

CHILDREN AND EDUCATION SCRUTINY COMMITTEE

THURSDAY 18 NOVEMBER 2021
7.00 PM

Venue: Sand Martin House, Bittern Way, Peterborough, PE2 8TY
Contact: Paulina Ford, Senior Democratic Services Officer at
paulina.ford@peterborough.gov.uk, or 01733 452508

AGENDA

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- 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 6 September 2021** **3 - 12**
- 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. Children And Young People's Mental Health Services** **13 - 26**
- 6. Annual Children's Social Care Complaints Report 2020/21** **27 - 48**
- 7. Service Director Report, Education Incorporating The Portfolio Progress Report For The Cabinet Member For Children's Services, Education, Skills And The University** **49 - 182**

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8.	Forward Plan of Executive Decisions	183 - 222
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10.	Date of Next Meeting	

20 January 2021 – Children and Education Scrutiny Committee

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Committee Members:

Councillors: G Casey (Chair), I Ali, A Dowson, C Fenner (Vice Chairman), T Haynes, I Hussain, S Lane, N Moyo, L Robinson, B Rush and H Skibsted

Substitutes: Councillors: J Allen, S Hemraj, and A Shaheed

Co-opted Members: Note: The following Education Co-opted members are Members of the Scrutiny Committee and can 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

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)

Mohammed Younis, Independent Co-opted Member (Non-voting)

Sameena Aziz, Independent Co-opted Member (Non-voting)

Parish Councillor June Bull, 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
MONDAY 6 SEPTEMBER 2021
VENUE: SAND MARTIN HOUSE, PETERBOROUGH**

Committee Members Present: Councillors G Casey (Chair), I Ali, A Dowson, T Haynes, D Jones, S Lane, N Moyo, L Robinson, B Rush, O Sainsbury,

Co-opted Members: Sameena Aziz, Mohammed Younis, Peter French and Parish Councillor June Bull

Officers Present: Lou Williams, Director, Children's Services
Jonathan Lewis – Service Director, Education
Dee Glover, Headteacher Peterborough Virtual School for CiC
Mohammed Sarfraz, ,Post 16 Education Coordinator CIC
Paulina Ford, Senior Democratic Services Officer

Also Present: Councillor Ray Bisby, Cabinet Advisor to Cabinet Member for Children's Services and Education, Skills and University

10. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Fenner, Councillor Skibsted and Councillor Hussain. Councillor Sainsbury was in attendance as substitute for Councillor Hussain and Councillor Jones was in attendance as substitute for Councillor Skibsted.

Apologies for absence were also received from Co-opted Members Peter Cantley, Flavio Vettese and Alistair Kingsley. Peter French was in attendance as substitute for Peter Cantley.

11. DECLARATIONS OF INTEREST AND WHIPPING DECLARATIONS

There were no declarations of interest or whipping declarations received.

12. MINUTES OF THE CHILDREN AND EDUCATION SCRUTINY COMMITTEE MEETING HELD ON 15 JULY 2021

The minutes of the Children and Education Scrutiny Committee meeting held on 15 July 2021 were agreed as a true and accurate record.

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

There were no call-ins received at this meeting.

The Chair advised the Committee that a request had been made to change the order of the agenda so that item 7, Annual Report of Peterborough Virtual School for Children in

Care 2019-2020 be moved to the first substantive item on the agenda. The Committee unanimously agreed to this change.

14. ANNUAL REPORT OF PETERBOROUGH VIRTUAL SCHOOL FOR CHILDREN IN CARE 2019-2020

The Headteacher Peterborough Virtual School for Children in Care (CiC) accompanied by the Post 16 Education Coordinator for CIC introduced the report which provided the committee with information on the activity of the Virtual School (VS) and the educational outcomes of Peterborough's Children in Care (CIC) for the academic year 2019/20. It reflected the achievements and identified areas in need of development to achieve the best outcomes for this vulnerable group. Data contained in the report was for Children in Care who had been in the care of Peterborough City Council for a year or more on 31 March 2020.

The Headteacher highlighted the development priorities for 2020/2021 and what had been done to address those priorities over the last academic year. The major target was to minimise the impact of Covid where possible, making sure that both the mental health and wellbeing of the children was treated as well as their academic progress.

The Children in Care Council had been consulted with in 2019 concerning the review of the Personal Education Plan (PEP) processes. Suggestions were made which had now been implemented. The changes had since been reviewed again and further consultation had taken place with the CiC Council to ensure all changes were working well. The Childs Voice section of the PEP was amended to ensure it was appropriate for them.

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

- Members wanted to know if any data was available on what the young people had achieved, and what the aspirations of the sixth formers were that left last year. Members were informed that no achievement data had been reported for that particular year but there was data available for 2020. The Virtual School had high aspirations for all of the young people and supported and encouraged them to aim high which included going to university and entering into trainee apprenticeships. Last September ten care leavers went on to university to study a range of subjects including law, medicine, musical theatre and criminology. This year's cohort included at least five young people wanting to go to university. Every effort was made to keep in contact with the students after they left school to track their progress.
- Members acknowledged that examination data was not available but requested that what data was available be provided to the committee even if it was only headline figures. Members were informed that any available data would be provided via a briefing note.
- Members referred to the Not in Education, Employment or Training (NEET) Analysis for 2019-2020 on page 88 of the report and noted that as of 2 September one year 13 student was listed as missing and that on 28 January 2020 there was one year 12 and one year 13 student missing, additionally on 27 March 2020 a year 12 student was listed as missing. Clarification was sought as to what action was being taken to contact or locate the young people. Members were advised that as much detail as possible was recorded on the reasons why young people were listed as NEET. There were many reasons why young people went missing an example of which might be if a young person was due home at 9.00pm and they arrived at 9.30pm or 10.00pm they would then have been reported as missing. In cases where young people went

missing for longer periods it would be dealt with in a social care setting through strategy meetings involving multi agencies including various partner organisations such as the police. The Director, Children' Services advised that for young people in care, under the age of 18 there were protocols in place to follow for missing young people. Most young people in care who went missing only went missing for a few hours or occasionally overnight and then returned. The multi-agency approach always looked at whether it was likely that those young people that went missing regularly were being exploited and if so tried to deal with those who were exploiting them.

- Members sought clarification as to how many young people had gone to university by taking A 'Levels and how many by taking BTech qualifications. Members were informed that there was a mixture of both A 'level and BTech qualifications and the Virtual School supported the young people through both routes. There was no favoured route and often depended on what was being offered at the school they attended.
- Members referred to section 5.1 Educational Psychology (EP) and noted that the total number of children who received Educational Psychology involvement had been 30 and that only 2 had received a consultation and wanted to know if there was sufficient educational psychology provision available as a Virtual School. Members were informed that EP support had been very good, and the Educational Psychologist was now permanent and full time. The pandemic had affected the number of consultations held but the Educational Psychologist had offered a full service throughout the pandemic to those who needed her support which had included online assessments.
- Members wanted to know if the Virtual School was in contact with local employers to find out about vacancies and apprenticeship schemes that might be available. Members were informed that the Virtual School had a good network of providers who had contacts with local employers and independent learning providers.
- Members referred to section 6 Attendance. Members acknowledged that the pandemic had put a strain on attendance at school and wanted to know what strategies had been put in place to improve the rates of attendance between week 4 and 13. Members were informed that it was about ensuring that no one was under pressure during the first school closure. If a foster carer called and said that they really wanted their foster child to stay at home their choice would have been respected. Communication had been constant with the schools and regular Personal Education Plan meetings were held. Most of the normal activity continued and if a child was supposed to be at school and the Virtual School were informed that they were not in attendance then this would have been followed up. An attendance data collection service was used and the Virtual School received attendance alerts three times a day. It was also about safeguarding and if a child was not where they were supposed to be it would be followed up.
- Members commented that having multiple children across many schools must provide logistical challenges with regard to collating data and awarding grades. Members were advised that there were children in 163 different school / education settings, and it was a challenge but that every child had to have a designated teacher. They also had a Personal Education Plan three times a year which provided three data collection points for assessment. This information was then transferred into a RAG rating document which highlighted children who were not making progress. .
- Members referred to accessibility and noted that as of mid-year April 2020 there were 327 children on the school roll (pre-school to Year 13), compared to 372 children in care at the end of March 2020. Members wanted to know what data there was on the 45 not accounted for on the school roll. Members were informed that the school role went from reception to year 13 so the ones who were not recorded were too young to be on the school roll, however children from two onwards were still monitored.

- Members sought clarification on what challenges there had been with monitoring the Pupil Premium Plus grant to ensure it had been used effectively during the Covid restrictions. Members were advised that targets had to be set within the Personal Education Plan and the Pupil Premium request would not be signed off if it was not guaranteed to address the learning needs of that child. Very little Pupil Premium was paid out during the summer term due to the children not being in school, therefore at the end of the school year every child was given a £600 recovery amount. The designated teacher would then have to explain and show how this money had been spent in the Personal Education Plan. The use of the Pupil Premium was monitored and the Headteacher felt confident that it was being used correctly to address the needs of the child.
- When schools closed a spot survey was conducted to determine which children did not have a laptop or appropriate equipment to enable them to continue learning from home. The Headteacher was confident that every child in care was provided with equipment who needed it to ensure that they could continue learning.
- Members wanted to know how often children were referred to the Pupil Referral Unit and if there were some persistent referrals and if children often change schools. Members were informed that there were three students currently in the Richard Barnes Academy which was the Pupil Referral Unit. Some young people, usually in Key Stage 4, ages 9, 10 or 11 got stuck when things had not gone well for them in school and a period out of mainstream school was often invaluable. Children were not normally moved from a school if they were in Key Stage 4. The aim was to try and provide consistency in one school. Data on alternative mainstream provision could be found in the report at section 8. Alternative providers were closely monitored, and regular quality assurance visits carried out.
- In June 2020 the Virtual School role was extended to include promoting education of all children with a social worker which would potentially increase the workload of the Virtual School.

The Chair thanked officers for attending the meeting and providing a comprehensive report.

ACTIONS AGREED

1. The Children and Education Scrutiny Committee considered the report and **RESOLVED** to note the content of the report and raise any queries they had with the lead officers.
2. The Committee also requested that the Headteacher provide assessment data which would include the number of children who were off track and Post 16 data via a briefing note.

15. DESIGN FOR FIRE SAFETY IN SCHOOLS

The Director for Education introduced the report which provided an opportunity for the Committee to comment on the issues being considered by the Department for Education (DfE) following its call for evidence on Building Bulletin 100 (BB100) – Design for Fire Safety – which set the standard for the design of fire safety and protection measures in schools. The DfE view was that sprinklers were not required in school buildings.

The Director provided further context advising that sprinklers were not designed to save lives but were in place to protect the building. The build and design of modern school buildings were particularly safe. There was a very low rate of fires in schools. The provision of sprinklers in new or significantly expanded schools added approximately 2%

to the overall capital cost of the project. Maintenance and ongoing upkeep of sprinkler systems was costly, there was also an added cost to train staff on the use of the systems. Sprinklers could also cause damage if they were activated by accident.

The key issues/conclusions in the consultation draft were:

- Sprinklers to be installed in all new special schools
- Sprinklers to be included in all new schools with 3 or more stories
- No single staircase access in multi-storey schools
- Multi-storey schools to have both evacuation and passenger lifts to protect the dignity of those with mobility issues
- Higher standards for all cladding post Grenfell
- More and stronger guidance on building management, maintenance and evacuation procedures for existing stock

The view of the council would be that sprinklers would not be required to be fitted in all Local Authority School buildings unless the risk assessment deemed it necessary following DfE guidance. It should be noted that only 20% of Local Authority schools currently had sprinklers fitted. The DfE view was that sprinklers were not required in school buildings, this was also the view of council officers.

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

- Academies provide insurance cover for their buildings and therefore would be responsible for any damage to them, likewise the Local Authority had insurance cover for their own buildings and was therefore responsible for any damage to them.
- When extending existing schools, the inclusion of sprinklers would be assessed on a case-by-case basis dependent on design and layout of the building.
- All school build projects went through a specification of need process which would take into consideration any existing buildings i.e. if it was a three storey extension then sprinklers would be fitted.
- Members commented that on some recent new school builds in the city the topic of sprinklers was raised as a point of contention, largely driven by parental perceptions of this being a necessary safety feature. Members therefore sought clarification as to what steps could be taken to ensure there was a clear message for parents to mitigate any ill-informed perceptions they may have. Members were informed if sprinklers were not to be installed in a school other mitigating factors would be looked at, such as how fire alarms would work and the design of the building. All these considerations would be made clear in the planning documents which would be available for parents to see. Proof would have to be provided that children and adults could evacuate from the school as part of the design.
- Members noted that Cambridgeshire Fire Service strongly supported sprinklers in schools. The Director advised that the Cambridgeshire Fire Service were statutory consultees for all planning applications.
- There was very little saving on insurance through having sprinklers in schools but by installing them it did add approximately 2% to the overall capital cost of the project.
- Members commented that damage from water could cause as much damage as fire.
- Members felt that it was a difficult decision to make and that it would only take one significant fire to happen in a school without sprinklers for everyone to challenge the decision not to put them in. Members were informed that it would not be a straightforward decision to make and all aspects including the cost, implications on the school, ongoing costs and the risks around safety would need to be considered including comments made by Members at this meeting.
- Members noted that there would be different specifications applied to Special Schools and wanted to know if non-Special Schools who had children with special needs

attending would have the same specification applied to them as Special Schools. Members were informed that schools would undertake a risk assessment and organise their school to mitigate for children with special needs and make the necessary provision.

- Members noted that sprinklers did not save lives but that they did allow for escape routes where a fire would not spread. Members were informed that school buildings were now planned in such a way that they would design out fire risk issues which meant modern square buildings which no longer had long corridors. Safety would not be compromised in any Peterborough school and if sprinklers were needed then they would be installed.
- Members felt that the questionnaire should have also included a cost analysis and that the decision should not be rushed into.
- Members sought clarification as to how the cost of maintaining current fire suppression systems would be addressed. Members were informed that the cost of running a school sat within the delegated budget given to each school which was part of the funding formula driven by national requirements. The LA role as landlord which applied to LA Maintained Schools as well as Academies where the LA owned the buildings was to check and encourage them to maintain the buildings. There was no revenue budget to pay for servicing of utilities etc.
- Members sought clarification as to whether the LA had an awareness of what existing combustible materials were being used in the city's schools and if they were within the current regulations. Members were informed that full condition surveys of each school were undertaken including asbestos surveys. If current materials were below current specification, they would be replaced if required.
- Members referred to responses to the questionnaire and in particular concerns raised one of which was that guidance was needed on Personal Emergency Evacuation Plans (PEEPS) for occupants with mobility or other special needs. Members sought clarification as to where schools could find assistance on how to write PEEPS. Members were informed that the expectation was that the Head Teacher would risk assess their school as to what was required and if a particular plan was needed for an individual child. The Health and Safety Team provided excellent support in how to manage spaces and would provide support to any school should they need it. The Director advised that he would check to see if there was a template available for the PEEP.
- Members noted that Norfolk Property Service (NPS) were commissioned by the Council to undertake Fire Risk Assessments (FRA) of all maintained schools. Members sought clarification on where the Fire Risk Assessments were kept, how often they were reviewed and if they were looked at if any structural works or change of use of an area had taken place. Who would own the maintenance work and who was ultimately responsible for making sure it happened. Members were informed that the Director for Education was responsible for all LEA maintained schools and this was delegated to Governors at each school. NPS would check and ensure compliance. The Director advised that he would find out how often the Fire Risk Assessments were undertaken and report back to the Committee..

ACTIONS AGREED

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

1. Comment on the issues being considered by the Department for Education (DfE) following its call for evidence on Building Bulletin 100 (BB100) – Design for Fire Safety – which set the standard for the design of fire safety and protection measures in schools
2. Further comment on the subsequent publication of a consultation draft of the revised BB100 guidance in which DfE has reached conclusions on some of those issues previously under consideration.
3. The Committee also requested that the Director for Education:
 - a. Check to see if there was a document template available for producing a Personal Emergency Evacuation Plan and circulate to the Committee.
 - b. Check how often Fire Risk Assessments were undertaken and report back to the Committee.

16. PETERBOROUGH SUFFICIENCY STATEMENT

The Director for Children’s Services and Safeguarding introduced the report. The report informed the Committee that every local authority with children’s services obligations was required to publish a Sufficiency Statement. The Statement described how the local authority provided services to support families and avoid the need for children to go into care whenever possible, and to do everything possible to ensure that there was a sufficient number of placements available locally for those children who did need to go into care.

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

- Members referred to the Ofsted focussed visit to Children’s Services in June 2021 and the area highlighted regarding the fact that the proportion of children in care living more than 20 miles from home was relatively high. Members wanted to know what could realistically be done for children in care that had been placed at a distance and was the action plan addressing Ofsted’s concerns. The Director informed Members that an action plan would be developed in relation to Ofsted’s findings. Most children in care were placed closer to home and the Director provided examples of when children had to be placed outside of the local authority. There was a need to have an individual child focussed approach for every placement. Ofsted would return to complete a full inspection next year and would look at the extent to which the LA were meeting their sufficiency duty.
- Members noted that Peterborough’s Care Leaving population’s engagement in Education, Employment or Training (EET) had continued to reduce over the years and was below the national average. Members were informed that the data provided in the report was from March 2020 and that the current situation was that both the EET and Not in Education, Employment, or Training (NEET) numbers had significantly improved. This year contact had been made with 98% of care leavers and in terms of EET and NEET there had been an increase to 59% in employment, education or training. A new manager was now in place who had put a lot of effort into improving the EET figures.
- Members congratulated officers on the Ofsted report which stated that “The local authority provides a highly effective response to children who go missing or who are at risk of exploitation”.

- Members noted that Peterborough's population of young people living in Residential Accommodation not subject to Children's Homes Regulations (i.e., Supported accommodation) had increased from (27) in 2017 to 45 at March 2020. Clarification was sought as to what was classed as unregulated accommodation and what was deemed as suitable accommodation for care leavers. Members were advised that the law stated that no regulation was required for accommodation for young people in supported accommodation aged between 16 and 17. Children's Services had a framework provider in place for this type of accommodation and a rigorous quality assurance process to ensure that the accommodation met the needs of the children and young people. The accommodation would not be used unless it was suitable and in the best interests of the young people being placed there. Unsuitable accommodation would include those in custody and hospital and would also include those young people who had lost touch with children's services.
- Members noted that the Ofsted report mentioned that written records of supervision did not consistently evidence oversight of the progress of children's plans or the impact of supervision in driving forward agreed actions. There was also variable evidence in written records of supervision being used to reflect on children's experiences effectively. Members questioned why this was happening. The Director advised that the social workers really knew the children well but that the information was not necessarily written down. The Ofsted comments were with regard to supervision recording, and there was an element of social workers finding the time to record visits, however the Director was confident that the records were good, and Ofsted had recognised that there was coordinated care planning in place and that appropriate actions were taken to support children's progress.
- Members wanted to know what could be done to increase foster carers that were more local to Peterborough and at what age did foster carers retire. The Director advised that there was no retirement age for foster carers and that some were still fostering into their seventies. Foster carers had to be realistic when they took on a child about how long they could foster the child for. Some older foster carers provided short term breaks. There was an active ongoing recruitment campaign which was run in partnership with Cambridgeshire and was constantly refreshed. At the start of the pandemic there was quite a lot of interest in fostering, however whilst people were still showing an interest, they were worried about the pandemic still being in place and the increased risk of getting Covid and were therefore delaying the decision to start fostering.
- Members commented that sometimes people were put off fostering due to the extra intrusion into their families lives with regard to safeguarding. Members were informed that fostering regulations were very clear and there was a requirement to ensure that the care provided for each child was appropriate, therefore there was a need for the intrusion to ensure that the environment that they were moving to was a safe one with appropriate care provision.
- Members praised the authority for being one of the ten local authorities to be part of the Governments Care Review and wanted to know when the LA would receive feedback. The Director advised that all work would be completed by the end of October 2021, but it was not clear when feedback would be received. A briefing note would be provided to the committee when the information was available.
- Members were pleased to see that the Ofsted report had stated that Peterborough was a conscientious corporate parent and looked after most children in its care well. The Chair paid tribute to Councillor Ray Bisby who was the Cabinet Advisor to the Cabinet Member for Children's Services, Education, Skills and the University and had been the Chair of the Corporate Parenting Committee for several years.

AGREED ACTIONS

1. The Children and Education Scrutiny Committee **RESOLVED** to:
 - a. Agree that the implementation of the Sufficiency Statement should proceed, and:
 - b. Thank the children in care for their contribution to developing the Statement, and:
 - c. Note the arrangements in place to safeguard and promote the welfare of all children and young people in care, and:
 - d. Note the positive outcome of the Ofsted Focused Visit that took place in Peterborough in June 2021.
2. The Committee also requested that the Director for Children's Services provide the Committee with a briefing note on the feedback from the Governments Care Review when available.

17. 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 the following four months. Members were invited to comment on the Forward Plan and where appropriate identify any relevant areas for inclusion in the Committee's work programme.

AGREED ACTIONS

1. 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.
2. Further information to be provided via a briefing note regarding the decision for Approval to commit funding for a bespoke specialist placement for a four year period 2021-2025 - KEY/07JUN21/01

18. WORK PROGRAMME 2021/2022

The Chair introduced the report which considered the work programme for the municipal year 2021/22 and asked the committee if they had any further items that they would wish to be considered for the work programme. No items were suggested at the meeting. The Chair therefore suggested that if items were forthcoming in between meetings that they could be directed to the Senior Democratic Services Officer who would add them to a list for discussion at the next Group Representatives / Agenda Setting meeting.

AGREED ACTIONS

The Children and Education Scrutiny Committee **RESOLVED** to note the work programme for 2021/2022.

The date of next meeting was noted as being:

- 17 November 2021 – Joint Scrutiny of the Budget Meeting
- 18 November 2021 – Children and Education Scrutiny Committee

Chairman

7.00pm to 20:52 pm

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 5
18 NOVEMBER 2021	PUBLIC REPORT

Report of: Carol Anderson	Cambridgeshire and Peterborough Clinical Commissioning Group	
Contact Officer(s):	Kathryn Goose, Head of children and young people's mental health commissioning and transformation.	

CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH SERVICES

RECOMMENDATIONS
It is recommended that the Children and Education Scrutiny Committee notes the content of this report along with the transformation and challenges that are facing children and young people's mental health provision.

