's cohort of just 9. As with KS1 the male percentage of the cohort has increased, going from 1 in 3 last year to 2 in 3 this year. The number of pupils with an identified special educational need is again lower than National and has decreased slightly on last year with 21% having an EHCP. When combined with those pupils having SEN Support that still means half of the cohort has an identified special educational need.

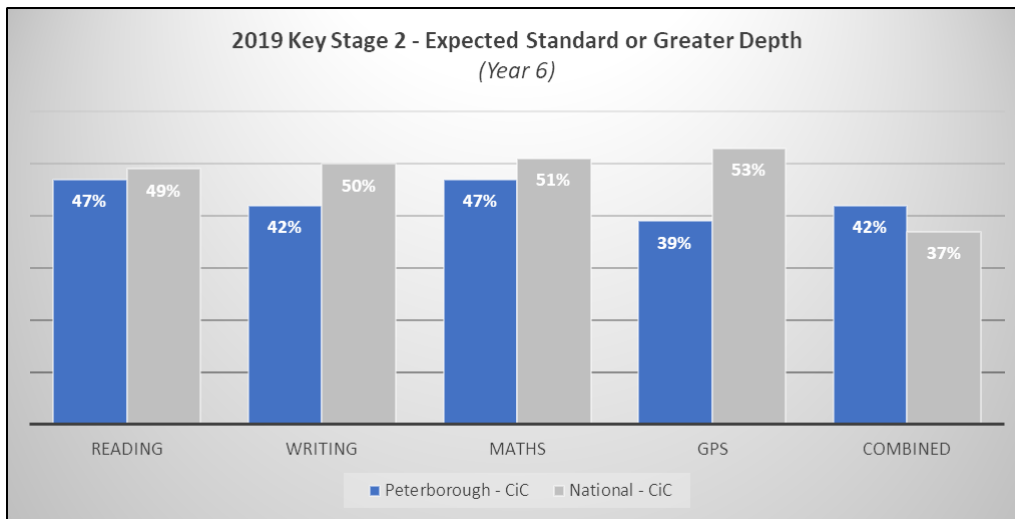
One pupil in group with an EHCP, who is educated at a special school, was disapplied from the KS2 assessment so does not appear in the assessment chart.

Last year KS2 was the key stage with the lowest number of pupils educated in the LA but this year it is now the highest at 52%. It is still lower than National at 65% but being a unitary authority and therefore of quite a small area it will always be harder to safely place a child within the LA boundary than it is for the larger county authorities such as Cambridgeshire.

When looking at the SDQ scores the average score, as with national, falls into the 'Slightly Raised' band of 14-16.

7.2 Key Stage 2 – Assessments

Cohort Size is 18 Pupils



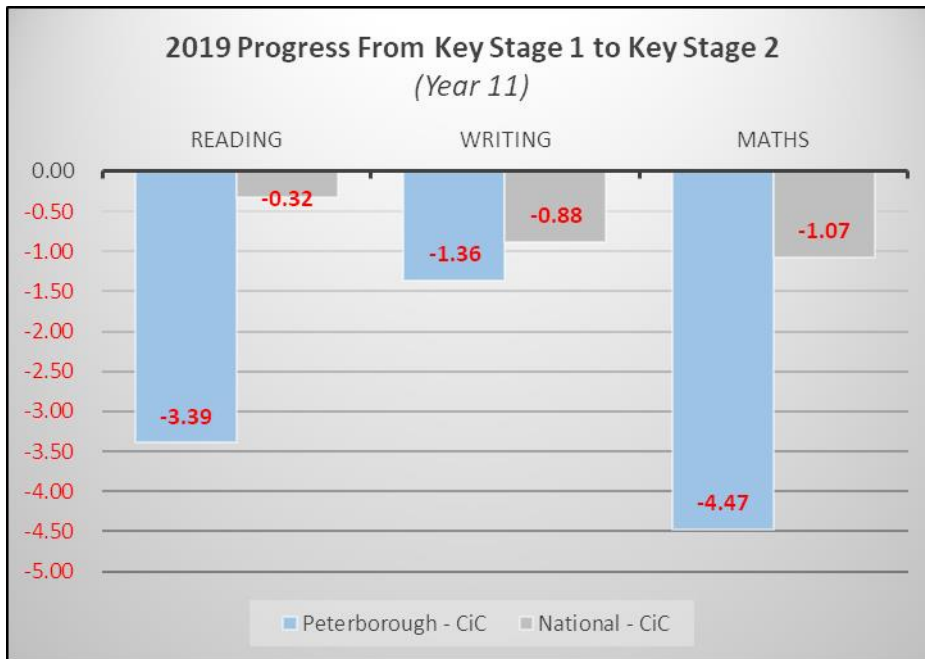
Reading and Maths are lower than national but only by a short way as is Writing which is 8% less. The biggest gap to national is Grammar, Punctuation and Spelling (GPS) with a gap of 14%. This is due not only to the fact that two pupils were only just below the pass mark threshold but also because 4 pupils with results in the other subjects had no score for GPS. Due to the way the results are calculated they still count towards the percentage calculation and represent a value of 22%

As with last year the key benchmark measure of Reading, Writing and Maths combined is above the national figure by a solid 5%.

When looking in more detail at the individual pupil the 5 with EHCP's all had teacher assessments rather than test results and were graded as Pre-Key Stage or below. This also takes into account the 4 pupils with no GPS judgement as there is no teacher assessment in this subject area. Three of the five EHCP pupils attended non main stream special schools. Not surprisingly the SEND pupils also had higher SDQ scores than the pupils with no SEND.

SEND is by far the biggest factor in the KS2 attainment, with the exception of one pupil who achieved the expected level in Maths every other judgement for the SEND pupils was below the expected level. However the 9 pupils without SEND almost exclusively achieved the expected standard with a few greater depths included too. The few judgements that weren't expected were just a few marks below the threshold.

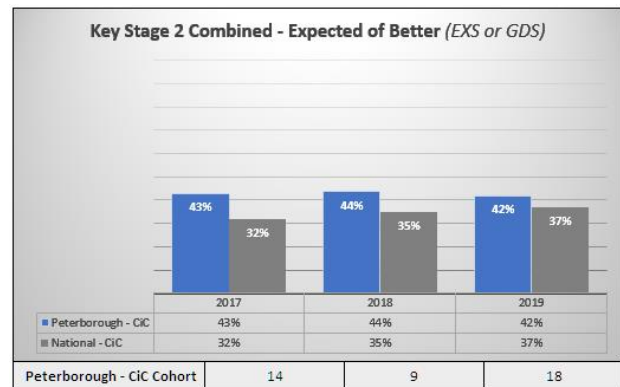
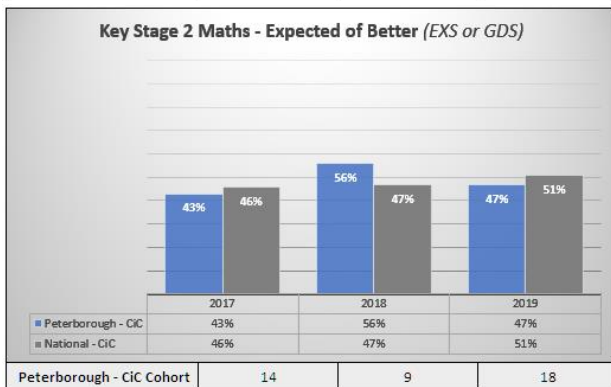
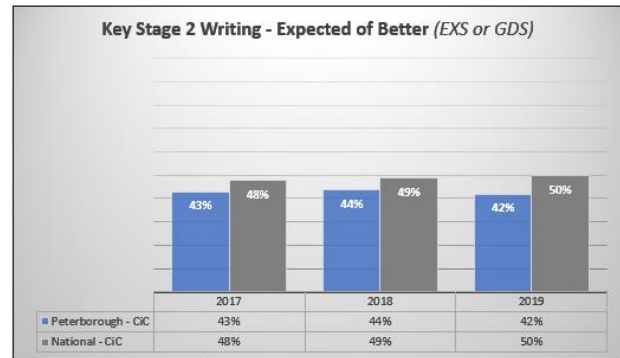
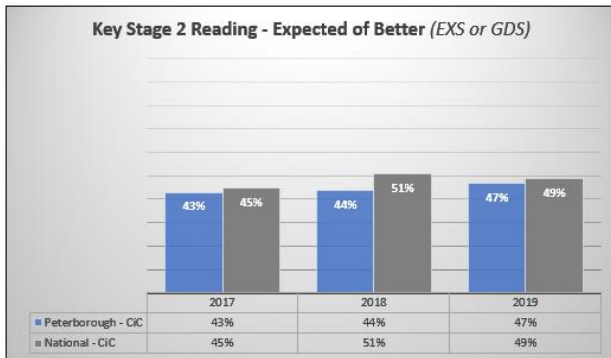
7.3 Key Stage 2 – Progress



Progress from Key Stage 1 was below the expected zero line in all subjects, as indeed was the case for national CiC. That said the progress has improved in all subjects compared to last year with Reading and Writing half of last year's results and Writing at minus1.36 compared with minus 5.77 last year. National was more or less the same as last time with Reading and Maths slightly worse.

As is always the case with the progress calculation the pupils with SEND often have unusually high negative values. Two students in particular who had not progressed from their KS1 position had progress scores of around minus 20 in all subjects. The average progress score for SEND pupils is minus 5.8 compared to a positive value of 0.20 for pupils with no SEND.

7.4 Key Stage 2 – Trend



This year cohort is twice the size as last year but with the exception of Maths the results are broadly similar. Maths is 9% lower than last year but still 4% higher than 2017. As in previous years the individual subjects are generally lower than National figures but the RWM combined judgements are consistently higher.

8 Key Stage 4

8.1 Key Stage 4 - Cohort

CONTEXT	Virtual School		National (CLA)		Gap
Item	Value		Value		
Cohort	31		5,410		n/a
Gender (Boys)	45.2%		56.0%		-10.8%
SEN Support	25.8%		22.0%		+3.8%
EHCP/Statement	16.1%		20.0%		-3.9%
CLA 1 year+	100.0%		100.0%		0.0%
Educated in LA	48.4%		61.0%		-12.6%
SDQ average	14.1		13.8		+0.3

The percentage of EHCP pupils is lower than last year's high of 27.6% but there are still 8 of the 31 pupils in this category. The SEN Support percentage is higher than National but

when both groups are combined the number of SEND pupils is the same at 42%, not far off 1 out of every two pupils.

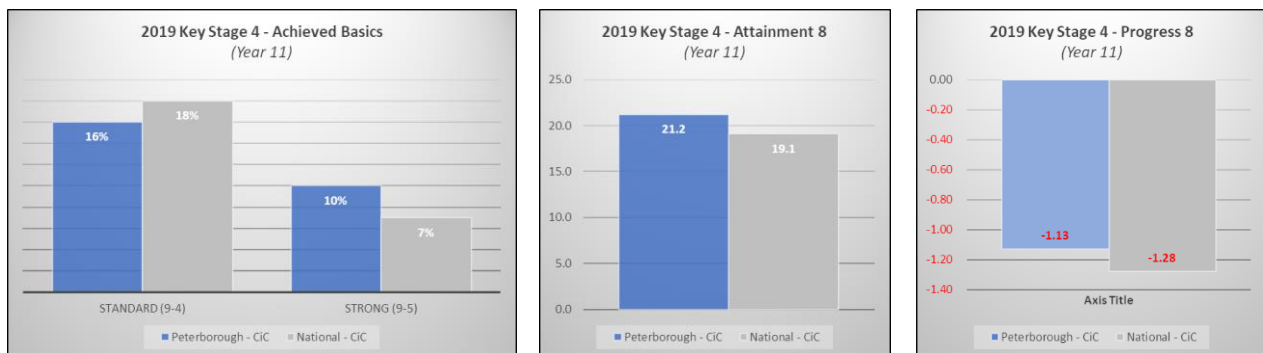
The number of male pupils is again significantly lower than national by 11% and is the opposite of the Primary Phase where boys are the largest group.

Of the 31 pupils in the cohort, 21 are attending good or outstanding schools, with 3 at requires improvement schools and 2 at inadequate settings. Independent or other specialist settings account for the remaining 5 pupils. There are 8 pupils who don't attend mainstream settings and are at various other places including a specialist academy for the deaf.

As with KS2 the average SDQ scores both for the Virtual School and nationally falls into the 'Slightly Raised' band of 14-16 with the virtual school slightly lower than it was last year. The SEND pupils have a much higher average SDQ score than the pupils without SEND, indeed several are in the 'High' or 'Very High' banding

8.2 Key Stage 4 – Assessments

Cohort Size is 31 Pupils



The key stage 4 results have improved from last year and in most of the key areas are above or close to national. The basic measure of Maths and English has improved by 2% for the standard 9 to 4 grade and is now just 2% below national. In the strong pass band of 9-5 the attainment is 10% compared with none last year and the figure is 3% higher than national.

The Attainment 8 score has also improved by 6.6 taking it to 2.1 higher than national. The Progress 8 measure has improved and is now also better than National at -1.13 compared to the National -1.28. This is the last year when the old key stage 2 levels can be used to measure progress to key stage 4. The new progress measure has yet to be confirmed so ongoing, at least for the next few years, there will be no direct comparison to the previous year's progress figures.

As with KS2 the biggest single factor in attainment seems to be SEND, with none of the SEND pupils achieving the basic English and Math measure and all but one having a negative progress score. The average progress 8 measure for the SEND pupils was 11.65 compared to 35.19 for the pupils without SEND. Three of the pupils in the no SEND cohort were just one level short of achieving the combined basic measure.

8.3 Key Stage 4 – Trend

Achieved Basics (English and Maths)	KEY STAGE 4					
	2017		2018		2019	
	Standard (9-4)	Strong (9-5)	Standard (9-4)	Strong (9-5)	Standard (9-4)	Strong (9-5)
Peterborough - CiC Cohort	31		29		31	
Peterborough - CiC	19%	3%	14%	0%	16%	10%
National - CiC	17%	7%	17%	8%	18%	7%
Peterborough - All Pupils	54%	35%	56%	35%	55%	32%
National - All Pupils	x	43%	64%	43%	64%	43%

The standard basic pass has been more or less similar over the past 3 years with a cohort size nearly the same for that period. The strong 9-5 pass has seen a significant gain this year compared with previous years. In order not to have to re sit GCSE English and Maths a pupil needs to achieve a 4 in Year 11 assessments.

Attainment 8	KEY STAGE 4			Progress 8 (Progress from KS 2 to KS4)	KEY STAGE 4		
	2017	2018	2019		2017	2018	2019
Peterborough - CiC Cohort	31	29	31	Peterborough - CiC Cohort	22	21	31
Peterborough - CiC	20.3	14.6	21.2	Peterborough - CiC	-1.07	-1.46	-1.13
National - CiC	19.3	18.8	19.1	National - CiC	-1.17	-1.24	-1.28
Peterborough - All Pupils	42.1	42.0	42.1	Peterborough - All Pupils	-0.07	-0.20	-0.15
National - All Pupils	46.4	46.5	46.5	National - All Pupils	-0.03	-0.02	-0.03

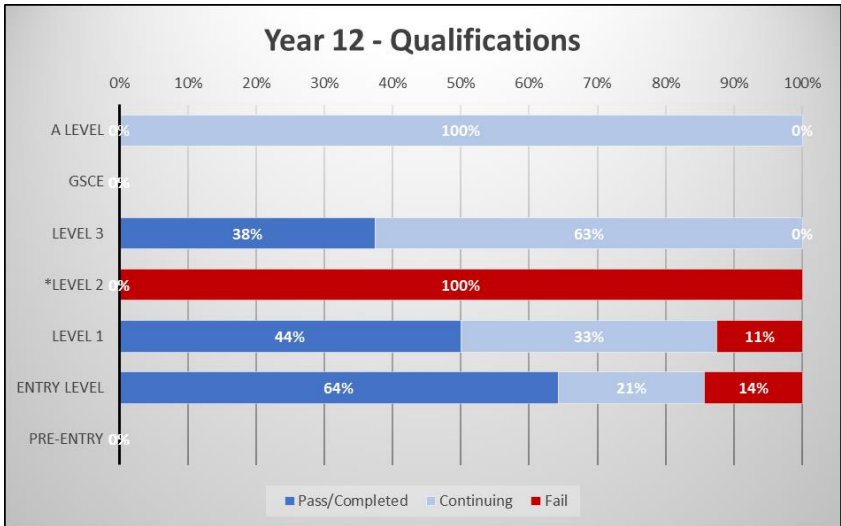
The Attainment 8 and Progress 8 have followed a similar pattern to the 'Achieved Basic' measure with a dip last year but this year improving to a similar level to the 2017 results. This is particularly encouraging as this year's cohort had several quite challenging characteristic excluding the previously mentioned number with SEND. The average number of placements is 4 with one pupil having 9 placements over the space of two and half years in care. Another 6 had between 5 and 8 placements. The average amount of time in care is 4 years and 9 months. Two of the cohort were unaccompanied asylum seeking children, with one of those being in the cohort who missed out on the 'Achieving Basic' measure by one grade.

9 Post 16

Year 12

The 39 Year 12 pupils continuing in education have taken or are continuing to study in a wide range of subjects ranging from Performing Arts and Car Mechanics to Forensic Science and Maths with qualifications levels from entry level to A Level. Many are on a two year course.

6 of those recorded as fail, 3 were non-completers i.e. they left midway through the year. One year 12 student did not achieve pass grade in their GCSE Maths re-take. 1 ESOL learner passed Entry 1 Maths but failed Entry Speaking & Listening.



** The Level 2 figure represents just a single pupil*

Year 13

As with Year 12, the 45 students in Year 13 are studying a wide range of courses from Media Studies and Mechanics to Medical Science and Geography, encompassing the same range of levels from Entry Level to A Level. Although some are continuing with their courses, many will have finished their chosen subjects at the end of the academic year.

- 1 student recorded fail was non-completer due to disengagement with education.
- 1 achieved their main qualification but failed Functional skills Maths & English
- 1 achieved main qualification but failed Functional skills English.



NEET Report (Mohammed Sarfraz Post 16 Coordinator)

The number of students not in education, employment or training (NEETs) can fluctuate from time to time for Children in Care (CiC). In September the figure is normally low and increases around November when YP either decide not to continue their course or are withdrawn / excluded from the setting. The majority of the time it is due to low attendance or lack of engagement / commitment. PVS works closely with all stakeholders to support Young People (YP) and attend meetings where necessary to help sustain the education placement.

2018-19 was a particularly difficult (Yr11) cohort who transitioned to Post 16.

In September 2018 41 Year 12s secured education placements whilst 4 were NEET. At the same time there were 3 Year 13's who were NEET. All the above at the time were NEET due to non-engagement.

Over the course of the academic year the NEET numbers increased – this was also due to some YP having health issues as well as missing episodes.

2018/19	NEET	Notes (reason for NEET)
Year 12 September 2018	4	Non-engagement
Year 13 September 2018	3	Non-engagement
Year 12 November 2018.	11	MH issues, non-engagement.
Year 13 November 2018.	7 (Includes 2 care leavers)	Non-engagement.
Year 12 May 2019	12	MH issues, missing episodes, non-engagement
Year 13 May 2019	13 (Include 10 care leavers)	CCE risk, non-engagement, baby.

Regular PEP meetings are held for all NEET YP to formulate NEET Support Plans to offer re-engagement activities, as well as regular discussions with Children Social Care Managers and NEET Team to support the YP.

Alternative options and opportunities are offered to NEET YP including, Prince's Trust Team Project, and opportunity to study with smaller Independent Learning providers. New providers offering a more flexible learning approach were also identified.

10 Inclusion

10.1 Absence

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of lessons missed due to authorised absence	3.5%	3.2%	3.2%
Percentage of lessons missed due to unauthorised absence	1.0%	1.4%	1.4%
Percentage of lessons missed due to overall absence	4.5%	4.7%	4.6%
Percentage of looked after children who were persistent absentees	9.0%	10.9%	10.9%

Authorised absence for CiC pupils in Peterborough is slightly above the national and statistical neighbour's average for CiC pupils by just 0.3%. For unauthorised absence it is just below. When combined, the figure for overall absence is 4.5% which is very slightly lower than the national and statistical neighbour comparators.

Persistent absence however is encouragingly below the national average and statistical neighbours by 2%. It is also 2.5% lower than last year's figure when it was above the other comparators, both of which have increased slightly this year. Our external attendance monitoring service alerts us to any unauthorised absence three times a day by email and the carer and social worker are contacted to follow up. Ongoing attendance issues are addressed at emergency PEP meetings and

10.2 Exclusions

Indicator	Peterborough (CiC)	England (CiC)	Statistical Neighbour Average (CiC)
Percentage of looked after children with at least one fixed period of exclusion	12.93%	11.67%	12.25%

The exclusion figures relate to 2018 because exclusion data is published a year behind attainment data by the DfE.

Peterborough is slightly above national for pupils with at least 1 fixed term exclusion but is broadly in-line with its statistical neighbours.

No Peterborough Child in Care was permanently excluded from school in 2018/19. There were two occasions when a move to another school was deemed to be in the best interests of the children and these were completed successfully. Early intervention is key to sustaining school places when a child becomes unsettled and emergency PEP meetings are held involving all concerned, including the child, to address issues and determine a positive way forward.

10.3 Alternative Provision

Establishment Type	Number
Number on school roll (<i>preschool to Year 11</i>)	254
Number in independent schools	17
Number in LA Special School in city	18
Number in LA Special school out of city	12
Number in PRU in city	8
Number in PRU out of city	1

**Virtual School Roll is for children who appeared on the DfE 903 return & were in care on the 31st March 2019*

Year 11 pupils are more likely to attend AP than any other year group, with those attending a PRU mainly in year groups 9 to 11. The children with SEND make up most of the other pupils attending AP in the form of special schools both in and out of the city and also independent special schools and learning environments. The VS acknowledges the additional vulnerability of learners in AP and provides more intensive monitoring visits for these pupils.

11 Personal Education Plans (PEPs)

PEP compliance is consistently at 100% meaning a PEP is completed within the statutory time frame of 10 days of a child coming into care and thereafter every term. PVS supports social workers and schools in the management of the PEP process, offering training and a fortnightly PEP clinic. Every PEP is quality assured by PVS staff and those judged to be below an acceptable standard trigger additional support and challenge from the VS team. The school improvement model implemented in September 2018 does not require VS staff to attend every PEP meeting. Rather VS staff meet at least once a term with the Designated Teachers in their allocated schools and track the progress of all the pupils in the setting. However, VS staff will attend the PEP meetings for all newly into care children or where a child is in crisis and attendance is requested by the school or social worker.

12 Pupil Premium Plus Grant

12.1 Allocation

The Pupil Premium Plus Grant allocation for Financial Year 2018/19 was £662.400 This was based on a £2,300 per pupil allocation for children who had a period of 24 hours or more in the care of Peterborough Country Council and is adjusted up or down in the October of the financial year dependent on children starting or leaving a care episode.

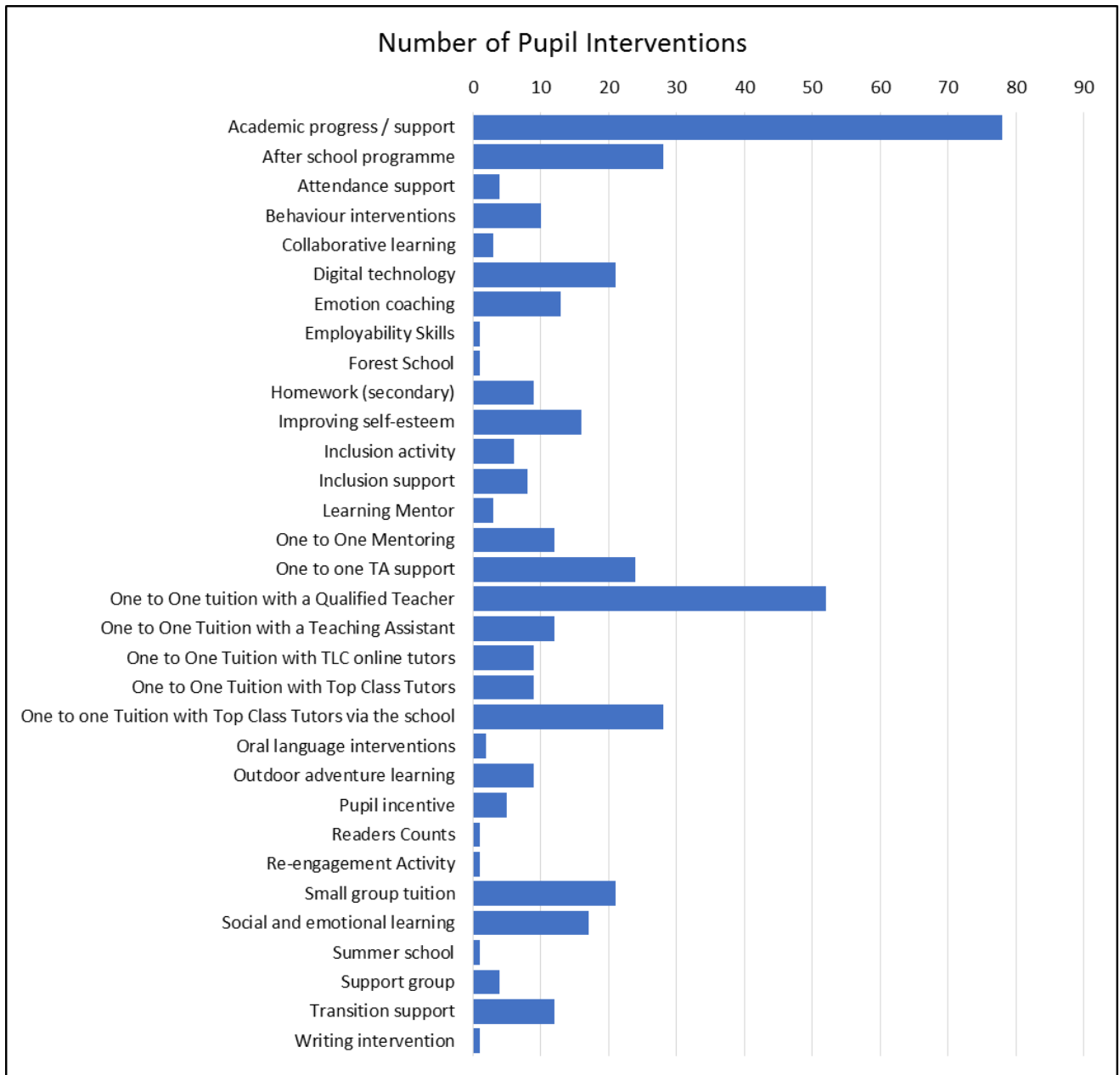
12.2 Administration of the Grant

£505,083.84 was devolved directly to the educational settings where CIC attend. This amount includes the cost of partnership staff, Attachment Awareness training hub costs, and the Primary Forest School partnership. Payments to schools are made termly upon submission and approval of SMART targets within a quality assured and time compliant PEP. These targets are reviewed at each PEP meeting to hold the school to account and to ensure appropriate interventions are in place to support progress. In exceptional cases, educational settings applied for additional funding to support children requiring intensive short-term interventions tailored to their individual needs and circumstances.

The remaining £157,316.16 was used centrally (as set out in the conditions of the grant) to support the work and improvement of the VS.

Allocation	Cost
Additional staffing costs	£49,755.84
The continued use of an online PEP system for pre-school to year 13	£16,700
An attendance data collection service to support VS Monitoring	£27,844.05
Additional tuition , PRC course costs	£42,202.50
Letterbox Club – a parcel containing a book and supporting activities sent monthly to identified children.	£13,305.54
IT Equipment and additional resources for students	£1951.29
Training Events	£5556.94
TOTAL	157,316.16

12.3 Interventions



Interventions recorded between 1st Sept 2018 and 31st August 2019 (including pending)

There was an average of 2 interventions per pupil with the average cost during the 2018/19 academic year of £914. This included some pupils with only one intervention up to one with 5 interventions and costs ranging from £0 to £10,300. The higher end costs are to support children in crisis, particular primary aged children newly into care. The success or otherwise of interventions is recorded in the review of SMART targets in the PEP. Interventions are not only intended to improve academic outcomes but contribute to sustaining school places, supporting transitions to school following arrival into care or placement moves, improve social skills , raise self-esteem , for example . “Soft “outcomes which all contribute to providing opportunity for success.

13 Priorities for 2019- 2020

To work with partners to increase the numbers of Post 16 young people in care who are in education, employment or training

To continue to improve the aspirational quality of PEPs, ensuring the child's hopes are incorporated and that carers, social workers and teachers listen, respond and support children to achieve them.