1. ORIGIN OF REPORT

1.1 This report is submitted to the Children and Education Scrutiny Committee following a request from the Committee at an agenda setting meeting held on 13 September 2021.

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to provide information requested by the Committee at their work programme planning meeting of June 2021.

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:

Children's Services including

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

3. BACKGROUND AND KEY ISSUES

3.1 Children and young people's mental health services have experienced an increase in demand and acuity across the spectrum of need both locally and nationally. Prevalence of Children and Young People's Mental Health (CYPMH) has increased from 1 in 10 Children and young people in 2004, to 1 in 9 in 2017, to 1 in 6 in 2020. This demand has impacted access standards in all services. In addition to increasing number of referrals, staff sickness, covid isolating requirements and vacancies add to the pressures within the system.

Despite the challenges, services have continued to operate albeit with reduced capacity, and a plan of transformation and expansion has developed at pace to mitigate the emerging risk.

This report provides the committee with some details about the range of services which are/have been implemented and those that are in the process of being developed.

3.2 **Mental health strategy**

Pre covid Cambridgeshire and Peterborough CCG have had a Local Transformation Plan which provided strategic direction for children and young people's mental health. A summary document has been developed to outline achievements over the past 5 years and is available through the following link.

<https://www.cambridgeshireandpeterboroughccg.nhs.uk/your-health-and-services/mental-health-learning-disability-services/children-and-young-people/>

To continue the focus on children and young people's mental health and wellbeing, the Children and Young People Mental Health Board have commenced work to develop a new strategy, which will be co-produced with our local children and young people and their families/carers and will prioritise the Systems ambitions alongside delivering the commitments of the NHS Long Term Plan over the next 3 to 5 years. The aim is for this strategy to be completed in spring 2022 and will build upon work undertaken to date. Importantly this strategy will be aligned to and support other system strategies such as Best Start in Life, Stronger Families, Strong Communities, Suicide prevention.

3.3 **Emotional Health and Wellbeing Service (EHWS)**

The EHWS covers Cambridgeshire and Peterborough and provides advice, guidance, and interventions. The EHWS comprises of three separate teams, sitting under a Joint Venture between Cambridgeshire Community Services and Cambridgeshire and Peterborough NHS Foundation Trust.

- 1) Emotional health and wellbeing practitioner team
- 2) Children's wellbeing practitioners
- 3) Mental Health support teams.

1) Emotional Health and Wellbeing Practitioner Team (EHWP)

This team provide a range of support services for professionals working with children and young people. A professional can contact the service to discuss an individual child or young person, by booking an appointment with the team. The team work with professionals, to signpost, advise, navigate the system, and support referrals to the wider emotional health and wellbeing services. The service also facilitates professionals to come together to discuss issues of importance and work through solutions and opportunities for learning and networking.

The committee will be keen to know that from April to June 2021 the team received 194 referrals and had 93 contacts from Peterborough.

2) Children Wellbeing Practitioners (CWP)

The children wellbeing practitioners provide direct interventions that are Cognitive Behavioural Therapy (CBT) informed Guided Self Help, for mild to moderate mental health difficulties, as a primary intervention. If the child is primary school age, the work is mostly with the parents/carers. If they are secondary age, it is mostly with the young person directly. The table in appendix A provides more information of the type of presenting difficulties the team work with. To note Cambridgeshire and Peterborough were successful in gaining 12 children wellbeing practitioners trainee places for 2022 and these will support the work of the YOUnited pathways and are currently being recruited to.

Children wellbeing practitioners received 76 referrals from April to June 2021 of which 19 came from Peterborough.

3) Mental Health Support Teams in Schools (MHST)

Across Cambridgeshire and Peterborough, there has been significant work to be involved with the national development of mental health support teams. Initially two teams commenced in Cambridge and Huntingdonshire in January 2020. Two further teams started and continue to be

in training in Peterborough and Wisbech. Cambridgeshire and Peterborough CCG were successful in bidding for additional monies to ensure wider roll out of these teams and have secured resource to implement a further 6 mental health support teams. The teams will be rolled out 2 per year over the next 3 years, with the next wave starting in January 2022. In recognition of the increased demand are deprivation one of the team's starting in January 2022 will be in Peterborough. Each MHST works with approximately 8,000 Children and young people in up to 20 settings. This expansion means as an area we will exceed the National ambition of 24% of schools being covered by end of 2024. When all 10 teams are in place in 2024 over 50% of schools/education settings will have access to a mental health support teams across Cambridgeshire and Peterborough. For those schools who are not directly involved with a MHST, they will be provided support and intervention by the Emotional wellbeing practitioner team and the Children wellbeing practitioners until there is coverage across all schools/education settings.

The main core functions of the mental health support teams are:

- 1) Provide individual and group evidence-based interventions with young people and families in relation to mild to moderate mental health needs specifically anxiety, behavioural issues, and low mood. These are carried out with the parents of primary aged children and directly with the young person in a secondary or post-16 education setting. The interventions are based on Cognitive Behavioural Therapy informed Guided Self-Help strategies (this is the same clinical offer as offered by Children wellbeing practitioners).
- 2) Work with education settings to promote a 'Whole System Approach' to improve the mental health of the whole organisation, including the wellbeing of staff. This includes staff training.
- 3) Offer consultations with school staff and/or clients who may not be appropriate for a direct intervention. Link with other agencies and support referrals and signpost.

The next wave of teams will be based in Peterborough and Whittlesey/March/Chatteris areas and start in January 2022. Currently recruitment of staff is underway and a comprehensive plan to recruit schools/education settings is in place. Appendix B shows the schools for Peterborough involved with the MHST (Wave 4 started January 2021 and Wave 6 starts January 2022)

Below is data for Q2 2021/22

	Huntingdon	Cambridge	Peterborough	Wisbech
How many education settings do you have in this quarter? (total)?	23	14	9	20
"How many education settings made a referral this quarter? (per MHST site)	23	14	9	20
"Number of Children and Young People in the reporting period being supported by each MHST	158	113	61	58

3.4

YOUnited

This is a new early intervention service which started 1st July 2021. It is a jointly commissioned service between Cambridgeshire and Peterborough Clinical Commissioning Group, Cambridgeshire County Council and Peterborough City Council. IT has replaced the previously commissioned service delivered by CHUMS. YOUnited is a partnership between Cambridge and Peterborough Foundation NHS Trust, Cambridgeshire Community Services, Centre 33, and Ormiston Families. The service has a central referral hub by which professionals can refer Children and young people for a range of mental health concerns. These referrals are assessed and allocated to the most relevant level of support. This support could be advice, guidance, one to one interventions, group support, a range of digital solutions which are supported by a practitioner, or specialist child and adolescent mental health support. YOUnited is available for professionals only to make contact to have a discussion for non-crisis cases.

The service has seen huge demand

July – processed 1,055 referrals (435 were transferred from CHUMS)

August – 355 referrals

September – 566 referrals

October – in first week, 43 and 37 referrals were received on two of the days.

The service received a legacy waiting list from previous provider. However, the service has worked extremely hard and as of the end of September all 435 CYP were assessed and allocated to the most relevant support, 225 of which required intervention from YOUUnited.

Recruitment to the new model is a remains challenging due to the ongoing workforce issues and the number of vacancies. This is especially challenging for band 6 roles; however, the partners are sharing the promotion of roles and have a tracker to understand vacancy rates and areas of risk and are actively exploring the feasibility of creating new roles for the hard to recruit areas. The expansion of children wellbeing practitioner trainees is helping to fulfil some of gaps whilst maintaining adequate supervision of trainees. The workforce challenges are not unique to Cambridgeshire and Peterborough and at a regional level NHS England are providing workshops and working with mental health systems to understand the workforce challenges and considering solutions to improve the current challenges.

The committee will be pleased to note the service is already considering its future development plans – with a review of its online offer and how to provide support out of hours. There are range of task and finish groups that are focused on a number of operational issues and these feed into a two weekly Partnership board where the partners, commissioners and wider stakeholders discuss progress, challenges, opportunities, and next steps.

3.5 **Kooth**

To support the transition to YOUUnited the CCG has continued to commission Kooth. This service is available anonymously online for those aged 11 – 19 years and provides information, advice and counselling. See www.kooth.com for further information.

3.6 **Child and Adolescent mental health services (CAMHS)**

Child and adolescent mental health services are provided by Cambridgeshire and Peterborough NHS Foundation Trust and covers a wide range of specialist mental health services including core CAMHS who provide support for children and young people with moderate to severe mental health needs including anxiety, low-mood, depression, self-harm and obsessive-compulsive disorder.

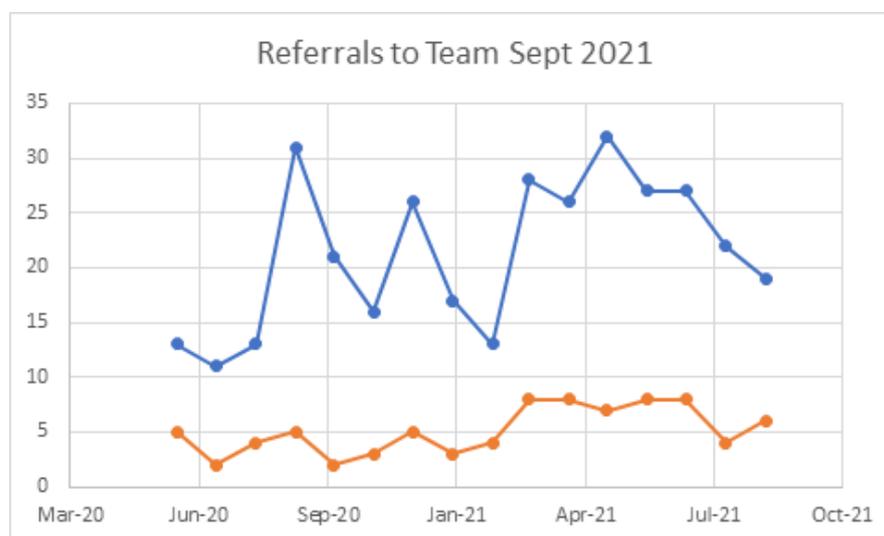
Access to the different mental health pathways is now through the YOUUnited referral hub. The aim being to streamline the referral pathways and reduce a duplication of referral or “bounce” around the system and improve children, young people and families experience of support and access to services. <https://www.cpft.nhs.uk/search/service/youunited-195/>

3.7 **Eating Disorder Service (ED)**

The eating disorder service provides specialist support for children and young people up to 18 years experiencing a moderate to severe eating disorder. Support is provided by a multi-disciplinary team, with family-based approaches to interventions. The service has seen large increases in referrals and acuity of need being presented since the pandemic. This is impacting on waiting times and demand for more intensive support. The team is working hard to create solutions to deliver support whilst also transforming the service. In line with Nationally mandated access and waiting times, urgent referrals should be assessed within 1 week and routine referrals within 4 weeks for 95% of cases.

Current performance as of June 2021 – (National data set)

	Cambs and Peterborough	East of England
Urgent cases (<1 week) 95%	60.0%	58.6%
Routine cases (<4 weeks) 95%	77.8%	73.1%



Blue: total referrals
Orange: urgent referrals

The above shows data from the local team and as the committee will note the service is not currently meeting the access targets. The CCG is working closely with CPFT to explore options for improvement.

Despite the significant pressures the service is working hard to address issues and transform the services. The CCG has agreed additional investment in 2021/22 and this is being focused on the following areas:

- 1) increase core eating disorder service capacity to meet the increased demand
- 2) developing a home treatment team
- 3) pathway for medical monitoring
- 4) ARFID (Avoidance restrictive food intake disorder).

These initiatives are in various stages of development and workforce is a key factor in progression of them. It is important to note that due to National high demand and lack of Tier 4 mental health inpatient beds, there are more acutely unwell children and young people in the community than prior to the pandemic which the team are supporting. The CCG, with support from Local Authority colleagues continue to liaise with NHS England to seek solutions for increasing capacity for Tier 4 services.

3.8 Crisis Service

A revised delivery model for the children's crisis service commenced in April 2021. It provides mental health crisis support for those aged up to 17 years who are at immediate risk to self or others, those at risk of a mental health hospital admission, those experiencing an acute psychological or emotional distress that is impacting significantly on their daily activities. The service provides assessment for those children and young people in a mental health crisis in either the emergency department or in the community. The team currently undertake assessment of a child or young person in crisis and can provide support to them and their family for up to 2 weeks. The team capacity is growing as recruitment of suitably skilled staff continues. The team is accessed either through calls to first response service (NHS 111 option 2) or through attendance at emergency department.

In addition, a home treatment team is in development to provide more intensive home support for a defined period of time. The aim of this team is to provide support for up to 4 – 6 weeks following assessment. The team is currently being recruited to and once there is sufficient staff in post the service will commence delivery. The home treatment team will also work with the Darwin ward

(Tier 4 general adolescent mental health ward) to ensure a consistent pathway between inpatients and community provision.

First response service

- 3.9 This service is for anyone, of any age, living in Cambridgeshire and Peterborough. It is a 24 hour a day service, 7 days a week and can be accessed via NHS 111 Option 2. The service is run by specially trained mental health staff who will speak to the individual and discuss their mental health care needs, and then provide advice and guidance and can facilitate access to further assessment if required by the crisis team.

Inpatient provision

- 3.10 Mental health inpatient beds are being commissioned and managed by a regional network of providers called a Provider Collaborative, this includes children inpatient eating disorder beds and child and adolescent mental health inpatient beds, as well as some adult mental health provision. They have had a number of focused pieces of work including, reviewing those young people who have had longer inpatient stays and working with community providers to improve patient pathways. The number of Cambridgeshire and Peterborough young people in an inpatient mental health bed at any one-time changes, however there is a regular review meeting between health, social care, Local Authority and the Provider Collaborative to ensure oversight of those young people and support transition back to the community and achieve the best outcomes for the young people.

Neurodevelopmental pathways

- 3.11 The neurodevelopmental service provides a diagnosis service for Autism and Attention Deficit Hyperactivity Disorder (ADHD) and also ongoing mental health support for those with autism, ADHD and or those with a learning disability who are experiencing significant mental health problems. The team provides a multidisciplinary team approach to support and offers a range of interventions. Referral to this pathway is via the YOUUnited referral hub. An Early Help Assessment supports the referral process as it enables access to the social emotional wellbeing pathway of parental support pre any diagnosis. It also enhances wider system support enabling schools and other professionals provide information to support any diagnostic development work.

Voluntary sector

- 3.12 *Fullscope* is a consortium of leading organisations supporting mental health and wellbeing of children and young people in Cambridgeshire and Peterborough. Fullscope partners share the vision of positive mental health for all and believe this can only be achieved through collaboration between children, young people, families, specialist organisations and the wider communities. Fullscope's mission is to affect a more accessible, relevant, and equitable system to support children and young people with their mental wellbeing.

Someone To Talk To service, delivered by Centre 33 supports children and young people in Cambridgeshire and Peterborough with their mental and emotional wellbeing. They provide free and confidential counselling for young people aged 13-25 years at their regional hubs. The service is an outreach support approach to engaging young people who do not traditionally access Mental Health Support.

January to March 2021 118 young people were referred to this service and of those 72% were able to engage with the and start the programme.

Young People's Counselling Service (YPCS) is a charity providing a free and confidential service for CYP between 11-18 years who are experiencing emotional difficulty, including distress caused by bereavement. YPCS offers up to 12 sessions of free counselling and the service operates out of Yaxley, Whittlesey, Ramsey and Wisbech.

Digital Support

- 3.13 As part of the local advice provision, the CCG continue to use the www.keep-your-head.com website as a platform for information on both local and nationally available services. The website

has separate pages for children and young people, professionals, and adults. The CCG are currently in discussion with the developer in regard to developing a specific area for school-based support and information.

Due to the challenges of Covid, all services have looked at and developed digital options of support and this has provided opportunities in delivering support in an innovative way. The YOUUnited partnership have subcontracted to a number of digital providers who offer a range of support which enables a more flexible model of delivery and expands the scope of interventions available. As part of YOUUnited, the providers are looking at the available applications and websites and considering how to promote and maintain quality assurance of them in a quickly changing digital market.

School based support

3.14 As a system there has, for a few years, been a school's collaborative group who have met to consider and develop solutions to how mental health services can support education settings in identifying and accessing further services for those pupils with mental health needs. Below is a summary of some of these initiatives.

1) Mental Health Competency Framework:

A digital competency framework has been developed as a tool to support schools in undertaking a training needs assessment of their workforce and support in developing an action plan to address the outcomes of this exercise. The framework will be hosted and available through the Healthy Schools Website. Promotion and signposting of the site to schools is the next steps for all partner agencies. The framework is currently being tested with some pilot schools and set to launch officially later in the autumn term as part of the Wellbeing for Education Return autumn sessions. Schools will have the opportunity to report back and fine tune the framework for future versions.

2) Schools Resource Document:

Clarity of the local offer for children and young people's mental health services has been highlighted, and at the request of the Local Authority Education Directorate, YMCA have been commissioned to support development of a resource to be converted into a simple web resource for schools which includes:

- A summary of local services using the I-Thrive framework to map provision
- A summary of staff training providers that meet criteria from the local competency framework
- A summary of useful web resources or links to access further reading

N.B. Existing directories will not be replaced, but will be used to help populate the resource, to be held on the Keep Your Head website

3) Wellbeing for Education Recovery funding:

Over the summer an expression of interest went out to system partners to be involved in a new specification to deliver a range of training and supervision sessions to schools., Responses were limited, therefore the following proposal has been agreed:

- The Emotional Health and Wellbeing practitioners' team to review and update Mental Health Forums to deliver regular half termly forums in each geographical area – estimated to be 8 – 10 forums - across Cambridgeshire and Peterborough.
- Cambridgeshire County Council Special Education Needs and Disabilities Services to deliver termly reflection sessions to teaching and support staff with a specific focus on Trauma
- YMCA to lead on working in collaboration with system partners to develop a localised Designated Senior Mental Health Lead training package to submit to DfE for validation
- YCMA to lead on working in collaboration with Cambridgeshire and Peterborough NHS Foundation Trust and the personal, social, health and economic service (PSHE) to develop a training programme for staff and teaching resources for staff to use with pupils with eating disorders

4) Wellbeing for Education Return (WER) – Autumn sessions

The final session is being scheduled for November 2021 and will centre on the following.

- Introduction to WER Local Offer (delivered by YMCA/Healthy Schools):
- Schools Resource document
- Mental Health Competency Framework
- WER training opportunities

Access targets and Outcome measures.

3.15

Nationally since 2015 there has been a focus on increasing the access to services to address the mental health concerns for children and young people. NHS England has set targets for areas to achieve increasing from the baseline of 25% of children and young people with a mental health diagnosable need (based on prevalence data) in 2016/17 to 35% by end of 20/21. Cambridgeshire and Peterborough achieved 36.4% a significant improvement from the baseline figure of 25% in 2016/17. In line with the NHS Long Term Plan there is a continued need to increase the number of CYP accessing mental health support and this has moved from a percentage to an actual figure and for Cambridgeshire and Peterborough this is as below.

	Year 3 2021/22	Year 4 2022/23	Year 5 2023/24
Minimum additional CYP aged under 18 receiving treatment from an NHS-funded communityMH service.	466	360	596
minimum additional CYP aged 18-25 receiving treatment from an NHS-funded communityMH service	136	204	272
minimum additional CYP in contact with Mental Health Support Teams	1,928	2,932	3,976

In addition to increasing access there is also a focus on demonstrating improvements in clinical outcomes for NHS funded services. This will require services to use clinical outcome measures and upload data for national analysis. This work will identify the proportion of CYP who's clinical outcomes are improved through the increase in accessing services. There is ongoing work with providers to support implementation and to overcome the challenges for consistent use of outcome tools and different IT systems being able to record and upload the data.

To conclude

3.16

This paper sets out the wide range of support and initiatives which have been commissioned by the Cambridgeshire and Peterborough Clinical Commissioning Group, Peterborough City Council and Cambridgeshire County Council. It is important to note that there is other support available within individual schools and college settings and the voluntary sector provide a further level of support. The aim of the school collaborative work in 2021/22 is to further identify and signpost education settings to the even broader range of support available.

It is also important to note that although there is a wide range of services available, the demand and complexity of mental health support is ever increasing and the capacity of services to meet this growth is challenging as there are significant pressure on the skills and volume of workforce to meet the demands.

4. CONSULTATION

4.1

Consultation undertaken with young people in 2020 to develop the I-statements for the new YOUUnited service. Family Voice Peterborough are members of the children and young people's mental health board who oversee all the initiatives detailed within this report.

4.2 Co-production and consultation with key stakeholders is the basis for the mental health strategy and other service developments such as, YOUnited, Mental Health Support Teams in Schools.

5. APPENDICES

5.1 Appendix 1 – Children’s wellbeing practitioners service provision
Appendix 2 – Mental health support teams school list for Peterborough

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Appendix 1. Guidance for Children wellbeing practitioners

Table 2 - Guide to presenting difficulties

Do	May do	Should not do
Common mental health difficulties that may respond to early intervention	Conditions which may respond to early intervention but require discretion	Significant levels of need /complex conditions which are not suitable for brief early intervention
<p>Low Mood / Mild to Moderately Severe Depression</p> <p>Panic Disorder</p> <p>Panic Disorder & Agoraphobia</p> <p>Generalised Anxiety Disorder / Worry</p> <p>Simple Phobia (but not blood, needle, vomit)</p> <p>Sleep problems</p> <p>Stress management</p> <p>Behavioural Difficulties</p>	<p>Anger difficulties</p> <p>Low self-esteem</p> <p>Mild social anxiety disorder</p> <p>Some compulsive behaviours</p> <p>Mild health anxiety</p> <p>Assertiveness/interpersonal challenges (e.g., with peers)</p> <p>Self-harm is disclosed but is assessed as linked to low- mood but is not assessed as enduring and high risk in nature</p> <p>OCD</p>	<p>Pain management</p> <p>PTSD</p> <p>Bipolar Disorder</p> <p>Psychosis</p> <p>Personality Disorders</p> <p>Eating Disorders</p> <p>Chronic depression/anxiety</p> <p>Established health anxiety</p> <p>Historical or current experiences of abuse or violence</p> <p>Complex interpersonal challenges</p> <p>Bereavement</p> <p>Active, enduring and significant self-harm</p> <p>Relationship problems</p>

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Appendix 2 – Schools Mental Health Team Support

Mental Health Support Teams - Peterborough (Active Jan 2022)

Thomas Deacon Academy
Thomas Deacon Junior
Fulbridge Academy
Dogsthorpe Academy
Welland Academy
Newark Academy
Gladstone Primary Academy
The Beeches Primary School
Peterborough Regional College

Mental Health Support Teams - Peterborough (Active Jan 2023)

Lime Academy Watergate
Lime Academy Abbotsmede
Thorpe Primary School
Bishop Creighton Academy
Longthorpe Primary School
Middleton Primary School
St Thomas More Catholic Primary School
West Town Primary Academy
Lime Academy Parnwell
Ravensthorpe Primary School
Medeshamstede Academy
Nene Gate School (Community Special School)
The King's (The Cathedral) School
City of Peterborough Academy
Jack Hunt
St John Fisher Catholic High School
Greater Peterborough University Technical College

* Not the final list - all settings will be contacted for Expression of Interest

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 6
18 NOVEMBER 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 Service Manager	Tel. 01733 296331

ANNUAL CHILDRENS SOCIAL CARE COMPLAINTS REPORT 2020/21

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 Please refer to the Annual CSC Statutory Complaint Report 2020 - 21 Included as Appendix A.

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 It is a requirement under the Statutory complaints process for an Annual report to be produced each year to enable the relevant Scrutiny Committee 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 can fluctuate dependent on the number of complaints and their outcomes and at times the budget may need to be adjusted accordingly.

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 Children Social Care: getting the best from complaints -

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

11. **APPENDICES**

11.1 Appendix A – Annual CSC Complaint Report 2020 - 21
Appendix B - Service Improvements and Actions CSC 2020 - 21
Appendix C – CSC Compliments 2020 - 21

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Appendix A – CSC Statutory Complaint Report 2020-21

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

Please note in addition to the three stages above we offer an optional Conciliation process Post Stage 1 to try to reach satisfactory resolution before escalation to the formal stages of the process at Stage 2 and Stage 3. This involves a meeting held between the complainant, the Head of Service or Group Manager and the Complaints Manager.

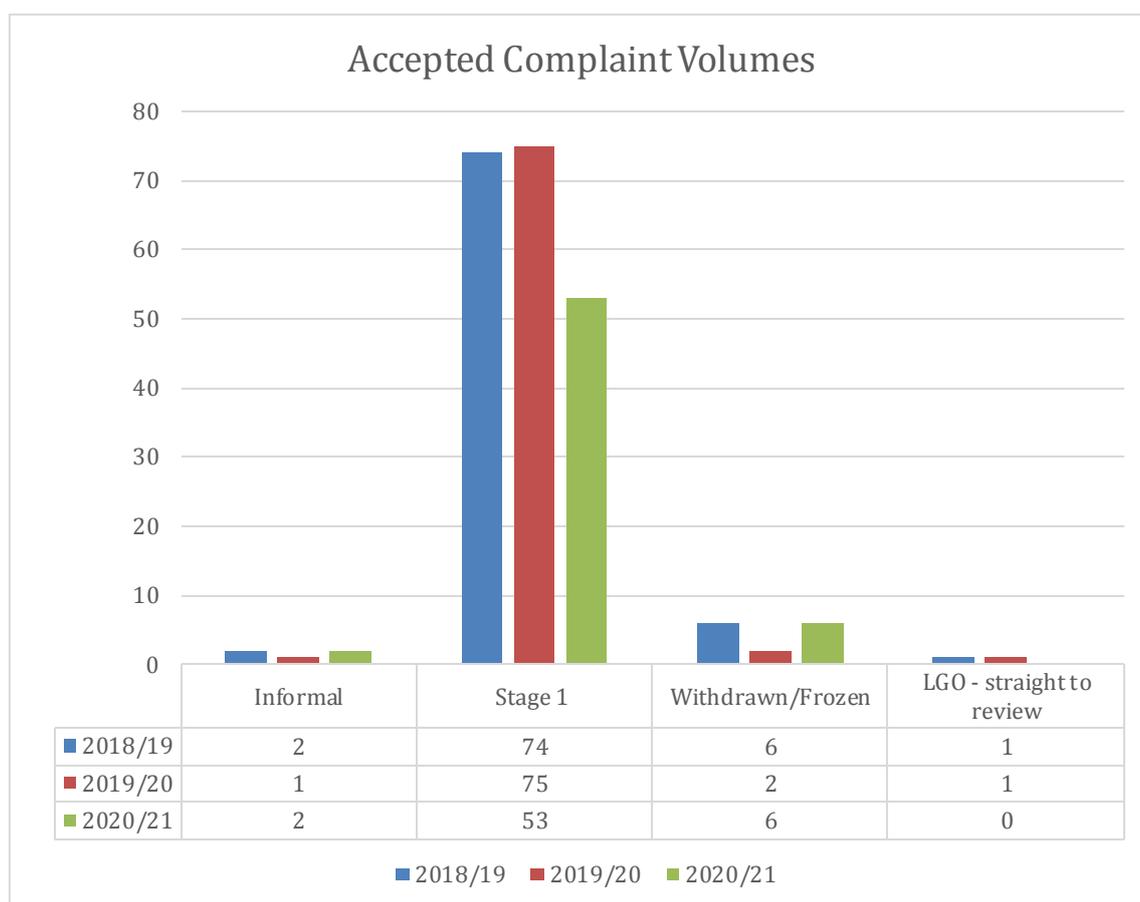
C. Complaint Data

Accepted Complaint Volumes

In 2020-21 there were 61 complaints which could be accepted under the statutory process. This was a decrease in the number of complaints registered against the previous year's (2019-20) total of 80 complaints. In the first quarter of 2020-21 (April – June) there was a significant decrease of contacts regarding Children's Social Care complaints. To relieve pressure on services during the first Lockdown most complaint processes were put on hold during this period. This was supported by the Local Government and Social Care Ombudsman who also suspended their services in the first quarter of 2020/21.

Figure 1 illustrates the accepted complaints in 2020-21 and how they were progressed.

Figure 1. Accepted Complaint Volumes 2020-21



The complaints team spent time prioritising issues that could be resolved without formally logging complaints and advising complainants what steps would be taken to resolve immediate issues. Some complaints were logged in this period but would not be responded to unless the matter was urgent until after the suspension period.

Most statutory complaints are logged formally as Stage 1 complaints. Relatively few complaints will be responded to informally which is when the complaint is answered verbally within 3 days and the complainant confirms they are satisfied with the outcome. Considering the complexity and contentious nature of many of the complaints received this is not unexpected.

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 6 complaints which were withdrawn/frozen as the complainants decided not to proceed with their complaint.

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 2.

Figure 2 – Complaints ineligible under the Statutory process

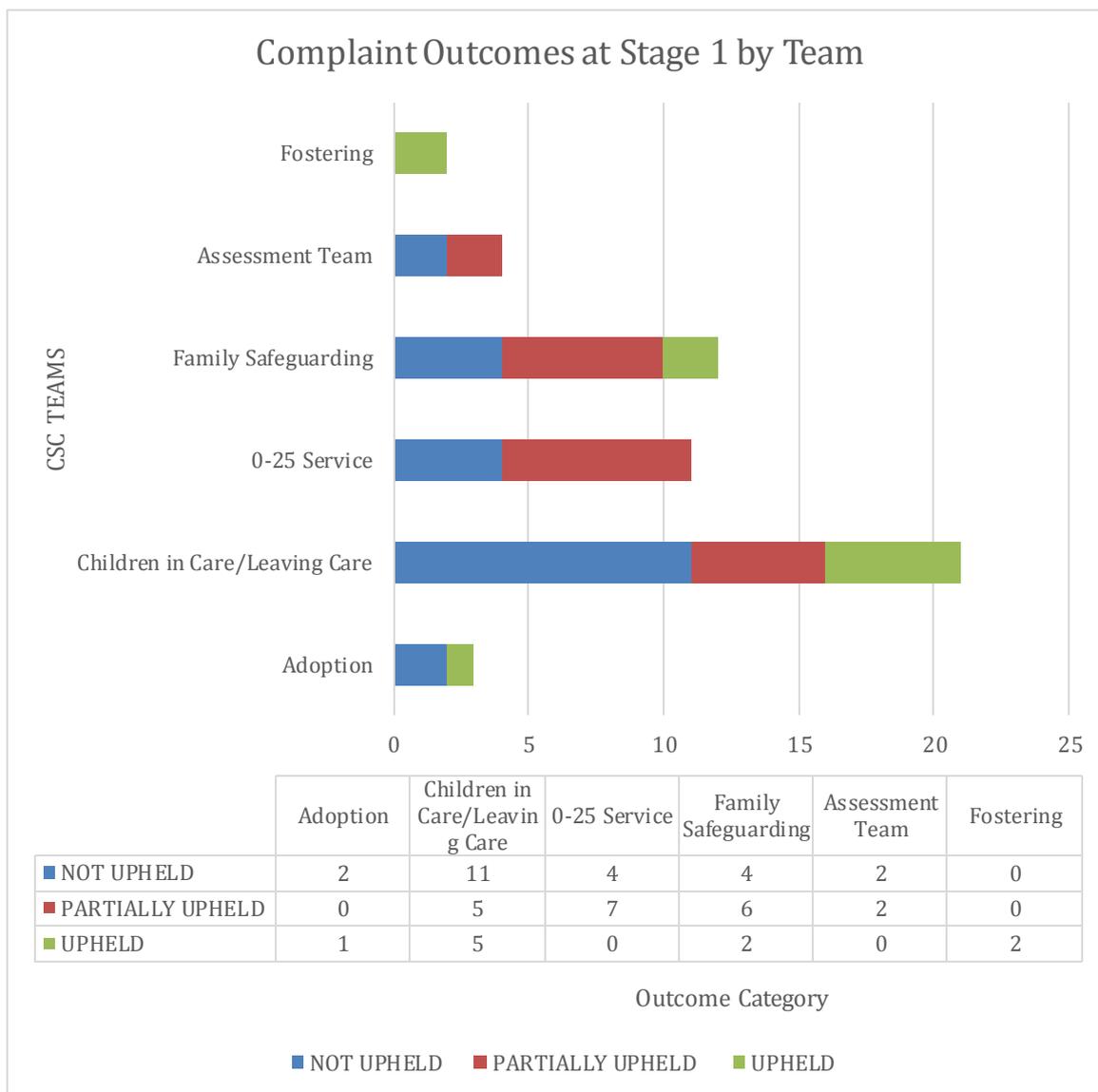
Complaints Not Logged	2019-20	2020-21	Example
Court Related	18	14	<i>Care decisions are under the court's jurisdiction</i>
Insufficient Interest	19	11	<i>Complaint made by a friend or family member</i>
Alternative Process (Legal/Corporate)	11	15	<i>There is an alternative process</i>
General Enquiries	37	32	<i>Anonymous enquiries/requests for data/questions</i>
Out of Time/Jurisdiction	8	18	<i>Another LA/organisation has jurisdiction/ Complaint is historic</i>
Consent not gained	6	4	<i>Complainant does not have consent</i>
S47/Child Protection	2	8	<i>Child Protection and Section 47 exempt from process</i>
Safeguarding referral	6	18	<i>Passed to MASH</i>
Other	12	10	<i>Complainant does not engage</i>
Totals	119	130	

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.

Stage 1 Complaint Outcomes

- There has been a decrease in upheld or partially upheld complaints again this year.
- The percentage of complaints recorded as **Not upheld** increased from 33% in 2019/20 to 43% in 2020/21. Whilst Upheld complaints fell from 25% to 20%.

Figure 3 – Stage 1 Complaint Outcomes by team



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 days if a delay is unavoidable. Sometimes delays are experienced due to the 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 19 working days in 2020/21.

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.

Complaint Escalations

It is the aim of the Children's statutory complaints process to reach a resolution on complaints at the earliest opportunity.

The factors which prevent escalation of complaints are

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

The number of complaints where contact is made with the complainant by the team manager as part of their investigation continues to be in the minority as in 64% of cases there was no contact made or attempted with the complainant by the team manager. Making contact with the complainant to discuss their complaint can help to build trust and ensure the family feel heard and should be encouraged.

However, the quality of responses continues to improve, and the speed of response is within acceptable parameters, particularly when considering the pressure put on these services by the pandemic.

The number of complainants wishing to escalate their complaint after receiving their Stage 1 response showed an increase this year at 7 cases (an escalation rate of 13% against 10% the previous year).

Conciliation Meetings

Cases which escalate are offered a conciliation meeting. The conciliation 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 can often resolve the complaint without the need for further escalation.

Four out of the seven escalation cases agreed to a conciliation meeting. Of these two were successfully resolved and the remaining two escalated to Stage 2. Of the three cases which declined a conciliation meeting, two escalated directly to Stage 2 but the other one was suspended due to court action. In 2020/21 all conciliation meetings were held virtually due to Covid restrictions.

Stage 2 Investigations

There were five complaints of the 53 which had received a Stage 1 response in 2020/21 which were escalated to Stage 2. This equates to 10% of the complaints. In previous years the percentage has been between 5% and 7%.

Factors which may have impacted on this increase are

- The low number of conciliation meetings/missed opportunities to engage with the customer
- The decrease in Upheld complaints – customers more likely to be dissatisfied

A further four cases have requested an investigation at Stage 2 this year when the original complaint was received in a previous year. Stage 2 complaint investigations can often be conducted over several months and it is common for them to be completed in a year subsequent to when the original complaint was received. This year a backlog of complaint escalations due to a shortage of investigation personnel and the suspension of some services due to the first Lockdown has compounded this issue. There have also been two cases which have not proceeded to investigation straightaway due to court proceedings.

Figure 4

Stage 2 Complaints in 2020/21 overall			
	Year of Complaint		Totals
	2019/20	2020/21	
Stage 2s Requested	4	5	9
Stage 2s Completed	2	3	5
Stage 2s Remaining	2	2	4

Figure 5: Stage 2 Outcomes 2020/21 cases

Case No.	Team	Outcome at Stage 1	Conciliation Meeting	Stage 2 Outcome	Escalated Further
1	LAC	Not Upheld	Refused	On Hold due to court	Not Yet
2	LAC	Not Upheld	Held	Under Investigation	Not Yet
3	0-25	Partially Upheld	Refused	Partially Upheld	Stage 3 panel held and now with LGSCO
4	0-25	Not Upheld	Refused	Partially Upheld	No - Resolved
5	0-25	Partially Upheld	Held	Partially Upheld	Yes – request made for Stage 3 panel

Figure 6: Stage 2 Outcomes 2019/20 held over cases

Case No.	Team	Outcome at Stage 1	Conciliation Meeting	Stage 2 Outcome	Escalated Further
1	LAC	Not Upheld	Held	Under Investigation	Not Yet
2	LAC/Leaving Care	Not Upheld	Held	Under Investigation	Not Yet
3	Family Safeguarding	Not Upheld	Refused	Not Upheld	Did not engage with Stage 3 panel process
4	0-25	Partially Upheld	Held	Partially Upheld	Yes – Stage 3 panel

Stage 3 Panels

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. A panel involves three external panel members, and they will review whether the Stage 2 investigation was fair and robust.

Of the 2020/21 Stage 2 investigations two have escalated to a panel – one of which has been held and the other is being arranged.

Of the 2019/20 Stage 2 investigations two panels were requested. One of these is scheduled for later in November and the other case the customer refused to comply with the arrangements for the Stage 3 panel and we advised them we could not proceed.

Once the council have investigated complaints through all three stages of the statutory process the complainant can approach the Local Government and Social Care Ombudsman (LGSCO) if they remain dissatisfied.

Local Government and Social Care Ombudsman

The LGSCO only investigated one case about Childrens Social Care in 2020-21. This complaint was made in 2017 and did not proceed past Stage 1. The complainant did not escalate the complaint with the council until 2 years later and the council rejected further investigation through the statutory process which it was permitted to do due to the time that had elapsed. The LGSCO exercised their discretion to investigate the case even though it was late and found some fault with communication and documenting decisions but on the substantive issues the LGSCO did not find that the Council was at fault in deciding to pursue a child protection investigation. The council agreed to an apology and a small compensation payment at the request of the LGSCO.

Accessibility

Figure 4 Who is making Complaints?	2018/19	2019/20	2020/21
Children/Young People	0	2	2
Looked After Children inc Leaving Care young people	25	25	14
Parents/Guardians	42	43	40
Other Carers	1	0	2
Foster Carers	5	2	1
Prospective Adopters	0	1	0
Adoptive Parents	1	1	0
LAC (now Adult)	2	1	1
Friend	0	0	0
Relatives	7	5	0
Professionals	0	0	1
Total	83	80	61

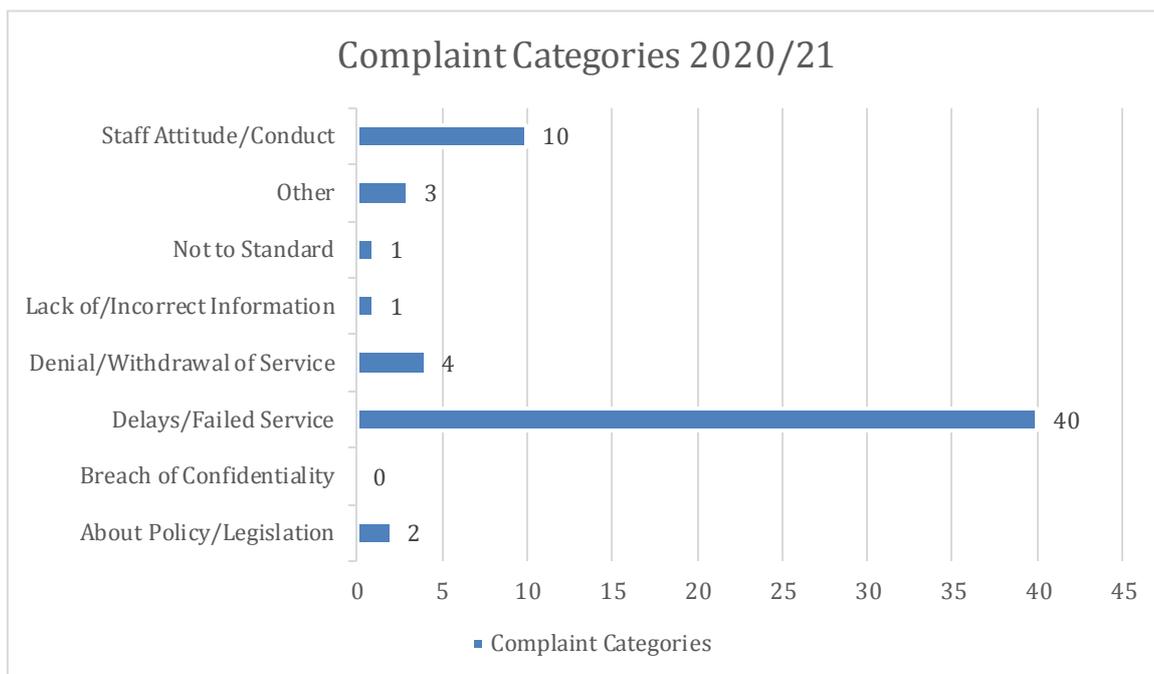
Although the Statutory Children's complaints procedure is aimed at young people most neighbouring councils report a minimal volume of complaints from children. However, in Peterborough we see a higher proportion of complaints coming from children and young people than many other councils. This illustrates that there is clear signposting of young people in care to the complaints process and to advocacy services by our social workers.

The complaints manager has a duty to ensure that when complaints are received 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 have agreed 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). Many young people making complaints are supported by NYAS but some older children are confident in making complaints without support.

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 two main categories are Delay/Failed Service and Staff Attitude or Conduct.

A high volume of complaints are about alleged service delays or failures but 52% of these complaints were Not Upheld. This indicates that sometimes the expectations of the services by their service users are unrealistic. Examples of the Upheld or Partially Upheld cases in this category are:-

- Delays in assessments being finalised
- Calls not being returned within a reasonable period

The only other category of note was Staff Attitude or Conduct. There were 10 complaints registered with this category. Of these 50% were not Upheld, 3 were Partially Upheld and 2 Upheld. Examples of the Upheld/Partially Upheld cases in this category are:-

- Parent unhappy stereotypical language used by worker
- Young person unhappy social worker spoke to them in an abrupt tone
- Parent unhappy that the worker showed them no empathy

Service Improvements

During the investigation of a complaint Service Improvements can be identified when the manager has found that there has been a service failure and that they can propose a change which will prevent this type of issue from reoccurring. Such changes may be a process or policy change or a training workshop.

As the volume of complaints which have been Upheld has fallen significantly in the past year there has been a corresponding effect on the identification of Service Improvements.

Whilst there were 38% of complaints Partially Upheld in the year this will often be where there are only minor elements where the service is found to be at fault and in these cases the type of action is most commonly an apology or a reminder to staff about the correct procedure to be followed.

Appendix B - Service Improvements and Actions Taken 2020-21 –gives examples of some of the service improvements that have been identified during complaint investigations.

This information is captured by the complaints team and reported to the Quality Assurance team on a quarterly basis to monitor that actions are taken, and improvements are made. This helps the QA team to formulate training and briefing notes for Children’s social care to address specific issues.

Due to the prioritisation of essential functions due to the pandemic the Quality Assurance Manager has recently confirmed that the normal programme of workshops for social workers was suspended for over a year but that this is now in the process of being reinstated.



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 2020/21 there were 224 compliments received about Childrens Social Care teams. Of these 88 were external and 136 internal. This is comparable to the volume in 2019/20 when a total of 219 was received (67 external & 152 internal).

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.

With the pressures that all services have been under in 2020/21 it is gratifying for staff to receive this level of appreciation.