Continue to work with partners to raise attainment and accelerate progress for children in care across all key stages.

Embed the Attachment Aware Schools Project to support the emotional health and wellbeing of children in care in pilot schools.

Develop the role of Education Advisor for Children Previously in Care in conjunction with CVS.

Appoint a part time specialist in SEND to support pupils with an EHCP both in and out of city.

Dee Glover, Virtual School Head.

08.04.2020

Appendix 2

COVID -19 Update February 2021

Education Provision during school closures as a result of the national lockdown.

All children and young people in care were entitled to a school place within the category of vulnerable groups.

The table below shows the number of children and young people accessing education, either full or part time during the school closure period. However, attendance was not compulsory and carers and social workers determined whether a child would attend. Some children went to school during the Easter and half term holidays.

Numbers generally remained consistent with a slight increase in some year groups.

Year 11 numbers are low because their academic year effectively ended on 20th March when it was announced that schools were to close and that formal assessment by examinations would not take place.

Colleges closed to Year 12 and 13 students but those in school sixth forms had the opportunity to attend.

Cohort academic year 2019-2020

Lockdown attendance March 2020 – July 2020

Year Group	Number in cohort	Number attending Week 4	%	Number attending Week 13	%
Age 3-4	7	3	42%	5	71%
Reception	13	7	53%	9	69%
Year 1	5	3	60%	4	80%
Year 2	11	2	18%	3	27%
Year 3	11	7	63%	7	64%
Year 4	16	4	25%	4	25%
Year 5	20	10	50%	11	55%
Year 6	17	7	41%	8	47%
Year 7	32	13	40%	15	47%
Year 8	27	7	26%	7	26%
Year 9	22	10	45%	11	50%
Year 10	28	16	57%	16	57%
Year 11	38	5	13%	5	13%
Year 12	59	2	3%	1	2%
Year 13	6	0	0%	0	0%

Cohort academic year 2020-2021

School closures January 2021

Children and young people in care are again able to request a school or college place as part of the vulnerable group. Foster carers and social workers determined whether a child or young person would attend dependent on vulnerability in the home due to health concerns of foster carers for example. Some households have children attending different schools with transport provided, raising anxiety about potential exposure. There was also increased pressure on school places due to the widening of the categories able to access a place. Most of our children and young people who wished to go to school were offered a place but there were some for whom only two or three days a week were offered.

February 2021

Year group	Number in cohort	Number attending w/b 08.02.21	%
Age 3-4	9	2	22%
Reception	6	2	33% ↓ - 38%
Year 1	12	6	50% ↓ - 19%
Year 2	6	4	67% ↓ - 13%
Year 3	13	8	61.5% ↑ +34.5%
Year 4	9	7	78% ↑ +14%
Year 5	18	5	28% ↑ +3%
Year 6	22	11	50% ↓ -5%
Year 7	22	7	32% ↓ -15%
Year 8	35	11	31.4% ↓ -15.6%
Year 9	31	13	42% ↑ +16%
Year 10	23	11	48% ↓ - 9%
Year 11	25	15	60% ↑ +3%
Year 12	44	5	11% ↓ - 2%
Year 13	39	3	7.6% ↑ +5.6%

The above table captures the data for the last week of half term and presents a mixed picture. The slight upward or downward changes in each cohort impacts on school attendance with children and young people who are new into care or have changed placements having a period of settlement into their new home. The closure of schools to pupils other than those in identified categories also contributed to a delay, on occasions, of sourcing a school place, particularly those who moved out of the city. However, I am confident that all children of statutory school age were well served whether attending or not, with PVS securing interim provision for those for whom there was a delay in sourcing an education placement.

Some Post 16 students, particularly some UASCs (Unaccompanied Asylum Seeking Children) struggled to engage with online learning but this has been addressed with face to face tuition now available at Peterborough College. Those in school sixth forms fared better with good access to both online and in school provision.

School support for children during lockdown.

The PEP (Personal Education Plan) process was amended during the summer term with the usual meetings suspended except for children new into care or those with a change of school or carer.

Designated teachers were required to complete an altered version explaining what and how work was being provided, how they were staying connected and what if any support was required for those not in school. Any issues relating to completion of work or lack of appropriate equipment in the home were also reported. For PVS staff it was business as usual with the quality assurance and sign off of all PEPs (Personal Education Plans) giving us access to information and providing opportunity to challenge.

There were different methods of delivery of work for completion at home by schools. Some chose to provide work packs initially, moving to online and virtual lessons as the term progressed.

Full PEP meetings are taking place this term to ensure transition plans for those children and young people moving to primary, secondary or Post 16 provision are in place.

There is a greater emphasis on academic progress during the current lockdown. The DfE set out the minimum amount of remote education which must be provided for each Key Stage – increasing the hours expected.

For Key Stage 1, three hours of remote education must be provided to include “both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently”.

Key stage 2 pupils should be provided with four hours remote education a day while this increases to five hours for both Key Stage 3 and 4.

Previous guidance stated that primary schools should set work totalling around three hours a day, and four hours at secondary.

This has put significant pressure on all parents and carers – PVS has offered support to both carers and children and young people.

PVS support for children and stakeholders during lockdown in addition to business as usual.

- issued, in conjunction with CVS, immediate and ongoing guidance for foster carers and social workers to support accessing school places for those children requiring the service and eligible within the 'vulnerable' group.
- provided advice and guidance to designated school staff on the bespoke Covid -19 Summer Term Personal Education Plan and process
- established a consultation phone line for all stakeholders with our PVS Specialist Education Psychologist, acknowledging heightened anxiety for some carers, children and colleagues
- continued to provide work and support to those children and young people already identified by the PVS Intervention team to sustain learning momentum
- continued to fund online tuition sessions from an external provider for children and young people living out of city
- held weekly virtual KIT meetings with designated school staff to monitor well-being of those children attending school
- collected and analysed school attendance data

- provided IT equipment to facilitate home working
- offered advice to carers to support learning at home and provided a resource guide to supplement work provided by schools
- challenged schools where their learning offer was not of an acceptable standard
- attended virtual transition PEP meetings for Early Years, Year 6 and 11 pupils and facilitated additional transition opportunities for the more vulnerable
- provided a Year 6 end of primary school pack, including a certificate, book, activities and equipment
- provided a Year 11 end of KS4 acknowledgment letter and signposting booklet

In addition, January – February half term PVS set primary children a series of lockdown challenges with the incentive of a voucher, amount dependent on the number of challenges completed.

Attainment 2019- 2020

As a result of the COVID pandemic, formal examinations and assessments did not take place in 2020 and grades were based on a range of information including teacher assessments. The Virtual School has collected results for KS4 as in previous years. 2021 will again see different arrangements although there may be some form of assessments and further detail may be forthcoming.

The Department for Education have been clear that outcomes and other related data should only be used to ensure young people transition successfully to the next stage of their education, employment or training, and aggregated data should not be used for comparisons or performance benchmarking.

Year 11

30 Year 11 pupils had been in care for at least a year on 31st March 2020.

6 pupils gained 5 GCSE Grade 4 - 9 including Maths and English. 20% of the cohort.

This is an improvement on 2019, however a comparison should not be made given the different methods of assessment. There are no national or eastern region comparisons.

Year 6 2019/20

Data has been generated using last known formal assessment points: if the child was on track to achieve ARE (age related expectations) at this point, it has been presumed that they would have achieved ARE. If they were not on track at the last formal assessment point, it has been presumed they would not have achieved ARE.

There are a total of 13 children in this cohort.

‘Achieved’ ARE:

	Maths	Reading	Writing	Combined
Number of Children	3	3	4	3
% of total	23	23	31	23

This is again an improvement on 2019 results but should be read in the context of predictive data.

PVS continues to monitor attainment and progress but accurate data to support additional support will be consolidated when schools re open fully. Pupil Premium funds will be allocated to schools for every child to support 'catch up' programmes alongside interventions from PVS staff.

Dee Glover

February 2021

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
4 MARCH 2021	PUBLIC REPORT

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis – Service Director (Education)	Tel. 01223 507165

SERVICE DIRECTOR, EDUCATION UPDATE REPORT
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RECOMMENDATIONS	
FROM: Jonathan Lewis – Service Director (Education)	Deadline date: n/a
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> Note the position of Education around Covid-19 and wider activities and comment on areas the committee may wish to review moving forward as we move into a recovery phase. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the committee.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to outline the latest position on Covid-19 for Education in Peterborough following the reopening and closure of schools during this academic year (20/21). The report also covers issues raised by members of this committee in the November meeting and other service related updates relevant to this committee.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

2.3 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- a) University and higher education;
- b) Youth service;
- c) Careers; and
- d) Special needs and inclusion.

- 2.4 This report links to –
- Corporate priority:
 - Improve educational attainment and skills
 - To drive growth, regeneration and economic development
 - Children in Care Pledge: Support children in care to have a good education.

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

Issues raised in the last Scrutiny meeting

- 4.1 At the meeting on 9 November there were a number of questions where a further response was required -

- 4.2 1. *The Greater Peterborough University Technical College (GPUTC). Provide information with regard to what students would do if they decided that they did not wish to continue to Key Stage 4 at the GPUTC, including a curriculum map to show what other opportunities there were available to students.*

- 4.3 The response received from the Principal at the GPUTC is below –

If a student studies in KS3 at the UTC and then decides that our specialisms are not for them they have a few options.

a) Our curriculum is broad enough that a student can still study English, Maths, Science and two further options without choosing one of our two ‘flagship’ specialisms (Engineering & Architecture). This of course does slightly limit their options as there are several qualifications we do not offer.

b) We would work closely with CMAT schools (part of the same multi-academy trust) to look at a seamless transfer to another school within the trust. We would already be sharing staff and participating in cross MAT projects etc. so this wouldn’t seem like too much of a change.

We make it clear to parents on entry anyway that there is a transition from Year 9 to the UTC curriculum and that as well as 20 students joining us from external schools there is the possibility for students to opt out of the UTC curriculum (like there is at any stage in Key Stage 3 if required).

Likewise our Post16 offer whilst STEM heavy can be accessed without following one of our specialisms.

The curriculum offer can be found here:

<https://www.gputc.com/attachments/download.asp?file=591&type=pdf>

- 4.4 2. *Provide qualitative and quantitative data on the impact on reading during Covid.*
 3. *Provide further information on Standardised baseline tests and what these had shown with regard to the progress of students.*

- 4.5 A briefing was held in December with Heads to demonstrate some tools for standardised assessment. Attendance was high from Peterborough Heads. We were intending collecting data on progress from September to January this month but due to the closure, this has been put on hold. A working group is being formed to look at how best we can collect data on progress and provide schools with some benchmarking. Updates will be provided at future meetings.
- 4.6 *4. Provide information on what proportion of the total number of care leavers had gone to university and how had their particular success been used to inspire young people in care.*
- 4.7 In the current academic year 2020/2021 there are 10 Peterborough YP (care leavers) who are studying at university. One more is looking to start in January 2021. Those in university at present are studying in different years i.e., year 1, 2, and 3. There are currently 332 pupils registered under the Peterborough virtual school (from early years to year 13). Peterborough Virtual School (PVS) continues to promote higher education aspirations and opportunities for children in care and have linked up with a regional project (12by24) that supports young people in care and care leavers and aims to increase HE participation for this group.
- 4.8 Due to the pandemic it has been difficult to progress this as hoped however there have been opportunities to hold online events.
- 4.9 An online event was held for foster carers during Foster Carers Fortnight in May 2020 in partnership with Cambridgeshire County Council, University of Cambridge and 12by24 Project. A number of care experienced university students shared their views and experiences of university life and support they had received and took part in a live Q&A session. PVS also promotes university open days aimed at children in care / care leavers via social workers, carers, and education providers.
- 4.10 Virtual HE events for children in care have been arranged by universities where children in care have the opportunity to learn about the application process including personal statements and what it is like being a student at university and hear from care experienced university students as well as what support is available for care leavers when they get to university. An example of this was Anglia Ruskin University event held in October 2020.
- 4.11 Higher Education is discussed at PEP meetings at early key stages in school and in Post 16. PVS will continue to promote higher education through its YouTube channel and web pages as well as working in collaboration with partners, foster carers, social worker and young people and the Children in Care Council, looking to engage care leavers as learning mentors. This is an ongoing project which has, unfortunately, been halted by the current Covid 19 restrictions.

Responding to Covid-19 - Update

- 4.12 From the 20th March, schools, colleges and settings were formally closed. During the spring and summer term, they opened first to critical worker and vulnerable children before wider opening to children in early years, reception, year 1, year 6 and years 10 and 12. On the 1st September, schools and settings formally reopened in line with the Education Act 1996. Restarting education for the Spring term was initially delayed for secondary schools but on the 6th January following an announcement by the Prime Minister, schools were closed again and moving to a mixture of remote learning and in-school support for vulnerable and critical worker children. Early years settings and special schools remain open during this time. We are expecting an announcement on school reopening on the 22nd February with a date of the 8th March for potential re-opening, providing public health data suggests it is safe to do so.
- 4.2 Key issues to note are –
- The issues we have faced with staff and perceived risk around the current rate of Covid-19 cases in the community. There has been significant challenge to the government nationally by two of the largest trade unions which have education members.

- National guidance has been slow and confusing for leaders. The Local Authority, Diocese and Academy Trusts have had to make judgements on opening schools based upon ensuring the safety of staff and pupils.
- The decisions to keep early years provision fully open creates a number of challenges from a perspective of safety and financial viability.
- There remains a lack of clarity in relation to the provision of laptops / devices for remote learning and the government support for free school meals.
- We have sought to limit numbers in schools as there is a risk that admitting all vulnerable and critical worker children will be counter the messages about staying home and minimising contact.
- Ofsted inspections have restarted although at time of writing this report, there have been no inspections in Peterborough.
- We have allocated over 11,000 £15 supermarket vouchers for eligible families across Peterborough. We have also allocated funding through our Peterborough hub.

4.3 The current Covid-19 situation will be monitored on a bi-weekly basis, at ward and school catchment area. If we determine in a locality that there is a high and increasing trend in infection levels, we will seek support from the Department for Education to close the school and move to a complete remote learning model. This information will be shared with schools to inform their risk assessments.

Key Service Updates

4.6 Key Stage 4 and 5 Outcomes

The ongoing Covid-19 pandemic had a major impact on formal assessment in 2020 with Primary Assessments, including the Key Stage 1 (KS1) and Key Stage 2 (KS2) SATs, being cancelled and both GCSE and A-Level examinations being replaced with centre assessed grades as of 18 March 2020. The resultant GCSE and A-Level grades would then be standardised by an algorithm to ensure that the distribution of outcomes was similar to that seen in previous years.