Examples of both types of Compliment can be reviewed in Appendix C

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Appendix C – CSC Service Improvements Identified Examples 2020/21



- *More experienced manager, placed in home to improve support, management and home policies.*
- *Manager will look at improving processes of sharing info between ASC/CSC.*
- *Manager said complaint would lead to a Review of Fostering allowances.*
- *Staff will be reminded if initial telephone call fails when contacting families – will reiterate to workers to text before calls to improve practice.*
- *Cross CSC team working needs to be improved – Manager will take forward (Stage 2)*
- *Manager issued a Staff Guidance Note to remind staff to use correct terminology in assessments & panel applications. (Stage 2)*
- *Service improvement for all staff to be aware how to close a case properly to include the issue of a formal closure letter (Stage2)*

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Appendix B – CSC Compliment Examples 2020/21

External Compliments

- The young person was so happy and had an emotional conversation thanking them all for coming and being there for them and giving them permission to ask for help whenever they needed it. The young person's birth parent thanked foster and respite carers for caring for their children and still wanting to support their child. (Young Person/Parents to Social Worker)
- They're lovely thank you, really special and written with such care and a real softness so thank you so much. Means a lot to us. (Young Person to Adoption Life Story Worker)
- 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 well. If that coronavirus doesn't kill us all first. (Young Person)
- Just wanted to let you know that when I met with X yesterday they were talking about their time in care and how nice it was to end with you as their social worker. They thought you were great and wished you had been their social worker for longer. (Young Person)
- The card thanked them and said they were the best social worker in the world. (Young Person)



- Thank you for making the journey and being part of our special day. (Adopters)
- Thanks for all that you have done for all our families. You are a great social worker and work so well with your families and other professionals. Social work can feel like a thankless job so just wanted you to know you are appreciated and your good work is recognised. (School)
- Just want to say thank you for all the help and support offered to X's parents. Often ignored and not appreciated by them but you always kept trying. Thank you, it has never gone unnoticed. Just to say thank you very much for everything, but mainly for always keeping a watch over our grandchild. Trying to shine a light when days were dark for them. Thank you for believing in X and I and for supporting us with the SGO. Your dedication to X and us as a whole will always be appreciated. (Grandparents)
- It's really important that you are aware of the positive impact X is having especially on Y. X is working tirelessly to support the best interest of the children and Y, during this X has taken and probably will continue to take some unpredictable and at times worrying behaviour from Y. (Barnardo's)

Internal Compliments

- Of note and it is rare for me to receive reports which include the recommended review decisions at the end of the child in care review assessment report. This is exactly the standard required and demonstrate purposeful analysis of X care plan and progress with clear ownership of the issues that are still needed to be worked on over the next period of review. I am so pleased Y seems to be maintaining this level of consistent practise for the children we have in common. (IRO)
- Just a quick email to say that you allocated Y to help with this request and that they have been great in making sure the correct information is supplied. Y answered all my emails really fast and I know it's a difficult time with current pressures but thought to let you know that Y's been wonderful! (FOI Team)
- I wanted to pass on a compliment in relation to X and Y who worked tirelessly today to find a placement for a young person, and showed great creativity, professionalism and patience in a highly charged situation. They did not give up, and in the end their commitment resulted in a successful outcome. (Fostering)



- I have been through X's case and have to say if I was auditing this I would have graded it as outstanding. Your work is very thorough and clear why judgements and actions have been made. I know Y and their family from reading this file and it is clear you have dedicated a lot of time and energy to X. All reports are on file which will make our work at the end a lot easier. It has not been the easiest case either. (Team Manager)
- Wow! I've just read and authorised X's PwP. What a remarkable YP. It was a pleasure to read. I loved that I could see his sense of humour throughout. Excellent capture of the child's voice. Well done. (Team Manager)
- I just wanted to let everyone know about the positive impact that X is having for the contact service staff. I attended their team meeting last week and the staff had bought X a gift and gave them a huge round of applause and said that unanimously they wanted to thank X for all X has done for them in making them feel valued and listened to and organised and building positivity into the team. (Contact Centre Staff)
- We've received our review report that you sent through and wanted to say thank you what you said was lovely. We also wanted to say thanks to you for your support since X has been with us we all work great as a team doing what's best for X. (Foster Carers)
- Thanks so much for your comments for the above review. I found them insightful and helpful. X was very appreciative of your positive comments about their fostering. I wanted to also pass on the positive feedback from X who said that you have been very proactive and supportive to them and they would like to say a big thank you to you. (Foster Carer)

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
18 NOVEMBER 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 REPORT, EDUCATION INCORPORATING THE PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDREN'S SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY

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"> 1. 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 the next stage of recovery. 2. Provide feedback on the school improvement strategy, the updated school organisation plan and our sufficiency strategy for early years. 	

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 Education in Peterborough. The challenge of Covid-19 remains but the report also outlines other key progress in our continual focus on improving educational outcomes.

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:
 - 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**

Progress report for the Cabinet Member for Children’s Services, Education, Skills and the University - Priorities for Education

4.1 Delivering business as usual activity remains hugely challenging in Education. Covid-19 is very much still part of our daily work. However, we are now focusing on wider areas which will contribute to our work and objectives moving forward. Upcoming reports to this committee will outline these areas further but the current areas of priority are –

- Supporting schools with the continued challenge of Covid-19. This is likely to remain until Spring 2022 due to the vaccination roll out for children and the impact of the Delta variant in school-age children.
- We have not yet seen the full impact of Covid-19 on families and vulnerable children and young people – behaviour, SEND needs and mental health challenges are emerging. We will need to respond to support this and broker additional services to support children. We do not currently have any additional funding for this.
- Understanding the impact of Covid-19 on pupils learning. This is not yet fully understood and will not be established nationally until next year with the first set of published performance data. Our school improvement advisors are looking at the challenges with maintained schools and we will be collecting predicted data early in the new year.
- Recruiting to vacancies across the service – As a result of retirement and recruitment challenges in a highly competitive market, we have been unable to recruit to a number of key roles. We are struggling to recruit to key roles including the Assistant Director School Improvement and Educational Psychologists. To deliver current and future priorities, we need further capacity.
- Increasing the take-up for free school meal entitlement, especially for families who are on low incomes due to the impact of Covid-19. We also want to increase the take up of 2-year-old funded places and the early years pupil premium (3 and 4-year-olds) as we know settings are losing out on financial support which is vital to support catch up in these establishments.
- Ensure attendances continues to be high across all groups including a focus on vulnerable groups. We will also offer advice to parents who are considering elective home educating their children in line with the new requirement brought in during Covid-19.

4.2 Planning for the longer term is challenging at the current time however the key focus areas for the directorate can be listed below –

- Commission a new primary and secondary school at Great Haddon for September 2026. This will be undertaken through the LA-led free school presumption processes and support trusts with free school bids.
- Developing a school improvement strategy that will bring all outcomes above national average and to the top of our statistical neighbours – focus areas:
 - Improving Key Stage 2 / 4 outcome. All other areas have seen significant

improvements and more schools becoming good and outstanding.

- Focus our challenge and support to Academy Trusts over their performance.
- Improving reading with a focus on early language acquisition and phonics in primary schools.
- Refocusing our strategy to support EAL learners (English as an additional language) and developing an approach to support the wider curriculum development for all learners.
- Ensure we effectively respond to the Ofsted/CQC LASEND revisit which is expected to happen in Autumn 2021. The last inspection took place in 2019.
- Build a strong Local Authority led family of maintained schools to deliver and sustain outstanding school improvement and a culture of self-improvement.

4.3 It is now nearly 5 years since I wrote my improvement plan for Education in the City and this report outlines the ongoing improvements taking place. Officers continue to focus on ongoing improvement and the remainder of the report outlines some of these areas of change.

Service Director Updates

4.4 The remainder of the report covers the key issues the council is facing in the delivery of its statutory functions along with education settings from early years to further education. It is covered across the 4 core areas of business:

1. Covid-19 Response and the Local Authority Support for Education
2. School and Setting Improvement
3. Special Education Needs and Disability
4. Capital and Place Planning

Covid-19 Response and LA Support for Education

4.5 Covid-19 remains a huge challenge for all education establishments during the first half of this Autumn term. We have seen a significant rise in confirmed cases as the term has proceeded and following the removal by the Department for Education of a number of the protective measures, including bubbles.

4.6 The position over the autumn term can be seen below (based upon cases report by schools, colleges and early years settings to the LA):

	Cases	Settings
W/C 30 th August	18	12
W/C 6 th September	145	32
W/C 13 th September	204	51
W/C 20 th September	173	49
W/C 27 th September	238	41
W/C 4 th October	368	57
W/C 11 th October	389	61
W/C 18 th October	589	80
W/C 1 st November	314	70

4.7 As a result of concerns around the rising cases, we recommended to schools that they introduced additional local measures to help contain the rise in cases. These measures, introduced on the 6th October, were –

- Face coverings for staff and secondary school students in communal areas
- Staff socially distance and recommend staff meetings are virtual.
- All visitors to schools must wear face coverings in school buildings.
- All non-essential events where parents visit schools are moved to being held virtually.
- Promoting and monitoring uptake of twice weekly LFD testing in secondary schools (staff and students) Primary school (staff)

4.8 Following the designation of Peterborough as an Enhanced Response Area (ERA), the government agreed that the measures we put in place on 6th October will continue until 10th December 2021.

4.9 In addition, there are a range of measures that we can consider when there is an outbreak. For schools, an outbreak is where there is a rapid increase in cases, 5 cases in a group that has mixed closely (i.e. a class) or 10% of the school numbers. At this point, we hold a supportive call where an LA officer and the school consider next steps. Measures will be considered based upon the context of the school. The ERA allows us to consider the following steps only under an outbreak –

- Recommend a one-off PCR test for a wider group or cohort
- Daily LFD testing for close or household contacts (identified by NHS Test and Trace or the setting) while awaiting the results of a PCR test. We can also recommend to parents of primary age pupils they undertake PCR tests
- Introduce methods to reduce intergroup mixing (for example separate break times, staggered entry etc.) – the ringfencing of classes
- Increased frequency of LFD testing (staff and secondary aged or above pupils only) including daily testing where case numbers are very high amongst an identified group or cohort. This should be done for a minimum of 5 days, increasing to 7 days as necessary to ensure the final test is taken on a school day
- Reinstating on-site LFD testing. (Assisted testing site or Supervised Self Testing) (Secondary and Special Schools only)
- Temporary reinstating face coverings in secondary age classrooms for pupils/students / staff.

4.10 Aside from the challenge of Covid-19 cases, there are a number of other challenges we are facing in delivering education –

- Anxiety in parents and staff – the challenge of running schools where there are high cases is significant and this has seen attendance in some schools decline. We have also had a number of staff with significant anxiety especially where classes have seen large outbreaks. We are very grateful for our school staff being so committed to ensuring education continues.
- Rising sickness levels – sickness levels are higher than normal. On 4th November, 5.6% of staff in schools were absent. This is a combination of both Covid-19 and higher than usual respiratory illness. We would expect a rate nearer to 2% at this time of year.
- Supply availability and funding – a number of schools are reporting there is a lack of supply staff. This is due to high demand due to staff absence and supply staff being deployed supporting tuition in schools. Schools are also reporting challenges with budget – there has been no additional funding to support the costs of delivering additional measures resulting from Covid-19. The only funding schools currently have available is to support pupil catch up.
- Testing rates and vaccination rates – we have been pushing hard to ensure eligible pupils and staff continue to test. There is a challenge around reporting but we continue to focus on areas in the city where testing is low. The 12-15 and 16-17-year-old vaccination programme continues to be rolled out (see the table below for the 2nd November). The initial school visits for 12-15 year olds will be completed by early December.

Area	12-15 vaccination uptake	16-17 vaccination uptake
Peterborough	13.3%	47.5%
East of England	28.5%	61.7%
England	24.2%	56.6%

4.11 Data continues to be monitored on a daily basis and we continue to take account of the balance between maintaining educational attendance and safety in recommending these additional

measures.

4.12 Attendance this term has been strong. The position on 26th October 2021 is below -

	Peterborough	East of England	England
Overall Attendance	89.0%	86.5%	87.1%
Primary	91.3%	89.6%	90.1%
Secondary	87.1%	83.5%	83.9%
Special Schools	88.8%	79.5%	81.3%
Pupils with EHCP	85.1%	81.8%	82.2%
Pupils with a Social Worker	84.1%	81.3%	81.2%
Pupils Eligible for FSM	87.3%	84.4%	85.2%

Survey of Schools – Feedback on LA transformation

4.13 We recently conducted our three-year survey of schools. This has shown significant improvement in the creditability of the LA but also highlighted a number of areas for further development. This will form part of our action plan moving forward and we hope to present this early in the new year. The survey is based upon the former Audit Commission survey of LA education services and grades questions on a 4-point measure -



4.14 In analysing the response, no areas declined in their grading and some areas showed substantial improvement. There were 30 establishments that replied, less than in 2018, but in the context of Covid this was still a useful sample. The summary comparison by the strategic areas is shown in the table below –

Category	PCC 2018	PCC 2021	Change
1. LA Strategic Oversight of Schools	2.05	2.88	+0.83
2. Support for School Improvement	2.19	2.79	+0.59
3. Facilitating Access to Services	2.10	2.7	+0.56
4. Access/Promoting Social Inclusion	2.12	2.7	+0.58
5. Vulnerable Pupils	1.76	2.4	+0.64

4.15 All schools still value interaction with the LA including academies and wish us to visit schools more regularly to support. There were notable improvements in Fair Access/ Behaviour Panel/ Attendance. Schools still want the LA to play a role in the oversight and leadership of school improvement regardless of status. Communication and support for Covid was consistently the top theme in the feedback. Some of the key comments recorded in the survey are below -

LA Strategic Oversight of Schools

- *It would be good to see academic progression and attainment at the forefront of strategic development within the LA again. We need common goals with a relentless pursuit of these in order to raise standards in our LA. Bringing all schools on board with this has always been a challenge, but we have shown what we can achieve and overcome together through the pandemic - I feel that this continued drive into standards is now what is needed.*

- *Schools need to be prepared to share areas and info where they need input/support with. There is opportunity for engagement and opportunity to input into strategic planning.*

Support for School Improvement

- *Support for safeguarding always excellent, and the recent Safeguarding Review was really positive and useful.*
- *LA support for our maintained nursery is very limited and we feel like we 'slip through the gap' between the school improvement team and the early years team. The new School Improvement Advisor this year has been a really positive experience.*
- *General thank you for all of the support and briefings (both zoom and daily updates) these have been well thought out, informative and supportive (And actually been a huge part of supporting wellbeing at this difficult time). As a school we feel that we have been well supported by the Local Authority at various levels. Our school Improvement advisor has been amazing within school supporting and challenging the school but she has also supported wellbeing. The Heads meetings have been of a high quality and documentation to support schools during this time has been well thought out. SEND hub is well supported for communication and language with regular meetings. The LA Safeguarding team have been supportive. English strategy development is well thought out and support for both reading and writing is excellent. The LA have supported the leadership development of the school working with our phonic champion leaders in collaborative work with other schools. There has been fantastic working alongside our EYFS leader - together they have run some joint sessions for schools to school support with a focus on Early Adopter and EYFS high quality teaching and learning. Governors have felt well supported by the LA with briefing and training. Considering the limited funding and resources that the LA have it is unbelievable how much they all do to support schools - I think there must be a lot of people doing a lot over and above for the benefit of the pupils, families and staff in this Authority*
- *Support is offered and promoted to all schools, but somehow it doesn't quite connect with the schools who need it most and often doesn't seem to bring us all together as a LA community of learners. Better school-to-school support systems would be hugely beneficial.*
- *I think we have a knowledgeable, proactive and very dedicated team of staff at LA.*

Facilitating Access to Services

- *The regular HT briefings led by Jon Lewis, in addition to his emails, guidance, clarification and support throughout the pandemic, have been exceptional and invaluable. This has supported HT well-being, offered reassurances and alleviated pressures. Thank you.*
- *The LA does not appear to have the capacity, staff, or drive to facilitate access to services. There is only so much that one person can be expected to do.*
- *HT wellbeing supported as I have always used an LA officer to run my Performance Management. This has been valuable and supportive.*
- *Finance support has been extremely stretched this year. I would advocate the benefits of the Cambridgeshire model where you can 'buy in' to Financial adviser support, meaning they attend regular support meetings during the year to assist with key points in the financial year.*

Access/Promoting Social Inclusion

- *Personnel change, it is difficult to keep up with whom to contact. People are difficult to contact, response times are often poor.*
- *We have found the Transport team very helpful as they always send messages back to us promptly and are available to support us when needed (Pupil absence and changes to taxi times etc.)*
- *Following our safeguarding audit, we have asked for support with health and safety and risk assessing but are yet to receive this. Further guidance/training/templates would be useful.*
- *In the co-ordination of the admissions process, improved communications between the SEND Team and the Admissions Team would be of benefit given the extremely late notification of additional pupils with EHCPs to EYFS, taking us above PAN, on 3 consecutive years. A coordinated approach would be of benefit.*

- *I think that the Fair Access process has probably improved from what it was in the past.*
- *New Fair Access policy, panel and procedures are beginning to work better now, since joining with Cambs teams.*
- *Services and support vary widely. Some excellent, some poor - hence adequate in a number of cases.*

Vulnerable Pupils

- *Supporting services are endlessly hampered by staff absence, unfilled vacancy and shortage of specialism. We are over full, too busy and impatient. When the 2 come together it just leads to frustration.*
- *Ed psych are excellent, but short staffed. Social Care and Health the same.*
- *SEND services remain the source of much frustration*
- *We have found the support from the Looked after children lead to be of a high quality. Very knowledgeable and supportive of some of the complex needs of pupils who become looked after children.*
- *I feel unsupported by the LA SEN team - communication can be sporadic, with members of the team difficult to contact and communication via email and at meetings can be unhelpful and unsupportive to schools who are trying their best with the resources and knowledge they have.*
- *EHCP Annual Review paperwork has not been received back from the LA within expected timescales.*

Covid response

- *I am so grateful for the LA support during the Pandemic. Thank you for timely zoom meetings, regular updates and the availability of the team at the end of the phone/email to support. We could not have got through this without you.*
- *Support and communication during COVID has been excellent.*
- *The support for leaders during the Covid pandemic has been absolutely exceptional. Daily emails with updates and digests of new publications, support for risk assessment, contact details for support at weekends have been invaluable.*
- *In what has been probably the hardest year working in a school, I have felt so fortunate to be working in a Local Authority maintained school, and particularly in our Local Authority. The level of support that has been available to schools and Headteachers has been second to none and has been available pretty much 'round the clock'. We could not have asked for anything more, thank you to the team.*

4.16 In analysing individual questions, the 10 questions below were the strongest responses -

	2021	2018
The effectiveness of your LA's communication with your school	3.6	2.3
The effectiveness of the leadership provided by senior officers	3.5	2.5
The effectiveness of LA support for Education Safeguarding, including the quality of the training provided	3.4	3.0
The effectiveness of LA support for looked-after children i.e. the Virtual School	3.1	2.7
Your LA's knowledge and understanding of your school and its local context	3.1	2.6
The effectiveness of your LA's support for promoting pupil attendance	3.1	2.5
The effectiveness of the leadership provided by elected members	3.1	2.1
The effectiveness of your LA's support for the professional development of teachers, including NQTs	3.0	2.3
The quality of the information the LA holds on its website and Learn Together to support schools	3.0	2.0
The clarity of your LA's service offered to schools	2.9	2.2

4.17 The 10 lowest scoring questions are below -

	2021	2018
The effectiveness of your LA's co-ordination of the admissions process	2.4	1.6
The effectiveness of your LA's planning of school places (including SEND)	2.3	1.9
The effectiveness of support for schools working with pupils at the SEND support phase	2.2	New
Your LA's planning of SEND provision to meet identified needs	2.1	1.4
The effectiveness of facilitation of integrated joint working with social care and health	2.1	New
The effectiveness of LA support for meeting the needs of pupils with English as an additional language	2.1	1.7
The effectiveness of LA support for Annual Reviews of EHCP's	2.0	New
The effectiveness of communication with SEND services	2.0	New
The effectiveness of LA support to schools in bidding for external grants	2.0	1.2
The efficiency with which statutory assessments of pupils with SEND are made	2.0	1.6

- 4.18 An action plan to consider all aspects of the feedback is being developed and will form part of the next iteration of the education strategic plan.

Household Support Grant

- 4.19 The Winter Grant Scheme was initiated in November 2020 via a central government grant to local authorities to provide practical support to those whose lives have been impacted by Covid-19 through the winter months. From April 2021 onwards the scheme has been renamed the Covid Local Support Grant. The Winter Grant Scheme provided us with an opportunity in Peterborough to reach those who needed support with food, fuel, or other essential supplies through the winter months. It also simultaneously presented an opportunity to link individuals and families with longer term support who otherwise may not have known about or felt confident enough to seek it.
- 4.20 The approach to delivering this in Peterborough has been one of partnership working with the public sector, voluntary sector partners and communities, recognising that those who live and work locally are often best placed to identify those in need of support. The Grant enabled us to provide food vouchers to those children eligible for free school meals in the school holidays, an increased investment into our universal preventative services to support households facing financial hardship. A Direct Award scheme was also set up to give community groups and other public sector partners the ability to provide immediate support with food, fuel, or other essential supplies to those in their community who are experiencing financial hardship, whilst also linking them to longer term support. This hybrid model of delivery has enabled us to reach those who we may not otherwise have reached, through local networks.
- 4.21 This way of working reflects the Think Communities principles of person-centred, place-based and system working to support individuals and families. We have also seen the benefit of the 'hub' model of working, which at times has included proactive contact to families and individuals (not waiting for them to find/come to us) and helping families and individuals navigate the system to access the support they need, be it debt advice, housing problems or support to self-isolate due to Covid-19. It also recognises the importance of addressing and alleviating the presenting 'symptoms' of poverty (i.e., that people have food on the table, can heat their homes and can access other essential supplies) to effectively engage more preventative forms of support and opportunities that may increase social mobility.

4.22 The proposed allocation of the Household Support Grant is shown in the table below.

Grant Received	1,824,636
Proposed allocation -	
• Direct Voucher Scheme (*)	691,120
• Wider Support Scheme	1,133,516

(*) this is a current estimate based upon the summer voucher scheme take up.

4.23 The grant has specific terms and conditions including:

- At least 50% of the total funding will be ring-fenced to support households with children, with up to 50% of the total funding to other households genuinely in need of support this winter. This may include households not currently in receipt of DWP welfare benefits.