4.7 There were several consistency issues with this grading including the fact that unlike KS1 and KS2 Teacher Assessments (TA), there is no mechanism in place to externally moderate judgements made by GCSE teachers; prior education reforms had reduced/removed the coursework element from examinations and the fact that schools set their own internal mock examinations. These factors contributed to the design of the results algorithm and this in turn lead to widespread anomalies and injustices in the final outcomes. The problems with the reported A Level grades led to a U-turn on results and pupils received the higher of their centre assessed grades or algorithm based grades. Therefore, extreme caution should be used when comparing this year's outcomes with those of previous years. There is not the level of analysis we normally have, and we have not worked at individual school level owing to these issues.

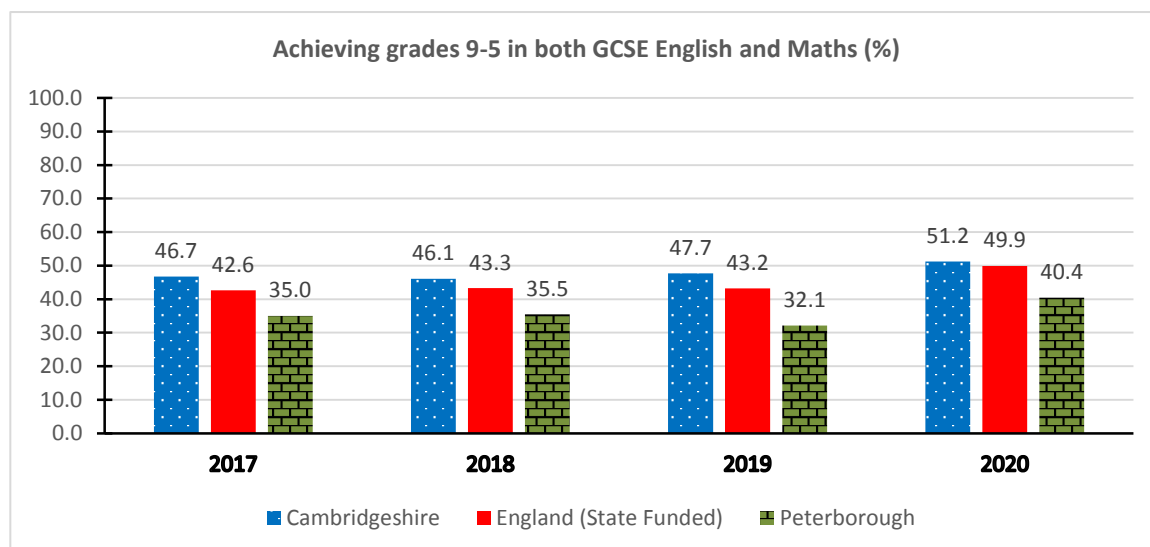
GCSE

4.8 Two of the core national and local authority (LA) benchmarks for GCSE outcomes is the proportion of pupils achieving a good pass (grades 9-5) or a pass (grades 9-4) in both GCSE English and Maths.

4.9 Historically, outcomes in Peterborough have been below the national (See charts below – note that they show the national outcomes for state funded schools/academies which are higher than those for all schools). However, from a positive perspective, outcomes on the whole in Peterborough saw a greater increase than those seen nationally.

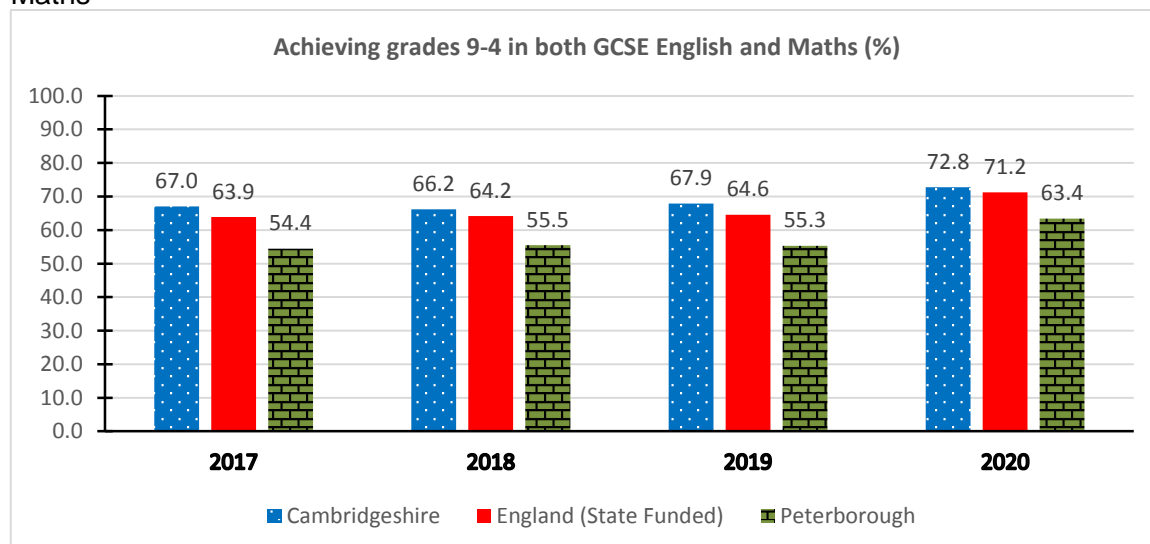
4.10 In Peterborough, 40.4% of pupils achieved a good pass in both English and Maths GCSE, compared with 49.9% of pupils nationally at state funded schools/academies (see chart 1). 63.4% of pupils achieved a pass in both GCSE English and Maths compared with 71.2% (see chart 2). This increase is more than change in the national position.

Chart 1. The proportion of pupils achieving a good pass (grades 9-5) in both GCSE English and Maths



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

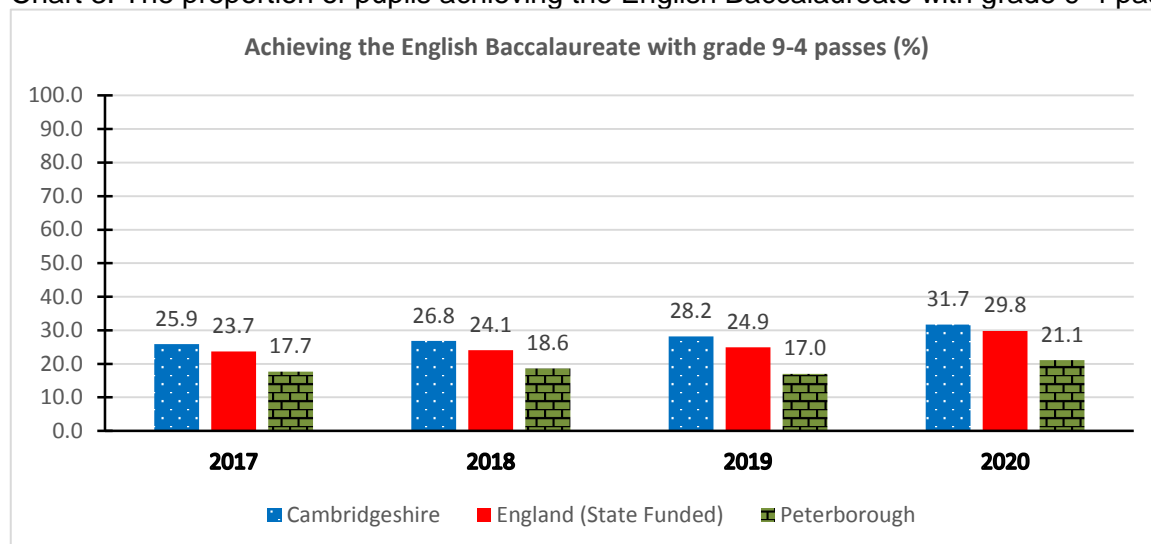
Chart 2. The proportion of pupils achieving a pass (grades 9-4) in both GCSE English and Maths



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.11 Patterns are similar for the proportion of pupils achieving the English Baccalaureate (GCSE passes in English and Maths, in Science, a Modern Foreign Language and either of History or Geography). In Peterborough, 21.1% of pupils achieved the English Baccalaureate (see chart 3).

Chart 3. The proportion of pupils achieving the English Baccalaureate with grade 9-4 passes.

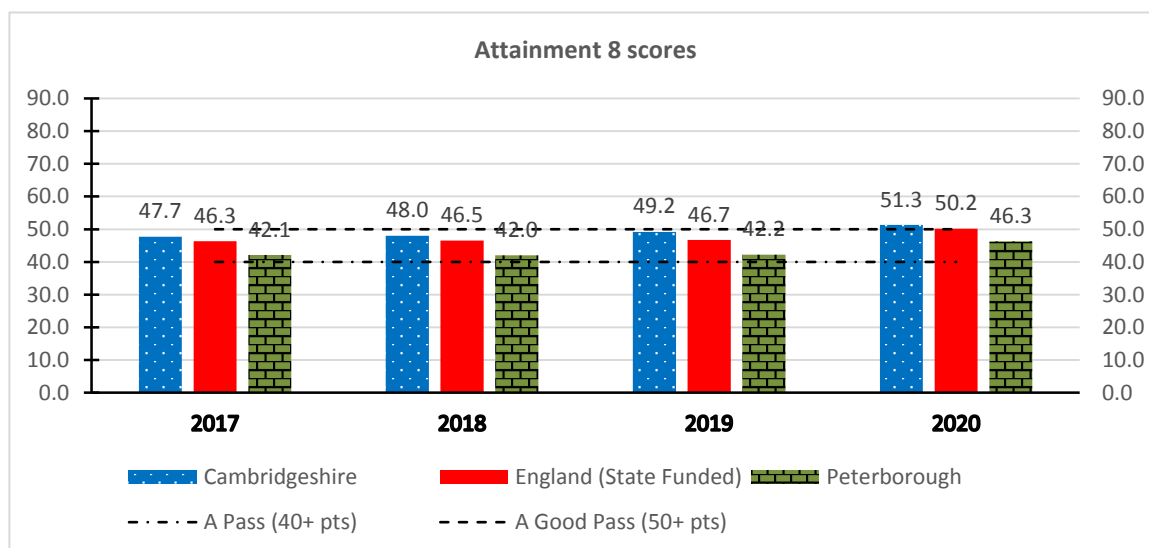


Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.12 The two other benchmarks for GCSE outcomes are attainment 8 and progress 8 – the former is a measure of how well pupils have done in their GCSE results (it converts pupil grades into an average point score). The latter shows how pupils have done compared with other children in England who started with similar attainment at in KS2. For the reasons outlined above, caution should be exercised when comparing this year’s figures with those from previous years.

4.13 Attainment 8: As with the previous measures, performance in Peterborough is marginally below the level seen nationally and regionally but again the increase year on year is significant.

Chart 4. Attainment 8 scores.



Source: DFE LAIT and DfE KS4 performance data published 26 November 2020

4.14 Progress 8: Due to the change in methodology and the consistency issues raised above, the Department for Education are not calculating Progress 8 Scores for 2020. Also note that there are no school performance tables for 2020.

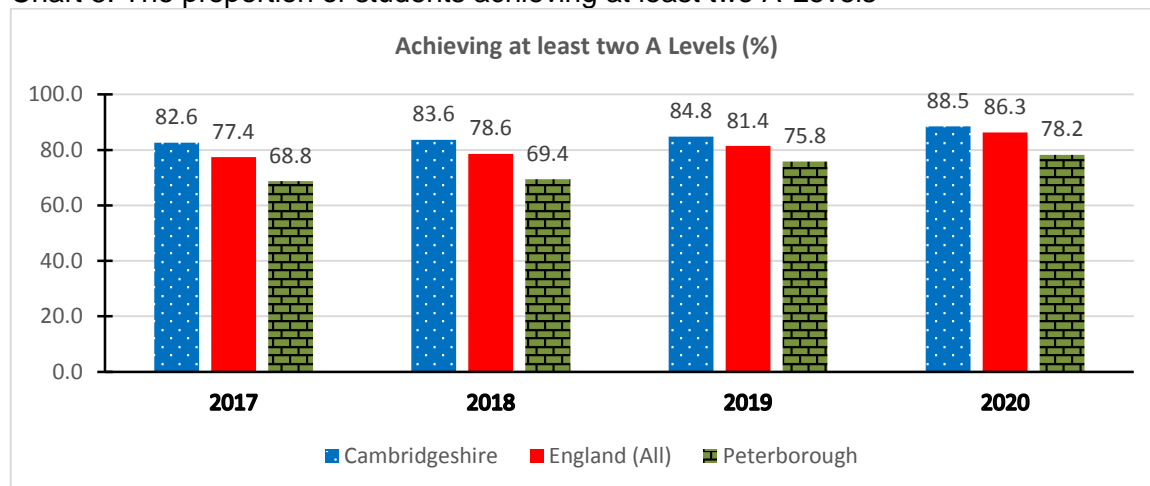
A-Level

4.15 As media coverage highlighted this year’s A-Level results share many of the consistency issues seen in the GCSE results. This is reflected in the fact that several of the national benchmarks have seen large increases this year. Therefore, extreme caution should be used when comparing

this year's outcomes with those of previous years. The figures reported below include students attending colleges.

- 4.16 One benchmark for A-Level outcomes is the proportion of students achieving at least 2 A-Level or equivalent qualifications – this is the minimum requirement for many universities when considering mature students who have left education and then gained experience elsewhere before deciding to continue their studies. The gap between Peterborough and national remains relatively in line with last year's position.

Chart 5. The proportion of students achieving at least two A-Levels

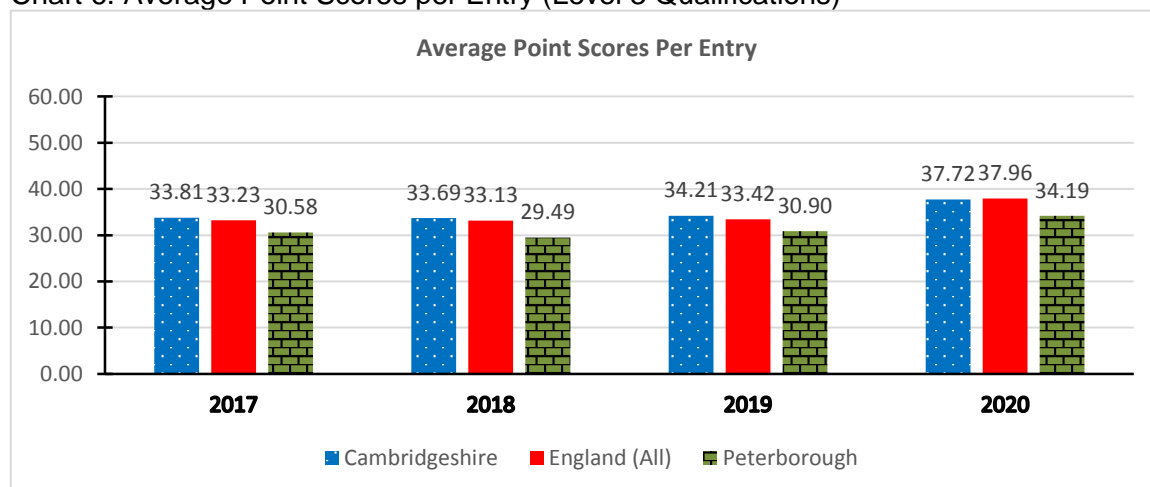


Source: DFE LAIT and DfE KS5 performance data published 26 November 2020

- 4.17 A more rigorous benchmark for performance at A-Level is the proportion of student achieving grades AAB or better at A Level, of which at least two are in facilitating subjects – subjects used by Russel Group Universities when making offers. Locally and nationally, these outcomes have fluctuated as more rigorous examinations were introduced but had started to improve again ahead of 2020. As with other post-16 measures Peterborough is slightly below outcomes both nationally and regionally but there is improvement relative to the national position in 2020.

- 4.18 To help to compare different types of Post-16 examinations and qualifications (e.g. academic and technical) outcomes can also be converted to Average Point Scores. The patterns for Average Point Scores per entry have also fluctuated over time as more rigorous examinations have been introduced. (Note that a single grade C at A-Level has a value of 30 points).

Chart 6. Average Point Scores per Entry (Level 3 Qualifications)



Source: DFE LAIT and DfE KS5 performance data published 26 November 2020

Destinations of Key Stage 4 Students in 2018/19

- 4.19 Key stage 4 destination measures follow pupils who were at the end of key stage 4 study (GCSE and equivalent qualifications) in 2017/18, and reports their destinations in the following academic year (2018/19). Due to the time needed to collect and collate this data, there is a lag on these figures but this is the latest set that has been published.
- 4.20 They show the percentage of pupils going to an education, apprenticeship or employment destination. To be counted in a destination, young people have to have sustained participation for a 6 month period in the destination year. The headline statistics refer to pupils leaving state-funded mainstream schools in England.
- 4.21 Not all pupils achieve a sustained destination by staying in education, employment or apprenticeships for at least two terms, but in most cases some data exists on their activity in the destination year. Overall, there is activity information on 99% of the national cohort.
- 4.22 In 2018/19, 93% of the Peterborough cohort were in sustained education or employment in-line with the levels seen nationally and regionally.
- 4.23 These figures break down to:
- A sustained education destination: Peterborough 87%, national 87%.
 - A sustained apprenticeship: Peterborough 3%, national 4%
 - A sustained employment destination: Peterborough 3%, national 3%
 - Destination not sustained: Peterborough 6%, national 5%
 - Activity not captured in the data: Peterborough 1%, national 1%

Phonics Screening Check 2020

- 4.24 The Phonics Screening Check for Y1 and Y2 was cancelled for summer 2020 and re-scheduled for Dec 2020 (when Y1 children would be in Y2) Teachers used any past papers from 2016-19 and the test administration was not monitored externally; data was reported but no official publication of data for national comparison.
- **Impact overall schools:** Phonics screening check completed Dec 2020 (when children were in Y2); 77% reported as having achieved at the level of the screening check (National 78% - based on NCER information – not confirmed by DfE)
 - **Impact of the Phonics Aiming Higher Leadership Programme and/or Support for 19/20** (13 schools): of the 13 schools targeted for phonics and/or having in-school support from an adviser or lead teacher, 9/13 improved (4 improved by more than 10%pt and 2 improved by more than 20%pts).
 - **Impact of the Phonics Aiming High Leadership Programme and/or Support for 2019/20** (16 schools): of the 16 schools targeted for achieving and sustaining high attainment in phonics 5/16 improved (1 of these improved by more than 5%pts, 2 improved by more than 10%pt)
- 4.25 Whilst it is difficult to draw very firm conclusions at LA level as the results are not directly comparable to previous years due to the pandemic, various past papers being used and no monitoring of the administration of the Phonics Screening Check we believe the December 2020 results show that:
- The LA results from 2019 were sustained in comparison to what appears to be a 4% decline nationally;
 - The improving Phonics Package has helped to mitigate some of the impact of the pandemic by improving phonics provision in targeted schools;
 - Many schools were incredibly successful at recovering pupils' lost learning so that they met the required standard by December 2020;
 - Some schools are in need of further support to improve phonics outcomes in 2020-21.

4.26 Phonics remains a key priority for schools and for the work of the school improvement team as it critical to pupils' wider reading skills and their access to the broader curriculum. The improv Phonics Package is continuing as outlined below. It has been adapted to support teachers with managing some of the challenges which arise from remote education with the younger pupils.

Phonics Strategy Group continues for the second year to monitor actions and impact of actions linked to improving phonics

Phonics Champions: 7 schools/teachers recruited and further CPD provided: 4 schools hosted termly visits for other schools to look at good practice (24 visits took place in total); contributed to Aiming High and Higher sessions; led an Early Years transition session; supported action planning workshop with phonics leaders

Aiming Higher targeted programme (underperforming schools): narrowing the gap to NA focus; 18 schools received letters and 13 accepted; the offer of support

Aiming High targeted programme (schools already achieving NA but with the capacity to achieve higher): 21 schools invited and 16 joined the programme;

Improving Phonics targeted programme (for schools narrowing the gap to NA and schools already achieving NA but have the capacity to achieve higher): 8 schools continuing from 19/20 cohort; further 14 schools identified with declining and low scores, 8 schools recruited (20/21 cohort 16 schools in total); first 2 meetings taken place including action planning workshop (all schools attended); virtual schools visits to 4 Peterborough schools (6 schools attended); access to a range of support including EKO Schools and New Wave English Hub

Governor Training: planned for April 2021 – developing governors' knowledge and ability to monitor phonics effectively in school

CPD: Refresher Phonics: improving teaching for teachers and TAs (11 attended) and *Phonics and Literacy* for EYFS and Y1 teachers (7 attended) being provided by an external independent adviser

Access to a further range of support includes:

- EKO Trust focusing on remote learning; assessment; closing the gaps; parental engagement and offering school visits;
- Kings Hedges Primary School, Cambridgeshire focusing on leadership of phonics; pace of learning; assessment and monitoring;
- Independent phonics adviser leading training and providing in-school support;
- New Wave English Hub showcasing events; CPD webinars; (virtual) audits for schools; bespoke school to school support (DfE funded for eligible schools) – further 5 schools engaging;
- Individual meetings with SIA to discuss action plans, progress and challenges.
- Early Years Support for Settings and Transitions: working with targeted pre-schools to build links with schools; transition events planned for June 2021

4.27 The DfE has announced that the Phonics Screen Check will not proceed in June 2021 but is likely that some arrangements will be made for the Autumn 2021 similar to those for the Autumn of 2020.

Wider School Improvement

4.28 Supporting wider school improvement during Covid-19 has been challenging. We have worked with leaders to support their remote learning arrangements and ensuring their risk assessments are up to date and supporting the current phase of reopening. We have however been able to move forward with some specific initiatives -

4.29

- **Making the Difference for Disadvantaged Pupils in Peterborough** - Following an open application process, two Peterborough Headteachers and one very experienced Deputy Headteacher are currently taking part in the EEF's *Making a Difference for Disadvantaged Pupils* programme. This programme helps participants to explore practical, evidence-informed approaches for closing the poverty-related attainment gap and to apply the principles into their own school this year. The Headteachers and Deputy Headteacher will be project leads and will work in partnership with the EEF, Norwich Research School (linked to one of the City's Academy Trusts) and Peterborough City Council to consider

how the best to adapt the programme so that it meets local needs effectively and support the roll out of the programme. During 2021-22, the project leaders will provide coaching support, funded by the EEF, to leaders from other schools taking part in the programme to:

- Make and act on evidence-informed decisions to close the attainment gap for children most at risk of underachieving;
- Use a tiered approach for developing a whole-school Pupil Premium Strategy that meets the needs of all learners;
- Accurately identify key priorities within teaching & learning, targeted support and whole school strategies to tackle educational disadvantage in their own context;
- Apply the principles of effective implementation to embed and sustain the processes, practices and programmes in their strategy;
- Monitor and evaluate the impact of the strategy to adapt / sustain approaches according to pupil needs.

The project puts quality first teaching and effective leadership and management of the curriculum at its heart and will make a significant contribution to school improvement in Peterborough. It draws on the most recent evidence based research by the EEF and allows for a structured school-to-school support model. This will be very timely as schools will be working to help all pupils to catch-up in their learning following the impact of the pandemic. The gap between outcomes for the disadvantaged and non-disadvantaged pupils is very likely to have widened during this time.

- 4.30
- **Haringey Education Partnership** - Several schools in Peterborough will be taking part in a project with HEP over the coming term. This involves a full curriculum in History, Geography and RE and some elements of Science. Participating schools will access 8 x 1 hour training sessions led by Christine Counsell who is the leading advisor and thinker on the curriculum in the UK. Christine served on Ofsted's curriculum advisory panel and trained all Lead HMs on how to inspect the curriculum. This project is focused on KS2 and will begin in Years 3 and 4, extending in Years 5 and 6 from the start of the Autumn 2021-22. Whilst this focuses on the Humanities it aims to improve pupils' Literacy outcomes as they acquire a rich vocabulary and knowledge of the World and its history which will support them in understanding a wider range of more demanding text and so also improve their Literacy outcomes. Along with the training, teachers will receive power points and booklets to use with pupils and so this will save them valuable time in resource preparation. The project is particularly designed to help to increase the Cultural Capital of disadvantaged pupils. This project will complement the work carried out as part of the project Making the Difference for the Disadvantaged project as both put quality first teaching at the heart.

Education Capital & Place Planning

4.31 Key update within these services are -

- 4.32
- **Laptops for Children** - To date, a total of 1062 Windows laptops and 460 4G routers have been purchased for Peterborough children and young people to support them to continue their learning at home. This has been made possible as a result of the decision by Cabinet to re-prioritise £300,000 in capital funding in combination with a £100,000 donation from Yours Clothing and £30,000 from the Education Directorate. More equipment will be purchased using the CLF which individual Members have chosen to commit to this scheme.

- 4.33
- **Education Safeguarding** - We continue to support schools with all aspects of safeguarding. Their main concerns are often when they cannot make contact with a child and they are not engaging with online learning. We have developed a process of expected actions by schools before they approach the police for a safe and well check. Data from Operation Encompass, the system for Domestic Abuse notifications to schools, regrettably shows a significant increase in cases over the lockdown period. We continue to receive a steady stream of Ofsted complaints submitted by parents regarding schools, a

total of 8 since the start of January. Complaints regarding the safeguarding aspects are fully investigated with detailed responses being submitted to Ofsted. Schools continue to work in co-operation with the Local Authority and where necessary are receptive to any learning outcomes/recommendations identified.

Another aspect of ongoing work is around supporting LADO (Local Authority Designated Officer) enquiries, supporting not only the allegation meetings but also the school's input. Numbers exceed Ofsted complaints but often work in parallel with the more complex enquiries initiated under the Ofsted complaint.

- 4.34
- **Place Planning & Education Capital** - We are due to close contracts on the new Manor Drive secondary and primary schools in Peterborough which means we are on track for the schools to open in September 2022. Enabling works have included removal of large amounts of fly-tipping waste at a significant capital cost. Main works will commence at the end of February.
Following public consultation in January 2021, the planning application for the new 3FE primary at Hampton Waters (St John Henry Newman RC Primary) was submitted in the week commencing 15 February 2021. As outline planning permission has already been secured, this will be considered via a Reserved Matters application. Subject to planning approval, work will start on site in the summer.
- 4.35
- **Transport** - We have 60 new volunteers from the Community Hub to join our existing pool of volunteer drivers. Both our volunteer drivers and our in-house fleet team have been supporting the roll out of the vaccination programme, transporting vulnerable adults to and from their appointments.
- 4.36
- **Education Welfare Benefits** - This is a new area of our shared services work with Cambridgeshire which has brought significant benefit to Peterborough schools and families. Team are working hard to engage Peterborough academies to increase take up of our free school meals entitlement checks and processing service. This includes an online form for parents where they get an immediate eligibility response. A number have already signed up and there are on-going discussions with several others. The data on free school meal take up has increased significantly. For maintained schools, the number of children entitled to free school meals have increased from 3,147 in October 2020 to 3,626 in January 2021. This is a 15% increase in a short space of time and reflect the challenging economic circumstances we are currently experiencing.
- 4.37
- **Admissions and Attendance** – our focus has been on secondary national offer date and preparation for primary national offer date alongside continuing to place children of Critical Workers and those who are deemed vulnerable. Demand for secondary school place is likely to be higher than in previous years and we are looking at Work continues to support the Children Missing in Education (CME) and Elective Home Education (EHE) referrals focused on brokering information and guidance to parents.

Special Education Needs and Disability

- 4.38
- Appendix 2 outlines performance within our statutory assessment team. Statutory timescales were challenging during the COVID period but have recovered so that the team achieved 100% of plans issues within timescales in January 21. This despite the fact that staffing shortages continue due to illness and recent resignations. The team has also met statutory requirements for transitions - most LAs are struggling in this area. This has proved the success of the new structures within the team. The recruitment of staff with professional education backgrounds has enabled the service to offer comprehensive support and training to schools around annual reviews as well as increasing the overall capacity of the team. Annual reviews are still challenging in terms of timescales but key transition points are now successfully prioritised. Where we have had issues with staff absence and vacancies and we recently invested in further roles to ensure deadlines are met within the statutory assessment process.