4.24 Eligible spend includes:

- Food. The Fund should primarily be used to provide support with food whether in kind or through vouchers or cash.
- Energy and water. The Fund should also primarily be used to support with energy bills for any form of fuel that is used for the purpose of domestic heating, cooking or lighting, including oil or portable gas cylinders. It can also be used to support with water bills including for drinking, washing, cooking, and sanitary purposes and sewerage.
- Essentials linked to energy and water. The Fund can be used to provide support with essentials linked to energy and water (including sanitary products, warm clothing, soap, blankets, boiler service/repair, purchase of equipment including fridges, freezers, ovens, etc.), in recognition that a range of costs may arise which directly affect a household's ability to afford or access food, energy and water.
- Wider essentials. The Fund can be used to support with wider essential needs not linked to energy and water should Authorities consider this appropriate in their area. These may include, but are not limited to, support with other bills including broadband or phone bills, clothing, and essential transport-related costs such as repairing a car, buying a bicycle or paying for fuel. This list is not exhaustive.
- Housing Costs. In exceptional cases of genuine emergency where existing housing support schemes do not meet this exceptional need, the Fund can be used to support housing costs. The Authority must also first consider whether the claimant is at statutory risk of homelessness and therefore owed a duty of support through the Homelessness Prevention Grant (HPG).
- In exceptional cases of genuine emergency, households in receipt of Housing Benefit, Universal Credit, or Discretionary Housing Payments can still receive housing cost support through the Household Support Fund if it is deemed necessary by their Authority. However, the Fund should not be used to provide housing support on an ongoing basis or to support unsustainable tenancies. The Fund cannot be used to provide mortgage support, though homeowners could still qualify for the other elements of the Fund (such as food, energy, water, essentials linked to energy and water and wider essentials).

4.25 It is expected that the focus of support should be on food and bills and that support for housing costs should only be given in exceptional cases of genuine emergency. Beyond this, authorities have discretion to determine the most appropriate scheme for their area, based on their understanding of local need and with due regard to equality considerations.

4.26 It is our intention to continue to provide the direct voucher scheme in a similar way to the process we followed in the past 12 months.

4.27 The Direct Voucher Scheme offers parents a voucher for a choice of supermarkets which are sent to eligible families automatically using school data and information held by the Local Authority.

Each eligible child received a £15 voucher for each week of the school holidays (£3 per day).

Those eligible for the voucher will be those pupils who met the following criteria:

- Early Years Pupil Premium
- Children that access funded two-year-old education
- Eligible for Free School Meals
- Students eligible for 16+ bursary

4.28 We fund pupils on school roll, regardless of where they live. We have a reciprocal agreement with other LA's in the Eastern Region to fund pupils in their own setting for 4-16 education. For colleges, we work with each of the establishments to follow similar arrangements they may operate with their eligible pupils. This may involve cash payment. We will only fund in this position those that live in Peterborough. We will also seek to reach out to parents in independent schools in the City to offer them support if they meet the criteria.

4.29 The scheme we are proposing will fund vouchers across the following periods:

- October Half term - £15 per eligible child
- Christmas - £30 per eligible child
- February Half Term - £15 per eligible child

4.30 For the October half term, a total of 12,110 £15 vouchers were sent to eligible parents with a further £10k going to colleges to support their eligible students.

4.31 Like the voucher scheme, we will continue to provide a wider support scheme. We have started detailed discussions with our partners. These discussions will help shape and target the approach we take with the remaining funding, but the core offer will closely align to our most recent delivery models:

- A direct awards to households in urgent need
- Funding to support the work of our Local Assistance Scheme, which brings together a range of agencies with coordination provided by the Citizens' Advice Bureau
- Investment into other agencies that can provide urgent and practical assistance when needed, including voluntary, community and faith sector organisations.

4.32 We also propose to engage with our City Councillors who have supported significant levels of community activity throughout the pandemic, to make sure that we harness their local knowledge, and direct any funding, if available, to local groups that might more easily reach people in greatest need than we can.

4.33 Fundamental to the way this fund is spent is our ability to proactively identify people in need, and we will be developing mechanisms to analyse data from multiple sources to help with this. We will continue to operate a relatively light touch application process, especially important given that people are likely to be in immediate need and will continue to also try to encourage and enable people helped with financial or other practical support to also seek support from advice and other agencies.

4.34 We will also make sure our own services are aligned to the scheme, most notably our adult skills and libraries services, both of which can provide longer term connectivity and support to help people increase their learning and earnings.

4.35 A small proportion of the funding will need to be retained to cover our staffing costs for the wider support and voucher scheme, and this will be less than 5% of the total allocation.

School and Setting Improvement

4.36 One of original findings from the 2018 school survey was the lack of a clear plan for school improvement. As the results show, the LA has changed significantly and our more recent focus

has been on developing our approach to School Improvement. Appendix 1 outlines our proposed school improvement strategy and our approach to tackling under performance.

- 4.37 It outlines 4 priorities -
- Covid-19 response recovery, which includes developing leadership and supporting well-being
 - Ensuring schools have a broad curriculum that is relevant to their context
 - Ensuring end of key stage outcomes in English and Maths continue to improve, and improve outcomes for disadvantaged and vulnerable groups in all phases and close the gaps between them and other pupils in the country and nationality
 - Improving Phonics and Early Reading
- 4.38 It is our intention to consult schools on this strategy before finalising in the new year. Comments are welcomed from the committee on this document.
- 4.39 More widely, the focus of our school improvement team this term has been -
- Establishing new relationships with link for school improvement advisors. We now have three highly regarded seconded headteacher who are bringing a new level of challenge and support to our schools alongside our experienced existing advisors.
 - Headteacher performance management meetings with governors and autumn-term visits
 - A blended programme of high-quality CPD with the resumption of some face-to-face events
 - Schools implementing with confidence the revised Early years foundation stage (EYFS), the new Reception Baseline Assessment and the New Early Career Teacher (ECT) framework
 - Additional support for safeguarding in priority schools
 - A very exciting Phonics Programme is now planned in partnership with the DfE Opportunity Area and Launch of the Aiming High / Higher Programmes
 - Twelve schools signed up to the Making a Difference for The Disadvantaged Programme with the Education Endowment Foundation and Norwich Research School
 - Six schools now engaged with the curriculum project in partnership with Haringey Education Partnership
 - Governor Training has remained virtual during Autumn Half Term 1, aligned to the risk posed by gatherings of different people. The decision has also been taken to continue this approach for Autumn Half Term 2 given the current prevalence of cases within the locality. The Local Authority now advises a preference for meetings and monitoring to continue virtually but has allowed for localised decision making amongst Headteachers and Chairs of Governors based upon school specific circumstances and Risk Assessments. Some schools have therefore returned to meetings in person
 - The School Governance Team continue to work alongside schools, their leaders and governors across the City. They are currently prioritising re-implementing Pre OFSTED Governance Checks to consider school's readiness for inspection, which is particularly significant as the inspectorate have now recommenced a structure of inspection visits, following changes to the process during the pandemic.

Special Education Needs and Disability

- 4.40 Written Statement of Action (WSOA) – LA SEND Inspection
- 4.41 The Local Area of Peterborough was inspected by OFSTED and the Care Quality Commission (CQC) from 10 to 14 June 2019 to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014. The lead Inspector determined that Peterborough City Council and Cambridgeshire and Peterborough Clinical Commissioning Group were required to jointly submit a Written Statement of Action (WSOA), because of five areas of weakness in the local area's practice:

1. *“Joint planning, including commissioning, and intervention are not sufficiently well established to make sure that all agencies and services play an active role in meeting the requirements of 2014 disability and special educational needs reforms.”*
2. *“There is no quality assurance framework for the local area’s work for children and young people with SEND. Intended outcomes for children and young adults are not targeted, measured or evaluated well enough to inform leaders about the impact of the work to implement the reforms effectively.”*
3. *“The current arrangements for the DCO in relation to the implementation of the reforms do not allow the postholder to fulfil the obligations of the role sufficiently.”*
4. *“Early support is well embedded for children in early years but does not follow through in all areas of the lives of children and young people as they get older. It takes too long for children, young people and families to get the support they need”.*
5. *“The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities in particular the provision for young people aged 18 to 25 was not sufficiently developed to make sure that young adults had the full range of opportunities and support that they needed as they moved through into adulthood.”*

4.42 The WSOA was co-produced between Peterborough City Council, Cambridgeshire and Peterborough Clinical Commissioning Group and members of the Peterborough Parent Carer Forum, Family Voice. The WSOA includes the improvements required to meet the requirements of the inspection and includes an action plan with specific areas of work explained in greater levels of detail. The WSOA was signed off by Ofsted and the CQC in November 2019.

4.43 As part of the LASEND inspection framework, a monitoring period of 18 months is required between the Local Authority, the Department for Education and NHS England to monitor the progress of the WSOA. Due to the pandemic, revisits have been delayed although we have continued with the monitoring visits. Since November 2019, 5 monitoring visits have taken place, plus a series of deep dive sessions on each significant weakness. Lead officers from across education, health, social care, early help, commissioning, Family Voice, the DfE and NHSE have attended all of these sessions. The sessions have been extremely useful and helped inform the creation of an impact report that demonstrates progress against the weaknesses. Appendix 2 provides an overarching summary of progress against each weakness.

4.44 The impact report is in the final stages of development in preparation for an imminent revisit by Ofsted and the CQC (expected this term, ie before Christmas). We are confident we have addressed the vast majority of the issues highlighted although there are some areas that have been impacted by Covid-19, and these have been fully contextualised. A report will be brought back to the Scrutiny committee after this visit has taken place.

Joint SEND strategic Action Plan

4.45 [Everybody’s Business](#)’ was developed with stakeholders and sets out what we want to achieve for children and young people with SEND and their families. There are three themes:

- SEND is Everybody’s Business
- Identify and respond to needs early
- Deliver in the right place at the right time

4.46 The Strategy is supported by an action plan which describes, in more detail, what success will look like and records the progress being made.

4.47 The Joint SEND Strategic Action Plan is being implemented utilising a phased approach. This allows agreed priorities to be extracted from the larger co-produced plan and focusses attention on impact and outcomes towards agreed priorities that have also been selected through co-

production with all stakeholders. The Phased approach runs from May to May each year with the first Phase being implemented between May 2021 and May 2022 (there was a delay due to COVID). An interim progress report will be produced in November of each year. And new priorities will be agreed in March, annually, to ensure that the plan is ready to be implemented by May.

4.48 Phase One follows each of the three themes with a senior accountable sponsor responsible for each area and the agreed priorities that have been secured through ongoing co-production:

1. SEND is Everybody's business – Senior Accountable Officer – Toni Bailey, Assistant Director for SEND and Inclusion

Agreed Priorities

- Local offer (due to be renamed 'SEND information Hub')
- Communications (now with a bespoke working party group)

2. Identify and Respond to Needs Early – Senior Accountable Officer – Wendi Ogle-Welbourn, Executive Director, People & Communities

Agreed priorities:

- Getting Support Early
- Legal Compliance
- Role of the Designated Clinical Officer
- Preparation for Adulthood – 18-25

3. Deliver in the Right Pace at the Right Time - Senior Accountable officer – Oliver Hayward, Assistant Director Commissioning

Agreed priorities:

- Joint Planning and Commissioning
- SEND Quality Assurance

4.49 The plan has been undertaken in close partnership with workstreams addressing the WSoA in Peterborough, nevertheless, there has been progress and impact across the plan in both LA's and partnership approaches have served to support this progress as outlined in the action plan format. Further work is needed to highlight impact of the progress made, which will be collated to provide information and data for the mid-term progress report in November.

Joint SEND Pledge

4.50 The joint SEND pledge outlines a set of principles and promotes commitment that will help us to deliver on the themes of the Joint SEND Strategy. The Pledge focusses on 7 outcomes based on everyone being able to:

Make transitions easy – **Healthy**

Deliver care as close to home as possible – **Safe**

Nothing about me without me – **Respected**

Have high expectations for me – **Aspirational**

Identify my needs early – **Successful**

Include me – **Included**

Know that I am empowered – **Confident**

You can see the full detail / document here: [Cambridgeshire and Peterborough SEND Pledge - March 2020](#)

4.51 We have shared the pledge with all schools and settings across education, early years, social care and health and we are recording who has successfully signed up to deliver the pledge. Currently, we have 367 settings who have signed up to the pledge, which is a positive start, but

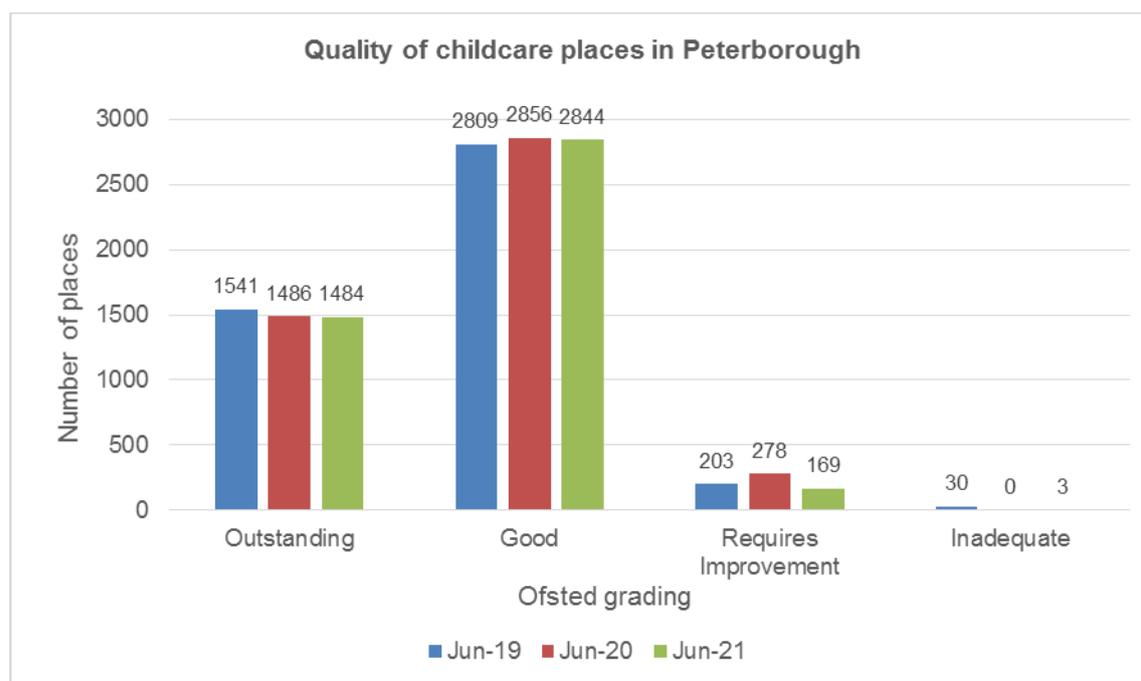
we have high ambitions to get as close as possible to 100% of settings signed up by the end of Phase One of the Strategic Action Plan.

Updates to Exclusion guidance for Peterborough

- 4.52 New exclusion guidance has been implemented across Peterborough City schools and settings that includes robust guidance on the use of Reduced Timetables.
- 4.53 The process for applying for, recording and review of reduced timetables is now fully embedded and there has been a positive impact and reduction in the number of reduced timetables in Peterborough across needs such as medical needs, behaviour / emotional needs and with children with EHCP's.
- 4.54 Review of these timetables is now included as part of the Behaviour Panel and feedback from education provisions and settings is that this panel is highly effective. Since November 2020, we have heard 403 cases at Behaviour and Inclusion Panel which have avoided the need for permanent exclusion.

Capital and Place Planning

- 4.55 Early Years Sufficiency
- 4.56 Ensuring all children in Peterborough achieve their full potential is a priority for Peterborough City Council. Evidence shows that regular, good quality early education has lasting benefits for all children. High quality early years provision is therefore essential if we are to improve outcomes for the youngest children. There is strong evidence that good experiences in the early years are an essential part of a child's development. The quality of pre-school provision is a vital feature of early years education and care; research shows that children who attend higher quality provision tend to show better outcomes at the end of year one.
- 4.57 The longer term impact of pre-school is also clear in research with evidence showing that whilst not eliminating disadvantage, pre-school can help to ameliorate the effects of social disadvantage and can provide children with a better start to school. Therefore, investing in good quality early years provision can be seen as an effective means of achieving targets concerning social inclusion and breaking cycles of disadvantage.



- 4.58 To ensure the availability of good quality provision across the city there is a wide range of advice, support and training available to improve the quality of early years provision in the city and improve

practitioner practice, knowledge and skills; this is delivered through the Early Years and Childcare Service within the local authority.

- 4.59 The majority of the early education and childcare provision in Peterborough is operated by private, voluntary managed or independent (PVI) groups, delivering services to meet the needs of Peterborough families therefore requires a partnership approach between the city council and the PVI sector. Childminders are also a vital element within this overall childcare mix and offered the same opportunities for training advice and support.
- 4.60 The Early Years Education Funding Entitlement Market Position Statement (see Appendix 3) both underpins and supports the development of this good quality early years provision. Ongoing analysis of market development has been conducted at ward level since 2013. These geographical areas are small enough to take account of localised issues and help ensure families have access to local services.
- 4.61 As previously stated accessing good quality early years provision is important in improving outcomes the table below shows the take up of the two three and four year old take up;

			2019	2020	2021
2-year-olds	Number accessing in Peterborough		879	811	691
	% Take up	Peterborough	69	66	62
		England	68	69	62
3-year-olds (universal)	Number accessing in Peterborough		2936	2789	2665
	% Take up	Peterborough	91	87	85
		England	92	91	84
4-year-olds (universal)	Number accessing in Peterborough		3023	3012	2918
	% Take up	Peterborough	93	92	90
		England	95	94	93
3 & 4-year-olds (universal)	Number accessing in Peterborough		5959	5801	5583
	% Take up	Peterborough	92	90	88
		England	94	93	88
3 & 4-year-olds (extended)	Number accessing in Peterborough		1413	1501	1508

Department for Education (2021) [Education provision in Children Under 5 Statistics](#). – based on the annual Early Years Spring census.

- 4.62 The cost of childcare however is a national issue for parent/carers, there is available support through the Government funded entitlements for two, three and four-year-olds, along with the additional extended 15 hours and other options including Tax Free Childcare for working parents and for low income working families who can receive support through the Childcare Element of Working Tax Credits or through Universal Credit, which may enable families to claim back up to 85% of childcare costs.
- 4.63 Both early years providers and the children accessing their settings have experienced significant disruption due to COVID-19 and have been required to respond to continual changes in guidance as the pandemic has progressed. As well as supporting the sector practically throughout the pandemic, the local authority has both signposted to government support, as well as offering local levels of financial support to providers since the pandemic began. It is clear from take-up data and data collected throughout the pandemic that the majority of providers are experiencing slow recovery, however ongoing support is being provided to ensure the continuation of vital services

to improve the outcomes for those children adversely impacted by the pandemic.

- 4.64 Peterborough is a growing city. Further large-scale housing developments are planned over coming years, and as with any development, there will be an increased need for early years provision in certain areas, ongoing analysis across the city is therefore crucial.
- 4.65 At present, data suggests there is sufficient capacity within the childcare market to accommodate children for their universal and extended funded entitlement in the next 12 months, however pressure is emerging in the Fletton and Woodston ward. This should be monitored closely with any new planning applications, alongside the pupil yield calculator. Stanground is still a potential pressure area but there is a proposed new development within the area which will increase available places and reduce this pressure.
- 4.66 There are currently confirmed expansion to support growing needs within the city as follows:
- Hampton Lakes Primary school 26 FTE places opened September 2021
 - Private day nursery in Orton Waterville ward 52 FTE places opened September 2021
 - Hampton East Primary school (B) 26 FTE places due to open September 2022
 - Paston Reserve / Manor Drive Academy 26 FTE places due to open September 2022
- 4.67 There are two further projects in the early developmental stage with opening to be confirmed:
- Private day nursery in Orton Waterville ward
 - Day Nursery in Stanground South ward (up to 78 FTE places)
- 4.68 There is however a potential risk to sufficiency due to the work currently being undertaken in relation to Community Centres, a number of these centres house early years provision that could be displaced depending on what is decided for the assets. This will be monitored closely so action can be taken swiftly should the need arise.

Peterborough School Organisation Plan

- 4.69 The Council has a legal duty to ensure sufficient early years, school, post 16 and SEND places. The Education Organisation Plan (see Appendix 4) sets out how we plan to achieve this. Peterborough remains one of the fastest growing cities in the country and two new primary schools and one new secondary school will open in 2022/23. However, the demographic patterns have changed as there has been a fall in recent number of annual births which is resulting in a lower demand for early years and primary school places. On the other hand, secondary and SEND numbers are forecast to continue to increase for the next five years.

5. CONSULTATION

- 5.1 We intend sharing key documents from this report with education setting and accepting feedback before they are finalised.

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 ongoing impact the situation has had on pupils.

7. REASON FOR THE RECOMMENDATION

- 7.1 We value the committee's feedback on our strategic plans to help shape the best possible outcomes for education.

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 actions and the impact that they have had.

9. IMPLICATIONS

Financial Implications

- 9.1 The costs of all the initiatives are currently met within existing resources. The Household Support Grant is funded by central government.

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 None – the report covers all schools and education settings in Peterborough.

Carbon Impact Assessment

- 9.5 There has been no direct impact as a result of this report outside of the normal projects we are undertaking around Covid-19. Individual projects which may have an environmental impact will be considered through their normal governance arrangements.

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 *List any appendices to the report.*

Appendix 1 – Draft PCC School Improvement Strategy
Appendix 2 – WSOA overarching summary of progress
Appendix 3 – PCC Market Position Statement for Early Years
Appendix 4 – Peterborough Educational Organisation Plan

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Appendix 1 - Peterborough Written Statement of Action Progress October 2021

Peterborough was inspected by OFSTED and the Care Quality Commission (CQC) from 10 to 14 June 2019 to judge the effectiveness of the area in implementing the special educational needs and disability (SEND) reforms as set out in the Children and Families Act 2014. The lead Inspector determined that Peterborough City Council and Cambridgeshire and Peterborough Clinical Commissioning Group were required to jointly submit a Written Statement of Action (WSOA), because of weakness in the local area's practice.

Significant Weaknesses:

“Joint planning, including commissioning, and intervention are not sufficiently well established to make sure that all agencies and services play an active role in meeting the requirements of 2014 disability and special educational needs reforms.”

Local Authority and Health commissioners, in partnership with our parent carer forum and providers have developed a robust commissioning strategy and plan. This has provided a greater understanding across the SEND partnership of needs now and in the future, in Peterborough, and gaps in service provision to meet these. We have singly and jointly commissioned services to address gaps in provision.