- 4.39 Other key updates within this area are –
- Multi-agency training underway (requirement of the Written Statement of Action) for EHCP delivery partners to ensure better information and advice to the EHCP process. Training for health colleagues has been delayed due to COVID but training for social workers and schools (including Head teachers) has been very well-received. Feedback indicates high levels of satisfaction and learning.
 - Creative approaches during COVID have ensured that assessments, traded work and consultations from all SEN and Inclusion services has continued. Virtual meetings and observations are common place and we will change practice to continue to embrace new ways of working post COVID.
 - Some tasks have been more challenging – teaching staff/CYP braille skills and habilitation work are notable examples. With the support of comprehensive risk assessments staff are now delivering this essential work directly.
 - The twice monthly multi-agency SEND network has been very successful. Building upon the SENCO network we now have an average of 80 staff joining from schools, settings, health and social care in Peterborough. The network has been praised for its positive approach and role in keeping staff going through the pandemic as well as keeping all up-to-date with fast changing information/legislation around SEND
 - The Education Psychology Service has been involved in delivering training to schools as part of the ‘well-being for education return to school programme’.

5. CONSULTATION

- 5.1 We have continued to communicate with schools and early years settings throughout the Covid-19 situation. Numerous meetings have been held online with Headteachers, CEOs and early year’s settings – all of which have been incredibly well attended. We intend keeping up this contact as the Covid-19 situation continues.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 The actions outlined above have provided support for pupils, families, schools and early years settings. There is a significant amount of work to be undertaken to fully understand the impact the situation has had on pupils.

7. REASON FOR THE RECOMMENDATION

- 7.1 The position around Education remains fluid. We are receiving daily updates from the Department for Education and we continue to monitor closely the public health position. Some of the consequences around Covid are not yet known and it will be important the committee continues to monitor the situation and challenge and support officers in their ongoing response.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 The report outlines our response to Covid and we have approached this with the best intention to support children, young people, staff in schools and setting and the wider community. This has changed by the day and we have reflected on our action and the impact that they have had.

9. IMPLICATIONS

Financial Implications

- 9.1 Additional funding has been sought via the Ministry of Housing, Communities and Local Government grant for Covid. We continue to monitor pressures within services. The need to provide transport to schools is a key area of risk especially where adhoc support is needed for the delivery of testing.

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None directly but we have provided advice and support to schools on developing an equality impact assessment on reopening to ensure all groups are considered in this process.

Rural Implications

- 9.4 All schools and settings have received the same report. We have provided individual support to individual schools when requested. The key challenge for rural schools has been their relatively small size and how staff absence has limited their ability to open.

Carbon Impact Assessment

- 9.5 There have been no direct impact as a result of this report outside of the normal projects we are undertaking around Covid-19.

10. BACKGROUND DOCUMENTS

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

- 10.1 Documents we have prepared for schools for Covid-19 can be found here – <https://www.cambslearntogether.co.uk/recovery-plan>

11. APPENDICES

- 11.1 Appendix 1 - Covid19 Highlight Report Education – February
Appendix 2 – SAMS update – SEND performance

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Appendix 1 - SERVICE HIGHLIGHT REPORT – COVID-19 SERVICE UPDATES

SERVICE AREAS:	Education
REPORT AUTHOR:	Jonathan Lewis
REPORTING PERIOD:	To the 14 th February
LOCAL AUTHORITY:	Peterborough

Part 1 - COVID-19

NEW GUIDANCE AND IMPACT

- School Opening during lock down-
 - Primary and Secondary schools remain open for [critical workers and vulnerable pupils](#) we made the decision to allow schools to close for a day to allow them to plan and develop remote learning. All school reopened on Wednesday. We issued [guidance to schools](#) in light of the government guidance that suggested all critical worker and vulnerable children should attend. We believe that children are safest at home and remote learning can support. Pupils should only access schools where parents need to work in a critical worker professions and where children who are vulnerable need supporting in school. We also offered a suggestion on prioritisation.
 - Early years settings are operating to all children and the rationale for being open has been poorly received (less transmission and impact on community). We have provided further advice on preventative measures including the use of face coverings in settings. Attendance numbers are dropping and this presents a financial challenge for these providers.
 - Special schools also have to fully open and accept all children but again the message around staying at home where you can is key. Separate advice is being issued next week to parents. All children in special schools meet the definition of vulnerable but we are working with parents to ensure that only those that need to attend are accessing provision.
- Free School Meals – the government has announced that schools have three choices on providing meals for pupils during school closure whilst not in school. These options are –
 - Food Parcels – the government preference. Schools have been allocated an additional £3.50 a week to do this. Schools receive £2.35 a day for providing meals in schools. Around £1.50 of this costs is normally spent on staffing and costs of kitchens which remain as schools have to provide meals in schools. The remaining 85p is available for providing meals (i.e. £4.25). The negative press on content relates back to this lack of funding – the additional £3.50 will support better quality food parcels. Only if schools cannot deliver food parcels, can they consider vouchers.
 - Local voucher scheme – the government will fund up to £15 a week for schools to access local voucher schemes. We have set every school up to use the Wonde system. We used this successfully during the Christmas holiday. Schools will claim back costs retrospectively.
 - National voucher scheme – the government have commissioned Edenred to operate vouchers for £15 a week. This system was poorly implemented in the summer but was working successfully by the end of term.
- Devices for remote learning – School have now received their full allocation of laptops from the DfE. A campaign for funding and donations called digital drive has commenced. £400k has been raised for Peterborough already. We have collated information on the shortfall -

<i>LA, district and school phase</i>	<i>No. shortfall in devices (1 per child)</i>	<i>No. Shortfall in access to the internet (per household)</i>
Peterborough	2981	634

- Exams 2021 - The [consultation on how GCSE, AS and A level grades](#) should be awarded in summer 2021 ran until the 29th January. A joint response was made between Cambridgeshire and Peterborough.
- Testing - There continues to be a roll out of testing in schools. Working with our public health team we have produced guidance for schools [Primary Testing Guide](#) / [Secondary Testing Guide](#).
 - Schools with secondary age pupils continue to offer lateral flow testing to their staff but this will now be on a twice weekly basis. The need for a confirmatory PCR test (i.e. a NHS administered

test) has now been removed so we will now isolate bubbles using the school initiated test. They are all conducted in school.

- Primary schools began receiving home testing kits this week. They will receive an initial shipment of 800 and these are bi weekly tests for staff which they undertake at home. Any test needs to be validated with a PCR test (booked via NHS/119) before a confirmed covid-19 case is identified. It is asymptomatic testing for the whole workforce. There are no plans to test children at this point.
- We have offered Early years setting access to the community testing and have set up workplace based testing. Given the workforce and our large geography, this is unlikely to meet the needs of all staff and we continue to ask for home testing kits for this sector along the lines of the primary schools.
- Ofsted have released [operational guidance](#) on their inspection programme starting on the 25th January until half term. These will be remote monitoring inspections will usually last for 2 days and involve 2 inspectors. The inspection will cover inadequate schools and those with 2 requires improvement judgements. Up to 48 hours' notice will be given before any inspection. The inspection will have a focus on discussing with school leaders and those responsible for governance the actions being taken to provide education in the current circumstances, supporting vulnerable pupils, effectiveness of remote learning and how governors are contributing to support effective leadership. The school will be judged to either be taking effective action or not to address the current position. The outcome will not change a school's current grade. A formal report is produced and published.
- Attendance – the table below shows the position for overall attendance on the 11th February. All sector measures are above the national average and we have good attendance from children known to a social worker. We continue to monitor attendance with EHCP children but the number of Covid-19 cases has meant capacity has been reduced. We will continue to monitor attendance.

	Overall %	Primary %	Secondary %	Special %	EHCP %	Social Worker %	Critical Worker %
Peterborough	15.5	24.3	5.4	32.0	35.5	46.3	75.3
National	15.9				37.9	44.1	71.2

- School Reopening - the Prime Minister announced that providing it was safe and vaccinations continue to roll out at the current pace, education would begin to restart on the 8th March. At least 2 weeks' notice before face to face teaching can recommence. We have no further details yet of the expectations for reopening. The government will provide FSM for eligible pupils until reopening (parcels and vouchers) and there would be a further year of catch up funding in the next financial year. There will also be a longer term plan for catch up over the next 3 years.
- Half term - The Department for Education has confirmed that schools will not be required to open during half term. We are concerned about childcare for health and social care workers. We have developed a form for parents ([Microsoft Form](#)) to identify their childcare needs (and we will seek to broker support for them. Our family information service can be contacted on 01733 864446 / fis@peterborough.gov.uk).

NEW CHALLENGES AND ACTIVITY

- Winter Grant Scheme – Over 11,000 vouchers were allocated to families on the 12th February in Peterborough. Eligible families have been allocated £15 with a voucher of 8 supermarkets. The vouchers cover early years, schools and sixth forms. We have provided funding to FE colleges. We have been encouraging parents to sign up for a free school meal and had over 60 successful application in the week prior to the scheme opening. The letter explaining the scheme and frequently asked questions can be found here - [Letter to Parents](#) / [Frequently Asked Questions](#).
- Snow – having had fires, floods and every other challenge around opening schools, we had 51 in Peterborough closed on the 25th January. We have a number of reoccurring issues with heating systems and further investment will be needed.

RECOVERY ACTIVITIES

- A briefing for Headteachers on the requirements for remote learning and best practice took place this month. Slides from the LA presentation can be [found here](#) and the case study from Robert Arkenstall

Primary in Haddenham can be [found here](#). 275 schools attended the briefing. We also held a briefing for council employees on how they can support their children at home.

- We held a LA led Headteacher meeting on Monday for 400 leaders from Education. We were joined by our senior HMI from Ofsted and the presentation can be [found here](#).

DECISIONS MADE SINCE LAST REPORTING PERIOD

- We took the decision to get early years setting registered as a workplace for the purpose of delivering lateral flow test. Our teams have worked really hard to be trained in testing and will be passing testing onto larger settings.

NEW COVID-19 FINANCIAL IMPLICATIONS SINCE LAST REPORTING PERIOD

- None

WORKFORCE CHALLENGES

- Delivering dual education in schools is placing a significant pressure on staff. In our weekly meetings with unions, we have been discussing the pressure on our staff and meeting often unrealistic expectations set by the government.
- Despite schools closing, our statutory duties remain the same and our workforce are stretched in delivering business as usual and support schools and education with Covid-19.

COMMUNICATIONS

- To support parents with SEND children, we have [co-produced a letter](#) with our parent carer forums and SENDIASS to outline the principles of our approach for accessing education.
- We wrote to parents reminding them on the stay at home message and to limit access to school for critical worker and vulnerable children to those occasions when children are at home. We saw an increase in requests following the delay in reopening schools. A copy of the letter [can be found here](#).
- Governor briefings were held across January and over 160 governors joined the meeting. The meeting covered remote learning, governance changes and Covid-19. Our annual conference is coming up in March.

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Appendix 2 - Data for Scrutiny Committee

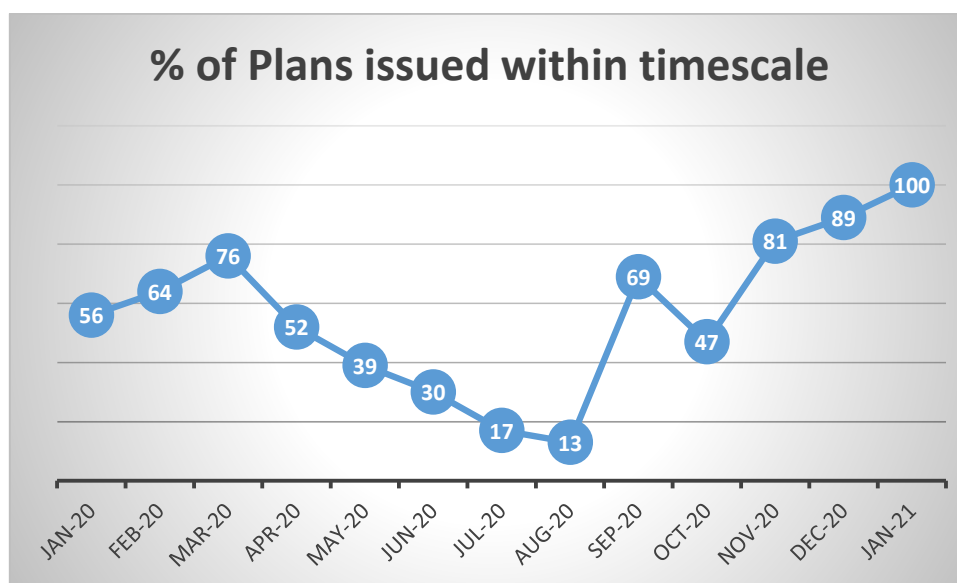


SAMS Update - what have we been doing?

Since January 2020, a total of 276 requests for assessment have been received compared to 301 in 2019



A total of 159 assessments have been agreed compared to 171 in 2019



The above data relates to EHC Plans issued following assessment

There are currently a total of 2120 EHC Plans maintained by Peterborough, all of which are reviewed each year.

February 15th is a national statutory deadline for year 2 leavers & year 6 children to have had their EHC Plans reviewed, updated and finalised naming the September 2021 placement.

Phase transfer performance:

- Year 2 leavers 8/8 finalised naming primary transfer by deadline = 100%
- Year 6 128/132 finalised naming secondary transfer by deadline = 97%

A further national statutory deadline due is 31st March 2021. This is for year 11 and post 16 school leavers. The total number in this cohort is 176.113 of which are year 11 leavers. 92 Notice of Amends have been issued.

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 9
4 MARCH 2021	PUBLIC REPORT

Report of:	Fiona McMillan, Director of Law and Governance		
Cabinet Member(s) responsible:	Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation		
Contact Officer(s):	Paulina Ford, Senior Democratic Services Officer	Tel. 01733 452508	

FORWARD PLAN OF EXECUTIVE DECISIONS

RECOMMENDATIONS	
FROM: Senior Democratic Services Officer	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> 1. Considers the current Forward Plan of Executive Decisions and identifies any relevant items for inclusion within their work programme or request further information. 	

1. ORIGIN OF REPORT

1.1 The report is presented to the Committee in accordance with the Terms of Reference as set out in section 2.2 of the report.