Key differences since the inspection:

- There is a dedicated SEND Commissioning function across the Local Authority and CCG, with joint planning, commissioning and governance arrangements
- Commissioning resources and infrastructures are in place to identify and respond to any identified gaps in services and provide a cycle of continuous review and development. This includes routine 'Planning Together' meetings with Family Voice
- A Joint Commissioning Sufficiency Strategy has been developed with the support Family Voice, which outlines current need and market position, services needed to meet future demand and ensure positive outcomes for children and young people with SEND.
- Leaders and managers have access to specific data sets that ensures that all relevant data is drawn into a multi - agency commissioning cycle. This enables senior leaders to have a clear understanding of how the needs of children and young people with SEND are being met.
- Co-production is embedded throughout all levels of the SEND system offer, including people with lived experience and staff/providers who work directly with families. [Children's Commissioning - How We Work](#)
- Additional funding and support has been invested to close gaps in services such as Community Children Nursing, Specialist Equipment and Occupational Therapy services with dedicated commissioning capacity.
- There is now a Joint SEND Strategy for Peterborough and Cambridgeshire which has been shared with all stakeholders, with 65,000 social media impressions and generated 260 clicks on the strategy pages.
- A Joint SEND action plan has been created and a phased approach has been utilised to ensure the document is focussed and remains flexible to meet the specific priorities identified through continued co-production with all stakeholders and partners.

- The Joint SEND Executive Board continues to be independently chaired and is supported by the Joint SEND Strategic Partnership Group, chaired by the Executive Director of People & Communities. The Strategic Partnership Group is the local partnership that brings together organisations and parent carer forums responsible for services and support for children, young people and families in a shared commitment to achieving our vision.
- There is a Joint SEND Pledge that outlines the principles of our approach to support all aspects of SEND needs and has been signed up to by over 330 providers to date.
- There is now a co-produced SEND Communications Strategy monitored and actioned by the SEND Comms Group and held accountable to the Joint SEND Partnership Board.
- Parents are informed and their views valued by an on-going cycle of Topics of Importance.

“There is no quality assurance framework for the local area’s work for children and young people with SEND. Intended outcomes for children and young adults are not targeted, measured or evaluated well enough to inform leaders about the impact of the work to implement the reforms effectively.”

We recruited a dedicated quality assurance officer and we have developed a robust quality assurance framework that has supported auditing of SEND processes and practice at many levels. This has resulted in improvements in the quality and timeliness of services. Out of City Placements are quality assured by commissioning and SEND officers, this has resulted in us understanding better the lived experience of children in these placements and enabled improvements in service delivery developed from identification of areas of concern. We have also introduced robust processes for recording and monitoring of reduced timetables, which has resulted in an increase in the number of children accessing full time education offers.

Key differences since the inspection:

- There is now a Quality Assurance Framework for EHCP’s that has been co-produced across all agencies and is impacting on quality and raising awareness of focus points to ensure reforms are implemented effectively
- There is a dedicated full time QA officer for EHCP in place – providing capacity to undertake audits, report findings and structure action plans to impact and promote improvements in EHCP’s
- Leaders and partners are now fully informed of action plans and updates through robust reporting mechanisms to the Peterborough SEND partnership group (Operational partners including parent and young person voice) and through the Joint SEND Strategic Partnership Board.
- A Risk Provider Tool is now in place to ensure that ‘out of county’ placements are assessment for both quality and financial risk. The views of all partners including parent carers and young people are included as part of this tool and this has led to greater awareness and assurance that children and young people have access to high quality sustainable provision
- An Annual Review recovery plan has enabled the significant reduction of backlog issues. This Plan has been formulated and implemented by a multi-agency group maintaining awareness of key issues with all partners
- There is now a new data management system in place (SYNERGY) which has helped to increase efficiency and support better outcomes within the SAMs team with monthly output for EHCNA regularly at 100%

“The current arrangements for the DCO in relation to the implementation of the reforms do not allow the postholder to fulfil the obligations of the role sufficiently.”

Significant investment has been made by the Clinical Commissioning Group to support the DCO role, this has enabled her to provide strategic oversight and develop systems, processes and practices that support children, young people and their families and improve their experiences of health care.

Key differences since the inspection:

- The increase in the resource of the CCG’s Children’s Commissioning team has facilitated a clear focus on SEND as everyone’s business within children’s and young peoples’ commissioning.
- Co-produced commissioning and delivery at pace in children’s Mental Health and Emotional Wellbeing services.
- Good engagement, participation, and impact from across children’s health services in the SEND Health Advisory and SEND Health PfA Groups which has led to improvements in the health information and advice being provided for EHCP initial requests and Annual Reviews.
- Increase in knowledge about, and importance of, the Learning Disability Annual Health Checks among children and young people, their carers, and the people who are paid to support them.

“Early support is well embedded for children in early years but does not follow through in all areas of the lives of children and young people as they get older. It takes too long for children, young people and families to get the support they need”.

Early support has been extended through to Reception and our Early Help services have developed systems and services that specifically support children, young people and families with SEND. A greater range of services that support parenting, mental and physical health; this has been particularly valued by families during the Covid 19 pandemic.

Key differences since the inspection:

- Workforce: high percentage of settings-based SENCOs with formal qualification to better support children young people with SEND and complex needs
- Local offer – Professionals are now taking responsibility and maintaining the information of the Local Offer to ensure is up to date and accurate. Family Voice are included in discussions to ensure information continues to be accessible for children and families.
- Early Support pathway has been extended to end of reception – we are seeing reduced numbers of new referrals from children in reception indicating children are picked up earlier. The principles embedded in early years settings are now operating successfully in schools.
- Established Early Help Dashboard which allows easy identification of children and young people with SEND.
- 2 year development programme to coproduce and launch an Early Help Strategy – Strong Families, Strong Communities, which demonstrated how the system collectively worked together to ensure the system meets the needs of children, young people and families.

- The Multi Agency Support Panel (MASG) has been revitalised to enhance multi agency membership to include CAMHS, neurodevelopment and emotional health and wellbeing service representatives to ensure the needs of children and young people with SEND are closely monitored and their needs are identified early and appropriate support is in place.
- All-Age Autism Strategy for people with autism in Peterborough and Cambridgeshire has been co-produced with parent carers, and people with lived experience of autism as well as all local partners and a public consultation is currently underway.

“The effectiveness of the local area in improving outcomes for children and young people with special educational needs and/or disabilities in particular the provision for young people aged 18 to 25 was not sufficiently developed to make sure that young adults had the full range of opportunities and support that they needed as they moved through into adulthood.”

Health, employment, community and independent living have been our focus in developing an improved offer for young adults with SEND, we have worked with young people and our parent carer forum to improve the offer to young people and advice, information and guidance.

Key differences since the inspection:

- Young people who need it can now benefit from a ‘blended’ 5-day offer, which is supported by a much clearer post-16 education offer.
- Young people now have support from 3 new transitions officers in the SEND teams enhancing the capacity to deliver person centred planning. They can also benefit from transitions officers established in colleges and special schools with post-16 provision.
- Young people and parents have far more opportunities to influence the development of post-16 provision and the information on the local offer e.g. the engagement and access champions.
- Young people and parents can now access much better information on post 16 provision and opportunities across education, health and social care on the LO website that has been developed working with them.
- Young people and parents can now talk to representatives from health and social care about transitions at special school transitions evenings.
- Young people and parents requiring acute services now benefit from the support provided by a Pediatric Transitions Coordinator (specialist pediatric nurse).
- Young people with a learning disability/autism at risk of admission to Tier 4 hospital admission now benefit from a network of key workers who use person centred approaches to help them remain in the community.



Peterborough City Council

School Improvement Strategy
2022-2024

www.peterborough.gov.uk



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SCHOOL IMPROVEMENT STRATEGY 2022

FOREWORD BY JONATHAN LEWIS

Education remains one of the key priorities for Peterborough City Council. Our schools are diverse in nature but have a common purpose and commitment to providing the best possible education environments and life chances to enable our children and young people to flourish and achieve.

Our aspiration to deliver good outcomes for all pupils is outlined in this strategy. It seeks to outline how we will seek to secure and deliver a high-quality and transparent school improvement approach to all schools.

It has been developed with the aim of providing a framework for the LA to support, challenge and work with every school in Peterborough to continue to improve the life chances for children of all ages.

I am immensely proud of our schools, teachers and all school staff who are vital to the futures of Peterborough's children and young people.

We all acknowledge that there is still more work to do and fundamental to the success of this Strategy will be the vital partnerships between schools, the local authority, academy trusts, governors and wider stakeholders, who, with clear vision and shared desire can support truly outstanding learning outcomes for Peterborough's children and young people.

Jonathan Lewis

Service Director for Education
Peterborough and Cambridgeshire Councils





AN INTRODUCTION

Peterborough is one of the fastest growing cities in the country as a result of investment in growth and development, new housing and an increase in birth rates. We are proud of our schools and the service they provide to the diverse community. There is a pressure on education places in parts of the City and we aim to ensure all schools are at least good so that all parents have access to a school offering a high quality education for their child.

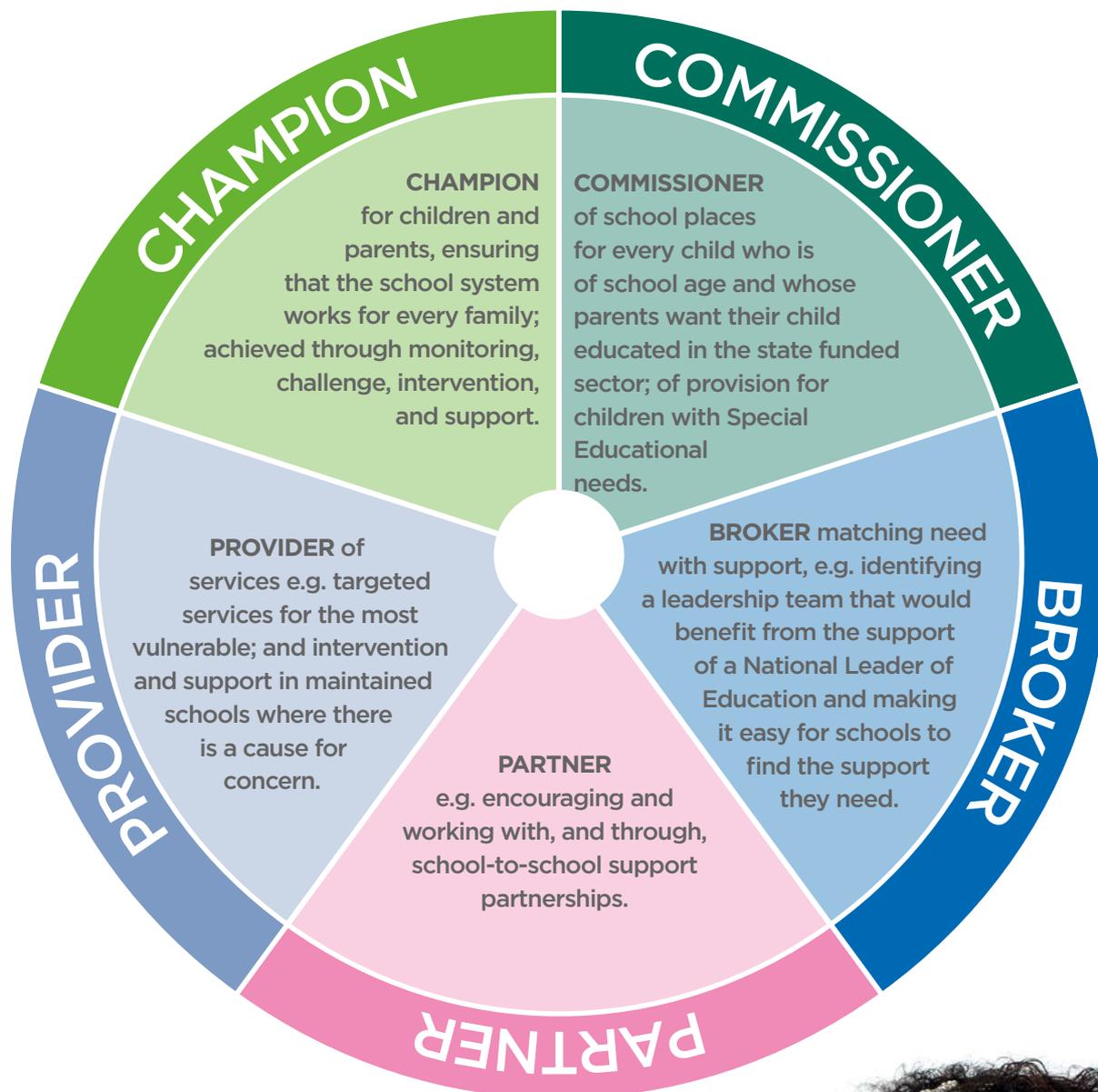
Schools are vital to the future economic and social well-being of our children and young people and we are ambitious in wanting Peterborough schools to be recognised across the country as some of the best to work, teach and learn in.

The School Improvement Strategy sets out Peterborough Local Authority's vision, aims and priorities for school improvement 2021-2023 and has been developed with the aim of providing a framework for the LA to work within in order to support and challenge every school in Peterborough in continuing to improve the life chances of all our children and young people.

The strategy addresses the role and responsibility of the Local Authority, the growth and developing significance of school-to-school support and protocols and procedures that the Local Authority follows when a school or Academy is causing concern. The Local Authority will continue to broker and facilitate school-to-school support, both through formal and informal relationships and through key partnerships such as with the Teaching School Hub and English and Maths Hubs with the aim of further improving standards in education across the City.

The Local Authority also works in partnership with the Opportunity Area, National Literacy Trust and Education Endowment Foundation on targeted initiatives to support schools in raising attainment

PETERBOROUGH LOCAL AUTHORITY'S ROLE CAN BE SUMMARISED AS:



PRIORITIES

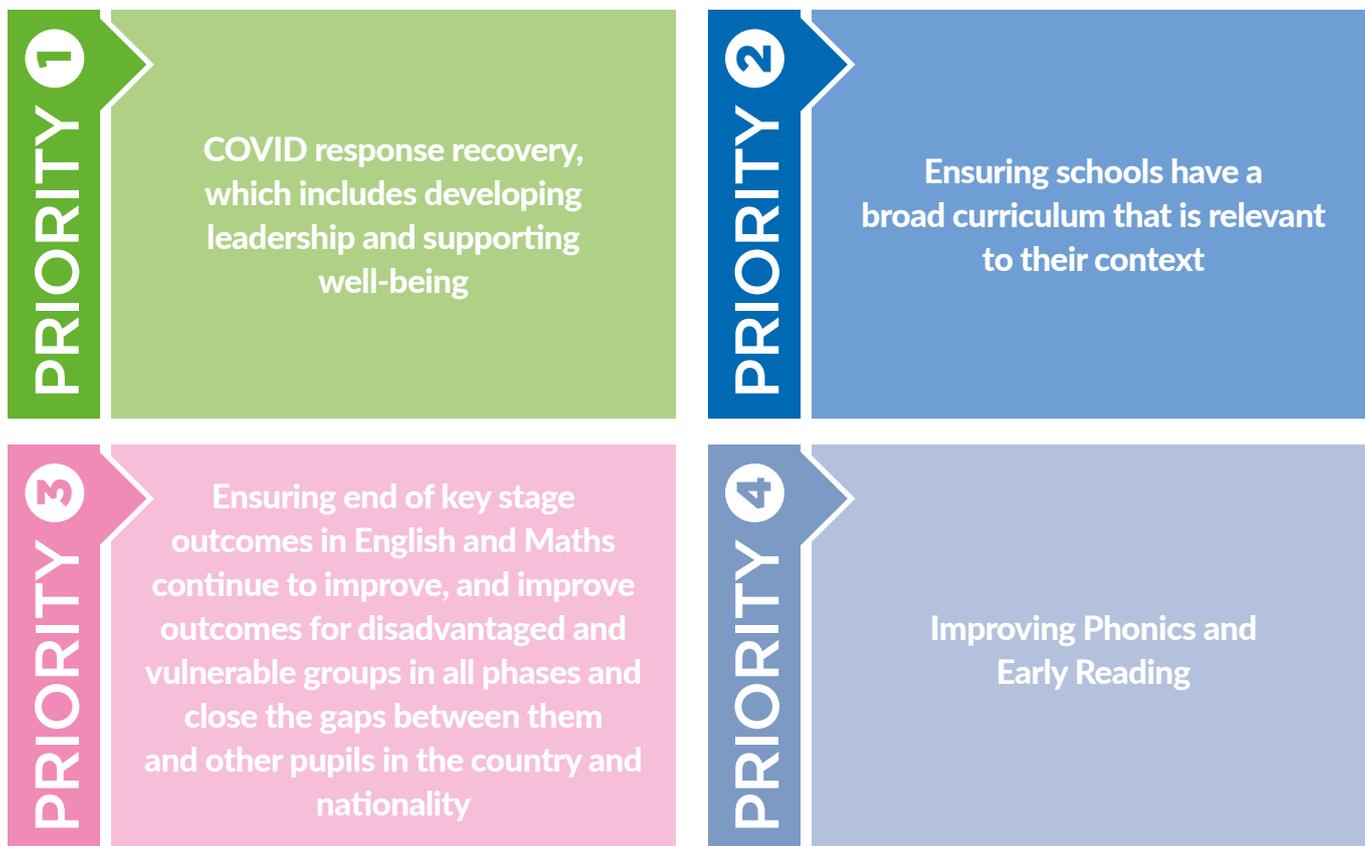
Peterborough strives to achieve the best outcome for every child.

We want to ensure the best possible achievement for all learners by ensuring they go to a great school, setting or provider. We aim for all Local Authority maintained schools in Peterborough to be judged as good or better.

For the period 2021-2023 we have four key priorities which we will support and challenge all schools to achieve.

We recognise that the last two academic years have been very difficult for all schools and we intend to help and support schools in their journey of recovery after the global pandemic.





PETERBOROUGH'S FOUR KEY PRIORITIES

These four priorities will be achieved through the following key actions:

PRIORITY 1

- Visits to LA Maintained schools by School Improvement Advisers
- New Headteacher Induction Programme (available through CCC) and new Headteacher mentoring support
- Brokering of peer support for senior leaders where necessary
- Advice provided on best use of Catch-Up Funding
- Discussion of school pupil outcome targets and their level of ambition (LA Maintained)
- Traded CPD offer to LA Maintained School and Academies.

PRIORITY 2

- School Improvement Adviser support to evaluate the school curriculum and its effectiveness
- Curriculum Project with Haringey Education Partnership
- Traded services offer and links with Curriculum Hubs for English and Maths and Teaching School Hubs.
- Promoting activities for schools and communities led by the National Literacy Trust.

PRIORITY 3

- Advice, support and training by English and maths advisers. Termly Briefings for English and maths subject leaders. Offer to join in programmes with other stakeholders such as the Education Endowment Foundation.

PRIORITY 4

Advice support and training for phonics leaders and targeted programmes for schools in need of additional support. Sharing effective practice between schools, for example through the identification and deployment of "Phonics Champions".



PETERBOROUGH'S FRAMEWORK FOR SCHOOL IMPROVEMENT

Schools requiring higher levels of support and challenge in order to improve are identified from a range of sources of evidence including pupil outcomes, attendance data, visits from school improvement advisers and intelligence from other teams within the Education Directorate including the governor services, SEN and Inclusion services and education safeguarding.

Monitoring, challenge, intervention and support for these schools is key to achieving our target to increase percentage of schools that are good or outstanding. Where necessary, the school improvement team will work in partnership with school leaders and colleagues from other teams in order to help to bring about more rapid improvement.

MONITORING

FOR ALL SCHOOLS

First-hand understanding of performance continues to be the starting point for school improvement. The LA examines and evaluates the evidence from attainment, progress and cohort data; information from regular visits by the School Improvement Team; and intelligence from across children's services.

We use this evidence to categorise schools as either 'low support offered' (performing well), 'medium level of support offered' requiring improvement and/or vulnerable) or 'high level of support offered' (significant cause for concern and/or in special measures / serious weaknesses). The criteria used are given in the table below. They are 'best fit', i.e., a school does not have to meet all bullet points listed to be judged in any one category. School ratings may change during the year, so direction of travel is monitored carefully on at least a termly basis.

FOR MAINTAINED SCHOOLS

The LA carries out direct monitoring, including lesson observation, work scrutiny, and discussion with staff, governors, and parents in schools where there are performance concerns. The information gathered is used to guide the nature and form of challenge, intervention, and support.

CATEGORISATION OF LA MAINTAINED SCHOOLS

“ HIGH LEVEL OF SUPPORT SCHOOLS REQUIRE INTERVENTION AND SUPPORT...

These schools will receive support from a link School Improvement Adviser and will be visited at least half-termly (as a minimum). The School Improvement Adviser will discuss with senior leaders the school's capacity to improve from within its own resources, where some external support may be required and where that support might come from. High support schools are expected to take part in the enhanced programme of support from the school improvement offer at a reduced cost. High level support schools may expect an external review of aspects of the quality of education or leadership and management, including governance to establish the school's strengths and areas where further improvement is required.

The progress the school is making will be evaluated through a Monitoring Support Partnership (MSP) group which will be chaired by either the Senior School Improvement Adviser or Strategic Lead for Governance. This group will meet at least half-termly in the first instance.

The MSP group will include the Headteacher and Chair or Vice Chair of Governors and the link SIA. The purpose of the MSP group is to hold the school to account ensuring that it makes rapid progress. It enables all personnel working with the school to come together to discuss the impact of the actions of school leaders and of the support the school is receiving. The support can be refocused if this is considered to be necessary.

The MSP is a confidential meeting, but the summary key points should be shared with the whole governing body after each meeting. If concerns remain, a Formal Warning Notice may be issued. This sets out actions that, if not met, can lead to the removal of the governing body. Elected Members are alerted if a school in their ward is causing significant concern. The Local Authority will seek reassurance from the governing body that the right steps are being taken.

“ MEDIUM LEVEL OF SUPPORT OFFERED ARE SCHOOLS WHICH MAY REQUIRE IMPROVEMENT IN ORDER TO BE GOOD...

These schools will receive a half-day visit from a link School Improvement Adviser each term. Medium-support schools can access additional support through the Primary School Improvement Offer and are expected to take part in the enhanced offer at the reduced rate.

There may be a review of aspects of the quality of education or leadership and management, including governance to establish the school's strengths and areas where further improvement is required.

“ LOW LEVEL OF SUPPORT OFFERED ARE SCHOOLS WHICH ARE LIKELY TO BE JUDGED AS GOOD OR OUTSTANDING AT THEIR NEXT OFSTED INSPECTION...

These schools will receive a half-day visit from a link School Improvement Adviser each term.

Schools can access support through the Primary School Improvement Offer or CPD programme.



SUPPORT – OVERVIEW

FOR ALL SCHOOLS

The Local Authority offers a wide range of services to schools and academies on a traded basis, which contribute to school improvement.

A full listing can be found on our Learn Together website

<https://www.cambslearntogether.co.uk/peterborough-school-improvement>

FOR MAINTAINED SCHOOLS

The Local Authority's Primary School Improvement Offer is available to Primary Maintained schools and academies. All LA maintained schools will receive a minimum entitlement of at least one half-day visit per term from a named School Improvement Adviser.

One visit, typically in the Autumn, will include discussions about the quality of education, the outcomes pupils achieve, the school's self-evaluation judgements, school improvement priorities and pupil targets. The other two visits will be bespoke to the school. All schools can also access an enhanced offer of up to six half-day visits – at least three of which are from the named School Improvement Adviser.

In addition to the Primary School Improvement Offer, a comprehensive CPD programme is available to teachers, leaders and teaching assistants. These operate on a traded basis and are delivered by members of the school improvement teams from both Peterborough and Cambridgeshire.





LETTERS TO SCHOOLS

✔ CONGRATULATIONS LETTER

- Where a school has improved its Ofsted grade or sustained good/outstanding overall effectiveness.
- Where there has been a significant improvement in pupil performance.
- Where a school has significantly accelerated the achievement of disadvantaged groups.

⚠ SIGNIFICANT CONCERNS LETTER

Where one or more of the following indicators apply:

- Risk assessment confirms a declining trend in pupil performance.
- Safeguarding Concerns
- Management of the Schools Finances
- Leadership does not have the capacity to address the school's problems in a timely manner.
- There are concerns that the Governing Body is not effective in holding the school to account.
- A drop in Ofsted rating.
- There is a combination of concerns relating to, for example, parental complaints, moderation, attendance, exclusions, inclusion practice, and staff turnover.
- There are consistently wide attainment/progress gaps between disadvantaged pupils and their peers.
- There are persistent concerns about achievement and/or teaching quality in one or more key stages.
- Self-evaluation is not robust or realistic enough and engagement with school improvement is weak.

⚠⚠ WARNING NOTICE

Where one or more of the following indicators apply:

- Evidence of unacceptably low standards, i.e. school has been below the floor standard.
- Evidence of a breakdown in leadership or management, e.g. declining school popularity (school rolls falling more rapidly than might reasonably be expected from demographic changes), high/increasing absence rates, high rates of staff turnover or numbers of staff grievances, significant/increasing numbers of parental complaints.
- School leaders are not taking urgent and appropriate action to resolve the problem.
- Governors are not acknowledging the seriousness of the position nor challenging school leaders to secure rapid improvements.
- School is at risk of being put in Serious Weaknesses or Special Measures.
- School is subject to Required to Improve monitoring and/or a Local Authority Improvement Plan but is not making sufficient progress.

⚠⚠⚠ SIGNIFICANT CONCERNS

- School is at risk of being put in Serious Weaknesses or Special Measures.
- School is subject to Required to Improve monitoring and/or a Local Authority Improvement Plan but is not making sufficient progress.

WHERE THE LA HAS CONCERNS ABOUT AN ACADEMY

Where the LA receives complaints from parents about an academy, the LA will advise parents to make their complaint directly to the academy, following its complaints procedure. If parents contact the LA about undue delay or non-compliance by the academy with its own complaints procedure, the LA will advise parents to contact the Education Funding Agency.

ⓘ WHISTLEBLOWING CONCERNS RAISED WITH THE LA WILL BE RE-DIRECTED TO THE EDUCATION FUNDING AGENCY.

The LA has overarching duties under the Children Act of 1989 in respect of the safeguarding of children in need, or those suffering or at risk of suffering significant harm, regardless of where those individual children are educated. To comply with these duties the LA will need to work with academy trusts, (or independent schools, wherever the individual child concerned is educated) to investigate what action is needed to safeguard such a child, as it does with maintained schools.

Where the Local Authority has concerns about an academy or free school's safeguarding arrangements or procedures (arising as a result of investigations about individual children or otherwise), these concerns will be reported to the RSC, as well as to the academy / MAT. If, as is often the case, the concern has been raised by Ofsted, the outcome of the investigation will also be reported to Ofsted.





The LA may have its own concerns about an academy. These may relate to one or more of the following issues (but the list is not exclusive):

- declining trend in pupil performance
- high absence or persistent absence
- high exclusions
- persistent underperformance of disadvantaged groups, e.g. those eligible for Pupil Premium or with SEN
- continued reluctance to admit, or provide for, disadvantaged groups
- behaviour and/or safety
- evidence of a breakdown in leadership or management
- refusal to engage with the LA through ongoing processes
- inadequate progress towards becoming a good school
- a drop in Ofsted rating.

Where the LA has concerns, the Director of Education will contact the academy’s principal/headteacher and/or the Chief Executive Officer of the Multi-Academy Trust to arrange a meeting to discuss the concerns. It is hoped that, in most cases, concerns will then be resolved informally, or a way forward agreed.



Should that not be the case, the LA will write formally to the Chair of the Academy Trust, setting out the concerns and seeking a meeting as soon as possible. If this does not lead to a satisfactory conclusion, the LA may escalate matters by, depending on the urgency and nature of the concerns, contacting:

The Education Funding Agency

The Regional Commissioner for Academies

Ofsted

LA senior officers hold regular meetings with Ofsted and the Department for Education. Where the LA has its own significant concerns about an academy, these concerns are likely to be raised at either or both meetings.

PRIORITISATION CRITERIA

LEADERSHIP AND MANAGEMENT

LOW SUPPORT

- The culture of safeguarding is strong, and all statutory requirements are met
- The effectiveness of leadership to drive school improvement is strong.
- Leaders and governors have a clear vision and ambition for the school that is communicated very well to all stakeholders
- The school's overall effectiveness is judged good or better and is able to maintain this judgement at its next inspection
- Governors understand their role clearly and are effective at holding school leaders to account for the quality of education. They know the school well, and are clear about areas for improvement

MEDIUM SUPPORT

- There are minor weakness in safeguarding arrangements and practice that require attention
- The effectiveness and capacity of leadership to drive school improvement requires support.
- Leaders' and governors' vision and ambition for the school lacks detail and is not consistently communicated
- The school's overall effectiveness is currently RI or at risk of being judged Requiring Improvement or being downgraded
- A new or interim Headteacher in the first year of Headship

HIGH SUPPORT

- Safeguarding statutory responsibilities are not fully met. The culture of safeguarding is weak and of serious concern
- The effectiveness and capacity of leadership to drive school improvement is of serious concern.
- Leaders' and governors' vision and ambition for the school is unclear.
- The school has been issued with a Warning Notice or Significant Concerns letter
- The school's overall effectiveness has been judged or is at risk of Requiring Improvement, Special Measures or to have Serious Weaknesses
- Schools self-evaluation is inaccurate or not current
- Governance is ineffective and leaders are not held to account for the quality of education
- Substantive leadership (HT or governance) is not in place.
- Leadership and staffing is not stable; there is significant turbulence and/or a high level of vacancies and long-term use of agency staff





PRIORITISATION CRITERIA CONTINUED

LOW SUPPORT

- Teachers have consistently high expectations of what each pupil can achieve, including disadvantaged pupils and SEND pupils
- The school's curriculum is coherently planned and sequenced so that pupils gain sufficient knowledge and skills for future learning
- Teaching is securely good or better
- Pupils develop detailed knowledge and skills across the curriculum, and as a result, achieve well

MEDIUM SUPPORT

- Teachers expectations are inconsistent of what each pupil can achieve, including disadvantaged pupils, and SEND pupils
- Leaders' plans to improve the curriculum are at an early stage of development
- Knowledge and skills for pupils are not yet coherently planned and sequenced
- Teaching is inconsistent and requires improvement
- Attainment is broadly in line with national averages at the end of each key stage [See data]
- Attainment is declining over time. [See data]

HIGH SUPPORT

- Teachers' expectations are too low of what each pupils can achieve, including disadvantaged and SEND pupils
- The school's curriculum has little or no structure or coherence, and there are no effective plans in place for the urgent development of the curriculum
- Knowledge and skills for pupils are not coherently planned and sequenced
- Pupils do not have access to the full curriculum which is often narrowed
- Too much teaching requires improvement or is inadequate
- Attainment is consistently below national averages at the end of each Key Stage
- Attainment is declining [See data]

QUALITY OF EDUCATION

BEHAVIOUR & ATTITUDES

LOW SUPPORT

- Attendance is high or, where it is not, it is rapidly improving [See data]
- High expectations for pupil's attitudes, behaviour and conduct. These are applied consistently, and low-level disruption is rare
- Pupils have positive attitudes to their education. They are committed to their learning and take pride in their achievements

MEDIUM SUPPORT

- Attendance is low and not showing sustained improvement or improving sufficiently quickly (See data)
- Expectations of pupils attitudes and behaviour are not high enough and approaches are inconsistent
- A significant number of pupils are not committed to their learning and do not take pride in their achievements

HIGH SUPPORT

- Attendance is consistently low for all pupils, groups of pupils including disadvantaged pupils (See data)
- Behaviour and attitudes are poor and there are regular incidents that disrupt learning
- Significant concerns surrounding relationships between pupils, parents and staff including complaints to the LA
- Pupils' lack of engagement contributes to reduced learning

LOW SUPPORT

- SMSC is of high quality
- Pupils understand fundamental British values including. showing respect for differences; and are well prepared for life in modern Britain

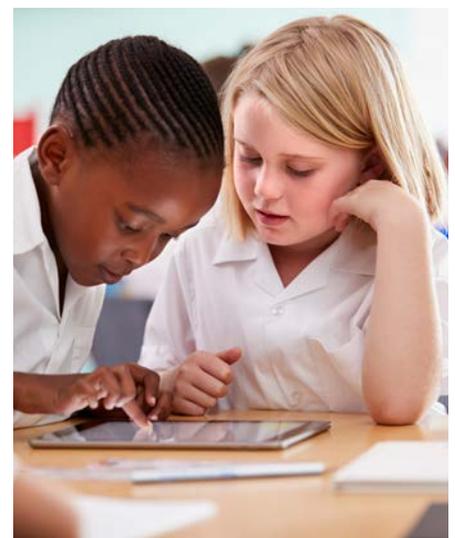
MEDIUM SUPPORT

- SMSC requires development
- Leaders, governors and pupils have a limited understanding of British values, and how to prepare pupils for life in modern Britain and this requires improvement

HIGH SUPPORT

- SMSC is underdeveloped across the school and is poorly planned for across the curriculum
- Leaders and governors are undermining fundamental British values. Discriminatory behaviour and prejudice occur and are not challenged. This is of serious concern

PERSONAL DEVELOPMENT





Early Years Education Funding Entitlement: Market Position Statement

July 2021



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1. Background

Ensuring that all Peterborough children and young people achieve their full potential is a priority for Peterborough City Council. Evidence shows that regular, good quality early education has lasting benefits for all children. The Early Years Education Funding Entitlement Market Position Statement supports the delivery of Peterborough & Cambridgeshire's Best Start in Life strategy, Peterborough's Child Poverty strategy and the Health and Wellbeing Strategy, which outline the key issues in Peterborough and priority outcomes, including ensuring that young children, when starting school, are ready to learn and have sufficiently developed social and emotional skills for their age group. The Early Years Education Funding Entitlement Market Position Statement supports the development of good quality early years provision ensuring that children start school ready to learn, with good social and emotional skills.

1.1 Introduction and objectives

This document updates the Market Position Statement Summer 2019 which set out the development needs of Peterborough's early education and childcare market. It has a particular focus on delivery of the statutory entitlement for two, three and four-year-olds, and highlights market development requirements to enable delivery. It also provides an update about the impact of covid-19 on the sector, and support provided by Peterborough City Council.

1.2 Current legislation

Local authorities are required to secure sufficient early years education and childcare¹. This includes

- Two-year-old entitlement: 570 hours of funded early education per year for eligible two-year-olds, starting the funding period following their second birthday
- Universal entitlement for three and four-year-olds: 570 hours of funded early education for all three and four-year-olds starting the funding period following their third birthday. This entitlement must be taken over no fewer than 38 weeks, equating to an average of 15 hours per week².
- Extended entitlement for eligible three and four-year-olds: an additional 570 hours on top of the universal entitlement for eligible working families. This entitlement must be taken over no fewer than 38 weeks, equating to an average of 15 hours per week. This entitlement is known as 30 hours funded childcare (15 universal hours + 15 extended hours = 30 funded hours over 38 weeks).

1.3 Peterborough overview

The latest demographic information for Peterborough is shown on the table on page 3. It details the estimated population growth over the last three years, using estimated population data available at that time (2019 uses mid-2017 population estimates, 2020 uses mid-2018, 2021 uses mid-2019).

¹ Childcare Act 2006 & Early education and childcare: statutory guidance for local authorities, June 2018

PETERBOROUGH		2019	2020	2021
Population³	Total population ⁴	202,110	203,600	204,500
	Total children (0-14)	44,350	45,890	45,620
	Children aged under 2	6,240	6,240	5,830
	Children aged 2	3,280	3,310	3,160
	Children aged 3 - 4	6,590	6,580	6,430
	Children aged 5 - 14	28,240	29,760	30,200
Deprivation	Number of people claiming unemployment related benefits ⁵	4,456	4,866	10,024
	Claimant unemployment rate ⁶	-	3.9%	8.0%
	Number of children (0-15) in low income families ⁷	14,861	15,214	15,144
	Expressed as a percentage of children (0-15) in the LA	31.7%	31.6%	31.5%
Ethnicity⁸	White: British	70.9%		
	White: Irish	0.7%		
	White: Gypsy or Irish Traveller	0.3%		
	White: Other	10.6%		
	Mixed: White and Black Caribbean	0.8%		
	Mixed: White and Black African	0.5%		
	Mixed: White and Asian	0.8%		
	Mixed: Other	0.7%		
	Asian/Asian British: Indian	2.5%		
	Asian/Asian British: Pakistani	6.6%		
	Asian/Asian British: Bangladeshi	0.1%		
	Asian/Asian British: Chinese	0.5%		
	Asian/Asian British: Other	2.0%		
	Black/African/Caribbean/Black British: African	1.4%		
	Black/African/Caribbean/Black British: Caribbean	0.6%		
	Black/African/Caribbean/Black British: Other	0.3%		
Other Ethnic Group: Arab	0.2%			

³ Cambridgeshire County Council Business Intelligence Research Team, 2017, 2018 & 2019 population and dwelling stock estimates by single year of age and ward

⁴ Cambridgeshire County Council Business Intelligence Research Team, 2017, 2018 & 2019 population and dwelling stock estimates by 5 year age groups and ward

⁵ DWP Alternative claimant count February 2019, 2020 & 2021 <https://www.gov.uk/government/statistics/alternative-claimant-count-statistics-january-2013-to-february-2021>

⁶ DWP Alternative claimant count unemployment rate February 2020 & 2021 <https://www.gov.uk/government/statistics/alternative-claimant-count-statistics-january-2013-to-february-2021>

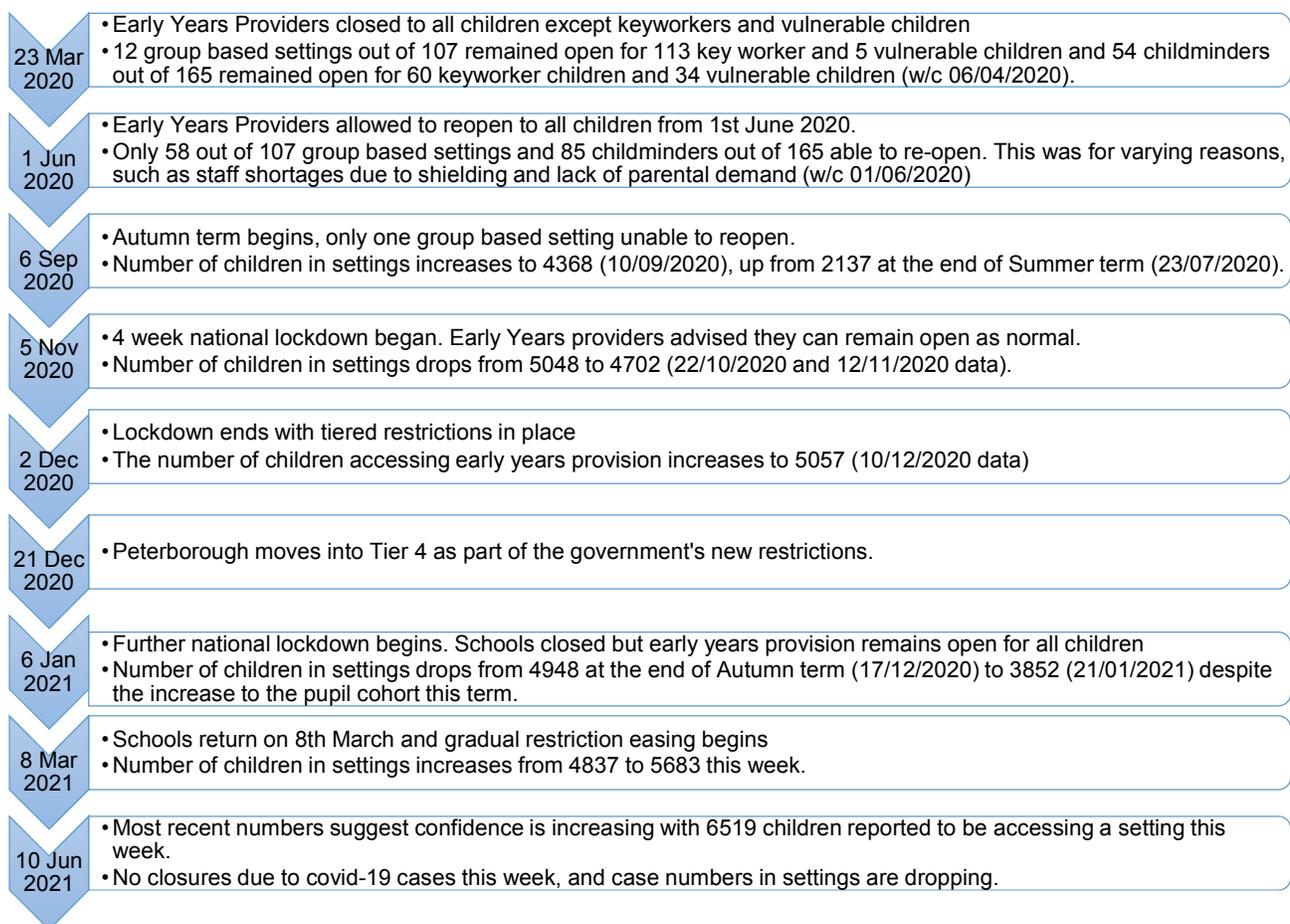
⁷ DWP Children in relative low income families, local area statistics 2017/18, 2018/19 & 2019/20 (<https://www.gov.uk/government/statistics/children-in-low-income-families-local-area-statistics-2014-to-2020>)

⁸ ONS Census 2011, Ethnic group.

1.4 The impact of COVID-19

The covid-19 pandemic has impacted every individual and every business in the country. Early years providers have experienced significant disruption and have been required to respond to continual changes in guidance as the pandemic has progressed. It is clear from take-up data and data collected throughout the pandemic (detailed further on page 22) that for the majority of providers experiencing slow recovery and changing parent behaviour, further support is required to ensure continuation of vital services.

Covid-19 timeline – an early years perspective



Government support

As with most sectors, the early years sector has benefitted from some government support.

A business rates holiday was implemented for settings on the Ofsted early years register.

Settings with early years funded children continued to receive income from funded children they were anticipated to attend and claim for during summer 2020. However, this could not extend to children who had not yet signed up to access with a provider for the summer term which we would expect as more children become age eligible, therefore funded income remained lower for most providers.

Settings who receive a proportion of their income through fees were able to access the Coronavirus Job Retention Scheme (furlough) for that proportion of their workforce, which for the majority of settings meant that this avenue of support was unavailable or extremely limited.

Childminders were able to claim the Self Employment Income Support Scheme, however due to the self-assessment periods the scheme used, some childminders were unable to claim any support during the first rounds as they had not been childminding for long enough. In these instances, childminders were encouraged to claim universal credit. Not all childminders offer government funded places, and even those signed up to do so do not always have funded children on roll, so childminders did not benefit from the continuation of payments of funded children as much as group based settings.

Settings were also able to apply for the coronavirus bounce back loan, though this was not a preferred option for many as the support must be repaid which is detrimental to a sector already concerned with rising costs of delivery.

Local authority support

As well as supporting the sector with signposting to government support, Peterborough City Council Early Years Service offered the following financial support to providers since the pandemic began:

- Payment of additional interim payment in summer 2020 to support with cashflow;
- Duplicate claims payments during summer 2020, allowing a child to take up a place in another setting if their current setting remained closed, protecting all parties;
- Protection funding paid during Autumn term 2020. Protection funding provided settings with a top up for their funded hours, matching funding for hours received in Autumn 2019 if their Autumn 2020 income was lower (£700,105 distributed to the sector);
- Covid-19 sustainability grant scheme to support early years settings and out of school clubs at risk of closure (£128,000 distributed to the sector);
- Funding for expected children during Spring 2021 if children did not attend due to lockdown;
- Covid-19 sustainability grant to support with loss of fee income due to bubble / total setting closures resulting from positive covid-19 cases, up to £500 per week for 2 weeks (£11,724 distributed to the sector).

The team also offered/delivered:

- Regular email updates, and key messages aligned with government guidance to the sector
- Updated information on social media.
- Weekly Newsletter to keep all providers updated
- Proactive adviser support to settings, regular virtual Keep In Touch meetings.
- Home learning support, tips and resources shared both with settings and on social media.
- Paediatric first aid delivery (including a blended model of face-to-face and virtual) to ensure settings and childminders could continue to operate.
- Shift to online delivery of early years and childcare training and forums.
- Targeted virtual support to settings where quality was compromised.
- Continuation of childminder recruitment
- Guidance provided on development of risk assessments.
- Reopening guidance and risk assessment templates and risk assessment review support.
- Online sessions for early years and out of school clubs on Test and Trace and Protective Measures.
- Continuous updating of guidance for settings and childminders.
- Fully integrated work with Public Health and the DfE to operate Test and Trace.
- Development of settings to become Workplace Testing sites to allow staff to test twice weekly on site.
- Continuing proactive adviser support.
- Supporting providers with full and partial closures and reopening.