2. PURPOSE AND REASON FOR REPORT

2.1 This is a regular report to the Children and Education Scrutiny Committee outlining the content of the Forward Plan of Executive Decisions.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3:

The Scrutiny Committees will:

(f) Hold the Executive to account for the discharge of functions in the following ways:

ii) By scrutinising Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions;

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

- 4.1 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 key decisions to be taken after 15 March 2021.
- 4.2 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.
- 4.3 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.
- 4.4 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.
- 5. CONSULTATION**
- 5.1 Details of any consultation on individual decisions are contained within the Forward Plan of Executive Decisions.
- 6. ANTICIPATED OUTCOMES OR IMPACT**
- 6.1 After consideration of the Forward Plan of Executive Decisions the Committee may request further information on any Executive Decision that falls within the remit of the Committee.
- 7. REASON FOR THE RECOMMENDATION**
- 7.1 The report presented allows the Committee to fulfil the requirement to scrutinise Key Decisions which the Executive is planning to take, as set out in the Forward Plan of Executive Decisions in accordance with their terms of reference as set out in Part 3, Section 4 - Overview and Scrutiny Functions, paragraph 3.3.
- 8. ALTERNATIVE OPTIONS CONSIDERED**
- 8.1 N/A
- 9. IMPLICATIONS**
- Financial Implications**
- 9.1 N/A
- Legal Implications**
- 9.2 N/A
- 10. BACKGROUND DOCUMENTS**
Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985
- 10.1 None
- 11. APPENDICES**
- 11.1 Appendix 1 – Forward Plan of Executive Decisions

PETERBOROUGH CITY COUNCIL'S FORWARD PLAN OF EXECUTIVE DECISIONS

PUBLISHED: 12 FEBRUARY 2021

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 Fitzgerald (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Hiller; Cllr Seaton; Cllr Walsh; Cllr Allen and Cllr Farooq.

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 philippa.turvey@peterborough.gov.uk, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388039). Alternatively, you can submit your views via e-mail to or by telephone on 01733 452460. For each decision a public report will be available from the Democratic Services 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 Philippa Turvey, Democratic and Constitutional Services Manager, Legal and Governance Department, Town Hall, Bridge Street, PE1 1HG (fax 08702 388038), e-mail to philippa.turvey@peterborough.gov.uk or by telephone on 01733 452460.

All decisions will be posted on the Council's website: www.peterborough.gov.uk/executivedecisions. If you wish to make comments or representations regarding the 'key decisions' outlined in this Plan, please submit them to the Democratic and Constitutional 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 15 MARCH 2021

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
<p>To approve the 2021/22 Transport Programme of Works – KEY/15MAR21/01</p> <p>To approve the 2021/22 Transport Programme of Works, as follows:</p> <ul style="list-style-type: none"> • The 2021/22 Integrated Transport Programme; • The 2021/22 Highway Maintenance Programme • The 2021/22 Street Lighting Maintenance Programme; and • The 2021/22 Bridge Maintenance Programme. 	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>March 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p> <p>Appropriate consultation will be undertaken on individual schemes in the programme as required.</p>	<p>Lewis Banks, Transport & Environment Manager, 01733 317465, lewis.banks@pe-terborough.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>Extension of the Delivery of Leisure and Cultural Services – KEY/15MAR21/02 Extension of the delivery of Cultural Services by City Culture Peterborough, and Leisure Services by Peterborough Limited for three years to rationalised and reorganise service delivery in light of the effects of COVID-19. The 3 year extension will give time to properly reorganise and allow time for the Private Sector to rebuild in time for a tender exercise in 2024.</p>	<p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p>	<p>March 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Pete Carpenter, Corporate Director Resources, 01733 452520, Peter.Carpenter@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>£1m Parks Project – KEY/15MAR21/03 Awarding external grant funding to Aragon Direct Services to manage the parks improvement projects following their competitive tendering exercise.</p>	<p>Councillor Marco Cereste, Cabinet Member for Waste, Street Scene and Environment</p>	<p>March 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p> <p>Consultation with Aragon Direct Services Parks and Open Space team and regular updates to Ward Councillors</p>	<p>James Collingridge Head of Environmental Partnerships 01733864736 james.collingridge@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>Bretton Court Redevelopment Scheme – KEY/15MAR21/04</p> <p>1. Approve the surrender of the Council’s lease for the ground floor retail units of Bretton Court dated 28th June 2019, subject to the conditions to set out below and to be formalised <u>within the Deed of Surrender</u> 18</p> <p>2. Approve the Council entering in to an Agreement for Lease for the ground floor retail units of the new development scheme at Bretton Court, subject to the terms set out below</p> <p>3. Subject to the terms of the above Agreement for Lease being satisfied, to approve the Council entering in to a New Lease or the ground floor retail units of the new development scheme at Bretton Court</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>March 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Bretton</p>	<p>Relevant internal and external stakeholders</p>	<p>Helen Harris, Senior Estates Surveyor, NPS Peterborough Email: helen.harris@nps.co.uk Tel: 01733 384534 Mobile: 07920 160181</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

PREVIOUSLY ADVERTISED KEY DECISIONS

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<p>1. Disposal of freehold in Centre of the City - KEY/12JUN18/01 To delegate authority to the Corporate Director of Growth and Regeneration to sell the property</p>	<p>Councillor Seaton, Cabinet Member for Finance</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders</p>	<p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@pe terborough.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>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).</p>

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<p>2. To approve the awarding of contracts to external providers following a competitive tender exercise led by Cambridgeshire County Council - KEY/25JUNE18/02 Cambridgeshire County has recently conducted a tendering exercise to establish a Dynamic Purchasing System for the provision Supported Living Services for Adults with a Learning Disability (Reference number: DN311905). Peterborough City Council is the named authority under this arrangement and would want to commission care and support packages (call-off).</p>	<p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>February 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p> <p>Relevant consultations has been carried out with the service users, family carers, Health colleagues and care and support providers across Cambridgeshire and Peterborough.</p>	<p>Cris Green, Commissioner for Learning Disabilities & Autism, 0793261226 6419, cris.green@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>3. Adoption of the “Dynamic Purchasing System” (DPS) procedure for Public Health contracts with Primary Care providers – KEY/10DEC18/01 To seek the approval to adopt the “Dynamic Purchasing System” (DPS) procedure for contracts with Primary Care providers for the duration of up to five years. The proposals have been approved by the Cambridgeshire and Peterborough Joint Commissioning Board.</p>	<p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>February 2021</p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Val Thomas, Consultant in Public Health Val.Thomas@cambridge-shire.gov.uk 01223 703264/ 07884 183374</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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4.	<p>Vehicle removal for Parking contravention – KEY/15APR19/02 To ask the Cabinet Member to approve the policy to implement a scheme to remove vehicles of persistent offenders in breach of parking restrictions in the City and to appoint the Local Authority Trading Company to act as the authorised agent of the policy.</p>	Councillor Walsh, Cabinet Member for Communities	February 2021	Growth, Environment and Resources Scrutiny Committee	All Wards	<p>Details of any consultation to be decided.</p> <p>Relevant internal and external stakeholders.</p>	Adam Payton, PES Senior Officer, Parking Lead, 01733 452314 adam.payton@peterborough.gov.uk	Prevention and Enforcement Service Vehicle Removal For Parking Contraventions Policy and Guidance
152	<p>Contract for remedial works by PCC to the Stanground Bypass – KEY/2SEP19/02 To approve works to the Stanground bypass and authorise the associated package of work to be issued to Skanska Construction UK Limited under the Council's existing agreement with SKANSKA dated 18th September 2013 (the Highways Services Agreement).</p>	Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments	February 2021	Growth, Environment and Resources Scrutiny Committee	Stanground South and Hargate and Hempsted	<p>Relevant internal and external stakeholders</p> <p>Standard consultation for highway schemes.</p>	Charlotte Palmer, Group Manager – Transport and Environment, charlotte.palmer@peterborough.gov.uk	To be determined.

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<p>6. Approval of funding for the provision of accommodation to reduce homelessness KEY/14OCT19/01 – Following Cabinet Decision JAN18/CAB/18 this is a new project to increase the supply of housing and address the demand for accommodation resulting from the increase in homelessness.</p> <p>123</p>	<p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All</p>	<p>Relevant internal and external stakeholders.</p> <p>The issues associated with homelessness in Peterborough have been subject to significant discussion in various forums, including the Council's Adults and Communities Scrutiny, Cabinet and Full Council</p>	<p>Peter Carpenter, Acting Corporate Director of Resources Email: peter.carpenter@peterborough.gov.uk Tel: 01733 452520</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published. 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).</p>

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<p>7. Disposal of land at 7-23 London Road, Peterborough - KEY/06JAN20/01 Approval to dispose of surplus land to a registered provider for redevelopment to social housing The disposal will be conditional on a successful planning consent; the application has yet to be made.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders.</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@peteborough.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>There will be an exempt annex with details of the commercial transaction.</p>

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<p>8. The disposal of former playing fields at Angus Court, Westtown, Peterborough - KEY/06JAN20/02 Approval to dispose of former playing fields and Angus Court</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>West</p>	<p>A number of consultation events for local residents have been held for both the proposed disposal of land at Angus Court and the creation of new facilities at Thorpe Lea Meadows. Planning approval was secured for the new facilities at Thorpe Lea Meadows. These works are now completed. Consultation and information events to discuss the Council's plans to dispose of land at Angus Court and the creation of a new public play area, were held at West Town Academy took place on 1 November 2018 and 7 March 2019</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@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>9. Approval for Framework for Early Intervention and Prevention Services KEY/27APR20/02 - Approval for Pseudo Framework for the commissioning of Early Intervention and Prevention Services in Peterborough</p>	<p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</p>	<p>March 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Sarah Bye, Senior Commissioner for Early Intervention and Prevention. Email: sarah.bye@camb ridgeshire.gov.uk Tel: 07468 718793</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>10. Re-implementation of the Millfield, New England, Eastfield and Embankment Public Space Protection Order – KEY/11MAY20/01 The current PSPO for Millfield, New England, Eastfield and Embankment expires in July 2020. Orders can be extended for a further 3 years provided that they are reviewed and extended prior to the order expiring. This decision request will consider the enforcement levels of the current order carried out in the last 3 years, current crime and anti-social behaviour levels for the order area and the outcomes of the consultation with the public and interested parties.</p>	<p>Councillor Irene Walsh, Cabinet Member for Communities</p>	<p>February 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>Central , North, Park and East Wards</p>	<p>Relevant internal and external stakeholders.</p> <p>A consultation will be carried out with the Police & Crime Commissioner, Chief Constable, Ward Councillors, Key Interested Parties directly. A 28 day public consultation will be made available to the public and all other interested parties online on the council's website, with hard copies available on request.</p>	<p>Laura Kelsey, Senior Problem Solving Officer, T: 01733 453563 laura.kelsey@pet erborough.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>11. Award of Community Alarm (Lifeline) Contract to commence 1/4/2021 – KEY/8JUN20/01 Award of Lifeline contract to successful bidder following formal procurement process.</p>	<p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</p>	<p>March 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards.</p>	<p>Relevant internal and external stakeholders.</p> <p>Public consultation through PCC medium term financial strategy 2020-21</p>	<p>Diana Mackay, Commissioner. diana.mackay@cambridgeshire.gov.uk, 07879 430819</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
<p>12. Supply of Agency Staff to the Council – KEY/8JUN20/02 Framework Agency contracts for the supply of staff to the Council expire in September 2020. This process puts in place a replacement set of contract(s).</p>	<p>Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All wards.</p>	<p>Relevant internal and external stakeholders.</p> <p>Normal Contract, no further consultation required further than affected internal stakeholders</p>	<p>Pete Carpenter, Acting Corporate Director Resources, 01733 452520, peter.carpenter@peterborough.gov.uk</p>	<p>Analysis of options and recommended solution</p>
<p>13. Acquisition of a freehold commercial property in Peterborough City Centre – KEY/8JUN20/03 - Acquisition of a freehold property for a community hub.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Relevant internal and external stakeholders.</p>	<p>Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@peterborough.gov</p>	<p>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).</p>

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14.	<p>Purchase of new Fleet and Plant for Environment Base Services – KEY/31AUG20/04 Approval for Capital funding to be released from the capital programme to fund the purchase of new fleet and plant for delivering Environment Base Services delivered by Peterborough Limited.</p>	<p>Councillor Marco Cereste , Cabinet Member for Waste, Street Scene and the Environment</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Kitran Eastman, Managing Director, Peterborough Ltd kitran.eastman@peterboroughlimited.co.uk</p>	<p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>
15.	<p>Disposal of Whitworth Mill – KEY/28SEP20/02 The decision concerns a proposal to sell Whitworth Mill to an under bidder following the withdrawal of the previous bidder.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Fletton and Stanground</p>	<p>Relevant internal and external stakeholders. The proposal to dispose of the property was subject to an open market bidding process from November 2019 to January 2020</p>	<p>Dave Anderson Interim Development Director Tel: 07810 839657 Email: Dave.Anderson@peterborough.gov.uk</p>	<p>Property Agents report</p>

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<p>16. Proposed transfer of the management for the Energy Hub from the CPCA to PCC – KEY/28SEP20/03 The Energy Hub is one of five hubs created and funded by Central Government, which aims to advance new energy schemes, energy saving programmes, carbon reduction and promote renewables. One of the partners of the Hub is required to act as the coordinating and employing organisation. Until now this has been the CPCA, but subject to agreeing suitable terms it is intended that this role will pass to PCC.</p>	<p>Councillor Marco Cereste , Cabinet Member for Waste, Street Scene and the Environment</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Elliot Smith, Commercial Manager - Smart Energy, Infrastructure and Regeneration, elliott.smith@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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17.	<p>Agency Worker extensions – KEY/28SEP20/04 Authority to extend the current corporate frameworks with agency worker providers for social care, and extend with Reed via the MSTAR framework for the provision of non-social care agency workers.</p>	<p>Councillor David Seaton, Cabinet Member for Finance</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders. Legal and Procurement</p>	<p>Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: peter.carpenter@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>
18.	<p>Sale of the freehold of the London Road Stadium and the Allia Business Centre – KEY/12OCT20/01 Sale of the freehold of the London Road Stadium and the Allia Business Centre</p>	<p>Councillor David Seaton, Cabinet Member for Finance</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Fletton and Stangr ound</p>	<p>Relevant internal and external stakeholders.</p>	<p>Pete Carpenter, Acting Corporate Director Resources, Tel: 01733 452520, Email: peter.carpenter@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. 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).</p>

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<p>19. Re-commission Children and Young People's Emotional Wellbeing and Mental Health Services in Peterborough and Cambridgeshire – KEY/16NOV20/01 To approve a Section 76 Agreement with Cambridgeshire and Peterborough Clinical Commissioning Group for the delivery and Children and Young People's Emotional Wellbeing and Mental Health Services.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>February 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Helen Andrews, Children's Commissioner, 01223 728577 Helen.Andrews@cambridgeshire.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>20. Decision to re-establish a Housing Revenue Account - KEY/16NOV20/03 The decision recommended is that the Council agrees to re-establish a Housing Revenue Account, enabling the authority to begin a programme of housing development and acquisition of affordable social housing to meet local housing need.</p>	<p>Cabinet</p>	<p>June 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>This decision follows and earlier decision of the Council to explore the option of re-opening the Housing Revenue Account. The decision to move forward with the proposal has been shared with local Housing Associations for comment.</p>	<p>Mohamed Hussein, mohamed.hussein@peterborough.gov.uk, 07866474953</p>	<p>Housing Revenue Account Business Case.</p>

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21.	<p>Joint Cambridgeshire County Council and Peterborough City Council Transport Services DPS - KEY/7DEC20/01 - Joint Cambridgeshire County Council and Peterborough City Council Transport Services DPS for all Education and social care transport procurement.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>March 2020</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p> <p>Agreed at RIT Board and Joint Commissioning Board</p>	<p>Bryony Wolstenholme - Passenger Transport Operations Tel: 01733 317453 Email: bryony.wolstenholme@peterborough.gov.uk</p>	<p>Joint Commissioning Board decisions 25.08.2020/ RIT Board 19.02.2020</p>
22.	<p>Variation to the Council's Operational Services Agreement (Peterborough Serco Strategic Partnership Contract): Modification to scope of the PSSP Contract - KEY/7DEC20/02 - Variation to the Council's Operational Services Agreement (Peterborough Serco Strategic Partnership Contract): Modification to scope of the PSSP Contract - Business Transformation & Strategic Improvement Service Support element</p>	<p>Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>N/A</p>	<p>Relevant internal and external stakeholders.</p>	<p>Christ Yates, Finance, 01733 452527, chris.yates@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>

KEY DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
23.	<p>Approval of City Parking Strategy – KEY/21DEC20/01 Cabinet approval is sought for the findings and recommendations of a City Parking Strategy commissioned by the Council from external subject matter experts Royal Haskoning.</p>	Cabinet	June 2021	Growth, Environment and Resources Scrutiny Committee	All City Centre Wards	Consultation has not yet commenced	Dave Anderson Interim Development Director, 01733 452468 Dave.Anderson@Peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
24.	<p>Mechanism selected for the supply of agency workers – KEY/21DEC20/02 – Options appraisal being undertaken for the Council's future supply of agency workers beyond expiry of the current contracts. This decision recommends the option that should be taken forward in the long term.</p>	Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation	February 2021	Growth, Environment and Resources Scrutiny Committee	N/A	Legal, procurement, market analysis.	Peter Carpenter, Acting Corporate Director, Resources Tel: 07920160122 Email: Peter.carpenter@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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25.	<p>Procurement of 22 one bedroom flats for the accommodation of people who have previously been rough-sleepers – KEY/04JAN21/01 - The decision is to approve the use of £625K capital grant towards the purchase of 22 one bedroom flats. There is a further decision to approve borrowing of up to £1,675,000 from Public Works Loan Board towards the purchase of the 22 one bedroom flats.</p>	<p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p>	<p>March 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All</p>	<p>Consultation with MHCLG and Homes England</p>	<p>Mohamed Hussein Interim Director of Housing: Needs and Supply, Tel:07866 474953, Email: mohamed.hussein@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>26. Note the approval by the Combined Authority of £800k capital grant to PCC to develop a “Cafe Culture” in the City - KEY/04JAN21/02 - Note the successful collaboration with the local business community which enabled the successful CPCA grant application. To recognise the potential for the cafe culture project to alter the fortunes of the city Approve the Capital Review Group recommendation to support the project with £183k capital funding Authorise the Director of Law and Governance in consultation with the Acting Corporate Director Resources, to enter into such legal agreements as may be required to give effect to the recommendation above and the development and operation of the cafe culture project in the city centre including a grant agreement with CPCA and any property agreements</p>	<p>Councillor David Seaton, Cabinet Member for Finance</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Ongoing consultation with businesses in the city, including surveys and face to face engagement</p>	<p>Jay Wheeler, Economic Development, Tel: 07951 942995, Email: jay.wheeler@pete.rborough.gov.uk</p>	<p>CMDN Build Back Better: Cafe Culture Project</p>

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<p>27. Approval to enter into Section 256 / Section 75 for Youth Offending Service - 04 Psychology provision - KEY/04JAN21/04 - This decision is to seek approval to enter a Section 256 agreement with the Cambridgeshire and Peterborough Clinical Commissioning Group for income for the YOS Psychology Service. It will also seek approval to enter a Section 75 agreement for Cambridgeshire and Peterborough Foundation Trust to provide the YOS Psychology Service.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>February 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Laura Fordham, Assistant Commissioner in the Children's Commissioning Team Email: laura.fordham@peterborough.gov.uk, Tel:07984 647160</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>28. Transfer of undertaking relating to Local Transport Functions, from Peterborough City Council to the Cambridgeshire and Peterborough Combined Authority - KEY/04JAN21/05 - Return by way of transfer to Cambridgeshire and Peterborough Combined Authority (CPCA) of the local transport functions (set out at Article 8 of the Cambridgeshire and Peterborough Combined Authority Order 2017 (SI 2017/251)) which were delegated to Cambridgeshire County Council and Peterborough City Council by way of the CPCA Board Decision of 29.01.2020. The delegation ends on 31 March 2021, after which the undertaking will be delivered by the Cambridgeshire and Peterborough Combined Authority.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Charlotte Palmer, Group Manager - Highways and transport, Tel:01733 453538, Email: charlotte.palmer@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>

KEY DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
139	29. Purchase of a property in Peterborough City Centre to be used for housing – KEY/18JAN21/02	Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation	February 2021	Growth, Environment and Resources Scrutiny Committee	Central	Relevant internal and external stakeholders Consultation is in its early stages as commercial negotiations are still in progress.	Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@pete.rborough	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).

KEY DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
<p>30. Approval for contract to be awarded to Skanska to deliver detailed design and full business case for Eastern Industries access improvement scheme – KEY/18JAN21/03</p> <p>The Council has previously received funding of £319k from the Cambridgeshire and Peterborough Combined Authority (CPCA) to deliver the strategic outline business case for Eastern Industries access improvement scheme. Now that these stages are complete, the CPCA is in the process of awarding a further £531k so that the detailed design and full business case can be undertaken. The additional funding for the scheme subject to approval will now total £850k. Approval is required for the contract to be awarded to Skanska to undertake detailed design and full business case for the scheme.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>East</p>	<p>Relevant internal and external stakeholders</p> <p>Consultation will be undertaken with members of the public and relevant to inform the detailed design.</p>	<p>Lewis Banks, Principal Sustainable Transport Planning Officer, 01733 317465, lewis.banks@peterborough.gov.uk</p>	<p>Meeting minutes confirming award and Strategic Outline Business Case detailing objectives and proposals of scheme to be delivered.</p>

KEY DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER
31.	<p>Novation of the IS Highways Service from Skanska to M Group Services – KEY/18JAN21/04</p> <p>Permission is sought to honour the Novation of contracts from Skanska to M Group Services following its acquisition</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Charlotte Palmer, Group Manager – Transport and Environment, Email: charlotte.palmer@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>32. Approval to enter Section 76 Agreement with Cambridgeshire and Peterborough Clinical Commissioning Group for the provision of Speech and Language Therapy – KEY/15FEB21/01 - Approval to enter into a Section 76 Agreement with Cambridgeshire and Peterborough Clinical Commissioning Group, for the joint delivery of Speech and Language Therapy Services. Decision required to continue to financially contribute to the delivery of Speech and Language Therapy, as part of a jointly commissioned service with the Clinical Commissioning Group.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children’s Services and Education, Skills and University</p>	<p>February 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Pam Setterfield, Commissioning Manager, Children and Families, tel 07920 160394, pam.setterfield@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>

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>WARD</i>	<i>CONSULTATION</i>	<i>CONTACT DETAILS / REPORT AUTHORS</i>	<i>DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER</i>
None.							

PART 3 – NOTIFICATION OF NON-KEY DECISIONS

NON-KEY DECISIONS

<i>DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</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>
No new items.							

PREVIOUSLY ADVERTISED DECISIONS

<i>DECISION REQUIRED</i>		<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</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>
1.	<p>Disposal of former Barnack Primary School caretaker house - Delegate authority to the Corporate Director of Growth and Regeneration to dispose of the property.</p>	<p>Councillor Seaton, Cabinet Member for Finance</p>	<p>February 2021</p>	<p>Growth, Environment & Resources Scrutiny Committee</p>	<p>NVA</p>	<p>Relevant internal and external stakeholders.</p>	<p>Stuart Macdonald, Property Manager. Tel: 07715 802 489. Email: stuart.macdonald@peterborough.gov.uk Bill Tilah (Bill.Tilah@nps.co.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>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).</p>

DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
146	<p>2. Approval of the leasehold disposal of a brownfield site to a care provider – A site has been found for a care home and the Council are currently looking into a leasehold disposal to a care provider who will build a care facility and then contract to provide services to the Council.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>February 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Park Ward</p>	<p>Relevant internal and external stakeholders.</p> <p>A forum has been set up by the Combined Authority involving representatives from finance, legal, property and social care.</p>	<p>Tristram Hill - Strategic Asset Manager, 07849 079787, tristram.hill@nps.co.uk</p>	<p>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).</p>

DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
147	<p>3. Modern Slavery Statement To review and agree for publication an updated Statement in compliance with the Modern Slavery Act 2015.</p>	<p>Councillor Walsh, Cabinet Member for Communities</p>	<p>February 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Rob Hill, Assistant Director: Public Protection, rob.hill@peterborough.gov.uk</p> <p>Amy Brown, Senior Lawyer and Deputy Monitoring Officer, Amy.brown@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>4. Leisure Facility Options Appraisal - Cabinet Member approval to proceed with the development of a business case to test the viability of a new leisure facility in the city</p>	<p>Councillor Steve Allen, Cabinet Member for Housing, Culture and Recreation</p>	<p>February 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>N/A</p>	<p>None at this stage</p>	<p>Dave Anderson Interim Development Director Tel: 07810 839657 Email: Dave.Anderson@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>

DECISION REQUIRED	DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
5.	COVID Local Economic Recovery Strategy (LERS) - Comment on the draft strategy prepared by Cambridgeshire and Peterborough Combined Authority (CPCA)	May 2021	Growth, Environment and Resources Scrutiny Committee	All Wards	Relevant internal and external stakeholders.	Tom Hennessy (tom.hennessy@opportunitypeterborough.co.uk) and Steve Cox (steve.cox@peterborough.gov.uk)	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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<p>6. Variation to the delegation agreement between Peterborough City Council (PCC) and Cambridgeshire County Council (CCC) regarding the delivery of the Healthy Child Programme (HCP) across Peterborough and Cambridgeshire This decision seeks authorisation to vary the Delegation and Partnering agreement to account for the increase in the value of PCC financial contributions to CCC in respect of the Agenda for Change pay increase. Agenda for Change is a nationally agreed UK-wide package of pay, terms and conditions for NHS staff. Under this deal, which came into effect in 2018, was the agreement for all NHS staff employed at the top pay points at bands 2-8c were to receive a 6.5% cumulative pay increase over a 3 year period.</p>	<p>Councillor Fitzgerald, Deputy Leader and Cabinet Member for Integrated Adult Social Care and Health and Public Health</p>	<p>February 2021</p>	<p>Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders</p>	<p>Amy Hall, Children's Public Health Commissioning Manager, 07583040529</p>	<p>CMDN to authorise delegation of HCP commissioning functions from PCC to CCC - https://democracy.peterborough.gov.uk/mglssueHistoryHome.aspx?lId=22331&PlanId=395&RPID=0</p>

DECISION REQUIRED		DECISION MAKER	DATE DECISION EXPECTED	RELEVANT SCRUTINY COMMITTEE	WARD	CONSULTATION	CONTACT DETAILS / REPORT AUTHORS	DOCUMENTS RELEVANT TO THE DECISION SUBMITTED TO THE DECISION MAKER INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
7.	Selective Licensing of Private Rented Property - Approval to consult on Selective Licensing of Private Rented Property	Councillor Irene Walsh, Cabinet Member for Communities	February 2020	Adults and Communities Scrutiny Committee	All Wards	Minimum of 10 week public consultation with persons likely to be affected by the designation and consider any representations made in accordance with the consultation	Kerry Leishman, Head of Operations for Environmental Health & Licensing Tel: 01733 453502 Email: kerry.leishman@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
1508.	Joint PCC and CCC IT Service Management System To approve the procurement of a new joint Peterborough City Council [PCC] and Cambridgeshire County Council [CCC] IT Service Management [ITSM] system.	Councillor Mohammed Farooq, Cabinet Member for Digital Services and Transformation	February 2021	Growth, Environment and Resources Scrutiny Committee	N/A	Relevant internal and external stakeholders. G-Cloud Procurement Process	Damian Roberts, Project Manager. T: 07485 594522 E: damian.roberts@peterborough.gov.uk	CMDN and PID

PART 4 – NOTIFICATION OF KEY DECISIONS TAKEN UNDER URGENCY PROCEDURES

<i>DECISION TAKEN</i>	<i>DECISION MAKER</i>	<i>DATE DECISION TAKEN</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>WARD</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>
None.							

DIRECTORATE RESPONSIBILITIES

RESOURCES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

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)

Strategic Finance

Internal Audit

Schools Infrastructure (Assets and School Place Planning)

Waste and Energy

Strategic Client Services (Enterprise Peterborough / Vivacity / SERCO including Customer Services, ICT and Business Support)

Corporate Property

BUSINESS IMPROVEMENT AND DEVELOPMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Transformation and Programme Management Office, Business Intelligence, Commercial, Strategy and Policy, Shared Services

CUSTOMER AND DIGITAL SERVICES Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

IT, Customer Services – contact centres, walk-in customer service sites, reception services and web & digital services;

Communications;

Emergency Planning, Business Continuity and Health and Safety.

PEOPLE AND COMMUNITIES DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

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)

Performance and Information (Performance Management, Systems Support Team)

LAW AND GOVERNANCE DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Democratic Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

Electoral Services (Town Hall, Bridge Street, Peterborough, PE1 1HG)

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

Information Governance, (Coroner's Office, Freedom of Information and Data Protection)

PLACE AND ECONOMY DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

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)

PUBLIC HEALTH DEPARTMENT Sand Martin House, Bittern Way, Fletton Quays, Peterborough, PE2 8TY

Health Protection, Health Improvements, Healthcare Public Health.

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