1.5 Changes within the childcare market, Summer 2019 – June 2021

The Market Position Statement Summer 2019 identified that due to the number of providers entering the market at that time, further development was not considered to be required at that time, other than those highlighted as part of ongoing housing development:

Location	Places to be created	Target date
Hampton Lakes Primary school	26 FTE places	September 2020
Hampton East Primary school (B)	26 FTE places	September 2022
Paston Reserve / Manor Drive Academy	26 FTE places	September 2022

There has been some delay to the target dates detailed above, and provision at Hampton Lakes Primary School will now open in September 2021; actual dates for provision at Hampton East Primary School (B) at Manor Drive Academy are to be confirmed.

As of 31 July 2019, two new settings were proposed and two were registered across Peterborough, which were projected to create an additional 193 places. This new provision was not facilitated by the local authority and was provided through two new private providers entering the market and two existing private providers opening new premises. This provision was included within provider counts to ensure no over supply of places was generated.

All proposed and registered provision did open, however one has subsequently closed (30 place pre-school).

The local authority supported Oakdale Primary School to re-open provision on their school site under new management following a 2.5 year displacement during school expansion works. This opened in Autumn 2019 and re-provided 19 places and created a further 7 places.

On occasion there is no other option but to allow provision to close when it is no longer profitable in its current structure and when other avenues, such as advice provided by the local authority, has been exhausted. The local authority can no longer offer grants to support provision which is unlikely to be financially secure in the future.

There have been three notable closures of long standing pre-school provision since June 2019 (operational for 15, 22 and 28 years). These settings were no longer profitable due to issues such as rising business costs coupled with lower numbers of children attending and committee retention/commitment. A private organisation reopened pre-school provision at one of these sites, ensuring continuation of services for local families.

As well as the two pre-schools which are planned as part of new school developments, there are currently 2 new providers opening provision in September 2021, creating 82 places. A further 2 providers have plans to open provision, but these have not yet gone through registration processes. These proposals will be taken into account in market development intentions.

Since Summer 2019, there have been the following changes to the number of providers/places available.

Provider type	June 2019		June 2021		Places +/-
	No. of providers	No. of places	No. of providers	No. of places	
Childminders	159	477	145	435	-42
Day Nurseries	40	2386	40	2427	41
Pre-schools	60	2206	60	2241	35
Maintained Nursery Unit / School	6	271	6	252	-19
Nursery unit of Independent School	1	20	1	27	7
TOTAL	266	5360	252	5382	22

The city council has been successful in promoting to childminders the benefits of offering government funded places to three and four-year-olds and eligible two-year-olds through actively targeting childminders who have achieved a good or outstanding Ofsted grading and discussing the entitlement with newly registered providers. Whilst there are fewer childminders available now, more are offering government funded places (127, 87.6%) compared to June 2019 (123, 77.4%).

Changes due to covid-19

There have inevitably been some changes within the childcare market as a result of covid-19. Not all of the following changes are as a direct result of the pandemic; historical issues such as low occupancy, may have exacerbated the situation. A number of childminders have chosen this time as the right time to retire, whilst others have had to seek alternative employment due to lack of income and government support available.

The table below shows the number of providers opening and closing between March 2020 and June 2021.

	Number of providers opening	Increase in places	Number of providers closing	Loss of places
Childminders	18	54	22	66
Day nurseries	1	38	0	0
Pre-schools	1	30	2	66
TOTAL	20	122	24	132

1.6 Current supply of childcare provision in Peterborough

The majority of early education and childcare provision in Peterborough is operated by private, voluntary managed or independent (PVI) groups, which accounts for 90% of group based settings in the city. Childminders are also a vital element within the overall childcare mix in the city.

Delivering services to meet the needs of Peterborough families requires a partnership approach between the city council and the PVI sector. Direct delivery of services by the council will only be considered where there is no alternative; an approach encouraged by the Government and supported by the city council.

The summary table below details all active early years provision in Peterborough⁹.

Provider type	Number of settings	Number of places (0-4 years)
Childminder	145	435 ¹⁰
Day Nursery	40	2427
Pre-school (PVI)	56	2067
Pre-school (school run)	4	174
Maintained Nursery School/Unit	6	252
Nursery Unit of Independent School	1	27
TOTAL	252	5382

Operational hours of early years provision

Day nurseries in Peterborough are open, on average for 50 hours per week over 51 weeks of the year, typically offering care from 8am to 6pm, supporting a typical working day and working week from Monday to Friday. One day nursery in Peterborough opens on a Saturday. Most day nurseries accept children from 3 months.

Childminders offer year round care with often very flexible hours to accommodate working families such as shift workers. Some childminders in Peterborough offer overnight care, however very few offer care at the weekend. Most childminders accept children from 3 months. Many childminders offer pick up and drop off services for school aged and pre-school aged children. Currently 86.9% of childminders are signed up to offer government funded places for two, three and four-year-olds.

Pre-schools are perhaps the least flexible in terms of operational hours, as due to their nature they are often located in community provision or schools which limit their ability to offer longer care. Most pre-schools in Peterborough operate for 30 hours per week over 38 weeks of the year and take children from two years.

Figures 1, 2 & 3 show the operational hours of group based settings by ward and locality, by showing the hours and weeks of the year each childcare provider in the ward is open. This visually highlights wards in the city which do not have as many providers offering flexible hours, which is particularly important when examining the needs of working parents eligible for the extended entitlement. This will be considered when developing new places to ensure a mixed economy is available for families.

⁹ Proposed settings which are not yet active and operational and settings which are closing or have already closed but have not been confirmed as closed by Ofsted are not included in this count.

¹⁰ The Department for Education's Statutory Framework for the Early Years Foundation Stage (2021) states "At any one time, childminders may care for a maximum of six children under the age of eight (including the childminder's own children or any other children for who they are responsible); of these, a maximum of three may be young children, and there should only be one child under the age of one (a child is "young" up until 1 September following his/her fifth birthday)". It is therefore assumed that a childminder can look after three children in the birth to four age range.

Figure 4

Provider Type / Age	Peterborough ¹²	East of England	England
Nursery - 25 hours (under 2's)	£133.93	£145.36	£140.27
Nursery - 25 hours (2 years)	£122.73	£144.84	£134.73
Nursery - 25 hours (3 & 4 years - 10 hours paid, 15 hours funded)	£48.11	£52.63	£52.44
Childminder - 25 hours (under 2's)	£113.05	£117.20	£119.02
Childminder - 25 hours (2 years)	£113.44	£116.41	£117.86
Childminder - 25 hours (3 & 4 years - 10 hours paid, 15 hours funded)	£45.13	£47.01	£93.92
After school club - 15 hours	£40.75	£61.37	£62.56
Childminder after school - 15 hours	£70.20	£71.00	£71.55

Government support for childcare costs

As well as government funded entitlements for two, three and four-year-olds, further government support is available for families to help with childcare costs. More details can be found on the Childcare Choices website www.childcarechoices.gov.uk.

Tax Free Childcare was introduced in 2017 to help working families with the cost of childcare. For every £0.80 that the parent or someone else contributes, the government will contribute £0.20.

This is the equivalent of the tax most people pay (20%), which gives the scheme its name “tax-free”. The government will top up the up to a total of £2,000 support per child per year (or £4,000 for disabled children). The scheme is available for children up to the age of 12, and for children with disabilities up to the age of 17.

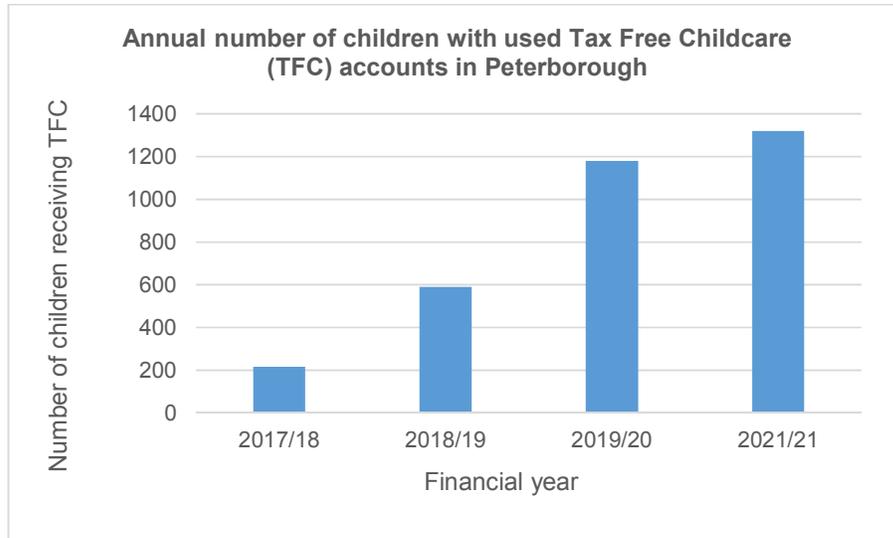
Parents must apply to HMRC to access Tax Free Childcare. The criteria for qualifying for Tax Free Childcare is the same as the earnings thresholds for the extended entitlement. Parents will be required to reconfirm their circumstances every three months by using a simple log in service. The support offered is available for eligible working families and does not rely on employers offering it, unlike previous Employer Supported Childcare schemes or vouchers.

As part of their application, parents open a secure online account which they pay into to cover the cost of childcare with a registered provider. The provider (who must be signed up to the scheme) will receive payments from the parent directly from this account. Parents and others (for example, friends or grandparents) can pay money into the childcare account as and when they would like. This provides families with the flexibility to build up a balance in the account to use at times when more childcare is required than usual, for example, during the summer holidays.

¹² Data collected and submitted for the Coram Family and Childcare “Childcare Survey 2021”. Correct at time of submission, December 2020.

If the parents circumstances change or they no longer wish to pay into the account, the money that has been built up can be withdrawn, however the government will withdraw its corresponding contribution.

Take up of Tax Free Childcare has been slow since its introduction in 2017/18 but is increasing year-on-year as shown below¹³.



Low income working families can still receive support through the Childcare Element of Working Tax Credits or through Universal Credit, which may enable families to claim back up to 85% of childcare costs.

Financial support is also available for parents under the age of 20 who are school or sixth form through Care 2 Learn. Students over the age of 20 in further education can apply for Discretionary Learner Support.

The government has a childcare calculator tool to assist families in finding out what financial support with the cost of childcare may be available to them: www.gov.uk/childcare-calculator.

Cost of delivering the funded entitlement

In April 2017, the way local authorities receive funding for the funded early education entitlement for three and four-year-olds changed. The Early Years National Funding Formula sought to ensure a fairer, more transparent way of funding local authorities, removing historical imbalances in funding previously experienced.

Peterborough City Council was fortunate that the rate at which the city council was previously funded increased, but there has been very little further increase in funding since 2017 despite rising costs of delivery for providers. At least 95% of funding received is passed to providers.

¹³ <https://www.gov.uk/government/statistics/tax-free-childcare-statistics-march-2021>

Details of funding rates received by early years providers are shown below¹⁴:

Two-year-old funding hourly rate	£5.30
Three and four-year-old funding rate	£4.60
Flexibility supplement	£0.49
Deprivation supplement	£0.25
Early Years Pupil Premium	£0.53

Out of school and holiday provision

Whilst this Market Position Statement predominantly focuses on delivery of the funded early education entitlements for two, three and four-year-olds, it is important to consider the role that “wraparound” provision for delivering vital services supporting working families.

Figure 5 shows the number of before, after school and holiday care providers in Peterborough and average costs¹⁵.

Figure 5

	No. of providers	Number of places ¹⁶	Average cost
Before school	47	1666	£3.43
After school	42	1577	£7.95
Holiday care	53	2040	£20.90

Childminders also make up an important element of the before, after school and holiday club mix, and many offer drop off and collection services to and from school for school aged children.

Holiday Activities and Food (HAF) Programme

School holidays can be particular pressure points for some families because of increased costs (such as food and childcare) and reduced incomes. For some children, that can lead to a holiday experience gap, with children from disadvantaged families:

- less likely to access organised out-of-school activities
- more likely to experience ‘unhealthy holidays’ in terms of nutrition and physical health
- more likely to experience social isolation

The Holiday Activities and Food (HAF) programme is a Department for Education funded response to this issue. Evidence suggests that funded holiday activities and clubs can have a positive impact on children and young people and that they work best when they:

- provide consistent and easily accessible enrichment activities
- cover more than just breakfast or lunch
- involve children (and parents) in food preparation

¹⁴ Correct for financial year 2021/22

¹⁵ Correct as of 28 June 2021. Holiday care includes HAF provision for Summer 2021.

¹⁶ A number of schools operating before and after school clubs did not specify the number of places they have available as they do not tend to limit numbers and accommodate according to demand at that time. It has therefore been assumed, where a school has not specified a number of places available, that 30 places are available.

The HAF programme in Peterborough ran for the first time in Easter 2021 and is confirmed to run in Summer and Christmas holidays. Our expectations for children who access the HAF programme are for them to:

- eat more healthily over the school holidays
- be more active during the school holidays
- take part in engaging and enriching activities which support the development of resilience, character and wellbeing along with their wider educational attainment
- be safe and not to be socially isolated
- have a greater knowledge of health and nutrition
- be more engaged with school and other local services

The overarching aim of the programme is to provide healthy food and enriching activities. The HAF holiday provision is for school-aged children who receive benefits-related free school meals (FSM). It is optional for eligible children to attend this provision if they wish. Local authorities are asked to ensure that the offer of free holiday club provision is available for all children eligible for FSM in the local authority area. It is not expected that all eligible children will participate.

Local authorities are also encouraged to make the holiday clubs available to any children not eligible for FSM, who can pay to attend.

The aim of the programme is to make free places available to children eligible for benefits-related FSM for the equivalent of at least 4 hours a day, 4 days a week, 6 weeks a year. The funding should cover 4 weeks in the summer and a weeks worth of provision in each of the Easter and Christmas holidays.

Providers have flexibility about how they deliver this level of provision to best serve the needs of children and families in their area. There is also be flexibility in how the programme can be delivered to older children. Funding for a child's place will include the hours, a healthy meal each day and nutritional education requirements.

There are currently 38 providers across the city offering 1320 places¹⁷ in Summer 2021.

SEND

Local authorities have a duty to ensure that they meet the childcare requirements of children with special educational needs. The Children and Families Act (2014) also requires local authorities to publish a "Local Offer", setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs or disability. (SEND).

The Local Offer should provide clear and accessible up to date information about available provision and how to access it, along with advice and support for families and professionals to help find the services they need www.peterborough.gov.uk/localoffer. From here, there is a link to Peterborough's Families Information Service (FIS) which lists all Ofsted registered provision. All providers are considered to be inclusive for children with SEND, however some childcare settings have included specific details of their experience relating to children with SEND. The FIS also maintains the "Disability Register". By signing up to this voluntary, confidential register, families can receive targeted information.

There are a number of early years specialist services available which aim to support families who have a child in their early years with SEND.

¹⁷ Correct as of 01/07/2021. More information about providers offering HAF places can be found www.peterborough.gov.uk/HAF-programme

The Early Support pathway in Peterborough provides services for families with a child with SEND in their pre-school years. These children may have significant and profound learning, sensory impairment, physical impairment, social and communication difficulties, autism and other disabilities or conditions that will impact on their life-long learning and development.

The Early Support Coordinator (ESC) is the single access point for all referrals where a child in their pre-school years is identified as having additional needs. The ESC supports the family and ensures a coordinated approach to all support services and interventions, and also coordinates feedback regarding services, to provide a central point of contact for the parent/carer and professionals.

Additional support is available for childcare settings in Peterborough through Early Support to enable them to support children with SEND whilst accessing early years provision for their funded early education entitlement.

The Early Years Foundation Stage¹⁸ states that providers must have arrangements in place to support children with SEN or disabilities. The city council has three Early Childhood Specialists for Inclusion who directly support early years providers and practitioners to develop inclusive practice for children with SEND. They provide advice and support around early identification and intervention for children with SEND including day to day support to practitioners with strategies, targets, activities appropriate to the child's stage of development, looking at the early years environment, record keeping, making referrals to other professionals and transition into school, as well as delivering training to the sector. Additional financial support is available to support settings through the Disability Access Fund (DAF). Three and four-year-olds will be eligible for the DAF if the child is in receipt of Disability Living Allowance and receiving their funded early education entitlement. The setting where the child is receiving their funded entitlement will be entitled to a one-off payment of £615 per year.

Specialist advice and support is provided to families who have a young child with complex needs by the local authority's Early Identification Officer (EIO), predominantly following referrals to the Early Support pathway. The EIO offers support in a variety of ways, including working with other partners, development support, assistance with form completion and support to access an appropriate early years provider of their choice and accompany the family and child to visit identified provision. If parents choose not to send their child to an early years provider, the EIO will support the family in the process of assessing a school place when required, supporting parents with Education, Health and Care Plan (EHCP) requests where relevant.

The Portage service is a home visiting educational service for pre-school children aged from birth to three with disabilities, additional support needs or developmental delay, and their families. The key purpose of the Portage service is to provide a framework of support to families with pre-school children with SEND which includes:

- Regular home visiting;
- Supporting the development of play, communication, relationships and learning for young children within the family, modelled by home visitors and targets set;
- Working together with parent/carers within the family, with them taking the leading role in the partnership that is established;
- Helping parents to identify what is important to them and their child and plan goals for learning and participation;
- Keeping a shared record of the child's progress and other issues raised by the family;
- Responding flexibly to the needs of the child and family when providing support.

¹⁸ Department for Education Statutory Framework for the Early Years Foundation Stage, September 2021

Families can refer their pre-school aged child for support from the Portage service by visiting www.peterborough.gov.uk/FIS and searching for "Portage".

1.7 Importance of quality provision

The Department for Education state that wherever possible, funded two, three and four-year-olds should access their funded early education entitlement in settings which have achieved a good or outstanding Ofsted grading.

It is important to consider this in an assessment of the childcare market to understand where improvements could be made as any identified market development priorities.

Figure 6 shows the position on 18th June 2021 of the number of childcare places available in Peterborough with an Ofsted grading of outstanding, good, satisfactory/requires improvement and inadequate. This includes all pre-schools, day nurseries and childminders who can offer funded places, registered on the early years register, who have been inspected by Ofsted.

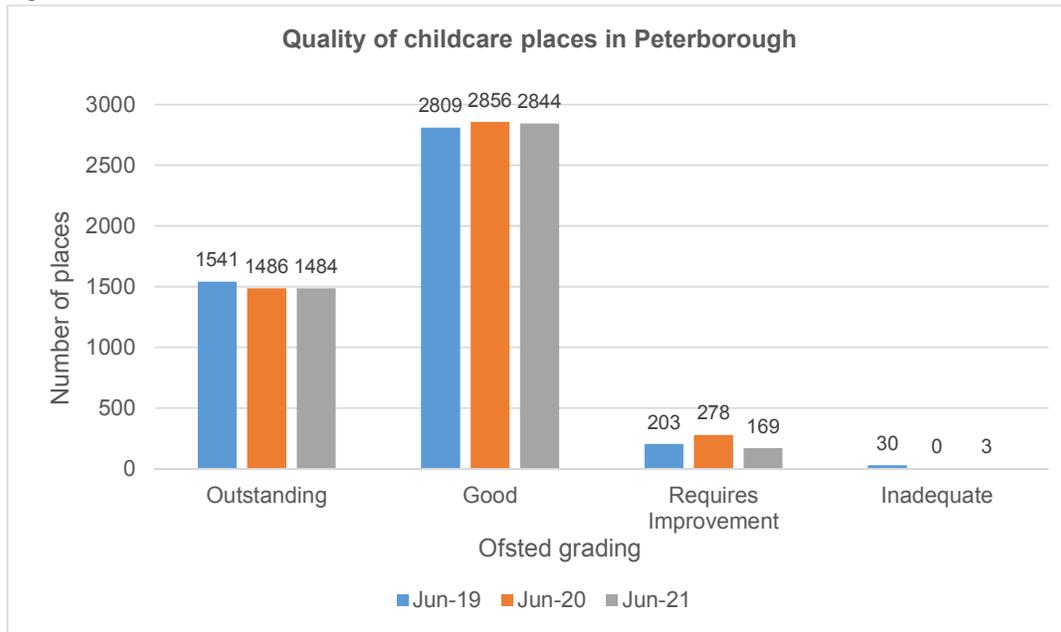
It should be noted that there are a number of operational providers offering funded places who have not yet had their first Ofsted grading (accounts for 521 places), school run and maintained provision, where provision is under the school's registration (322 places). A further 27 places are available at childminders who had no children on roll at the time of Ofsted inspection and 12 places at childminders registered through a childminder agency.

There has been little movement in the quality gradings in the last year as inspections were suspended as a result of covid-19. Inspections have now resumed and will be prioritised depending on date of last inspection/grading received.

The local authority provides intensive support to early years providers who receive an Ofsted grading of Inadequate. It is the position of the city council that no new funded children are able to access their funded early education entitlement at a provider graded Inadequate, until their Ofsted grading improves at re-inspection. In certain circumstances it may be necessary to withdraw all government funding for the funded early education entitlement where an Ofsted report highlights concerns about safeguarding of children.

Continuing to improve quality of provision will form part of the market development priorities.

Figure 6



2. Methodology

2.1 Place planning: how the need for market development is assessed

When assessing where more capacity in the childcare market is required, consideration is given to:

- Occupancy levels and spare capacity at existing provision
- Child population and forecast growth by area
- Eligible population, by area
- Local knowledge which may influence supply and demand, including physical barriers to accessibility (e.g. rivers and main roads), and the service offer of individual providers.

Planning for sufficient early education providers is complex. Many factors need to be taken into consideration. It is too simplistic to say that for every eligible child in an area, a part-time place needs to be delivered locally. Reasons for this include:

- Parental choice over the provider accessed;
- Some families will require more childcare than their statutory entitlement and are more likely to travel to access full day provision;
- Not all providers make all of their places available to families wanting to access their funded entitlement (stand-alone funded entitlement sessions)
- Funded early education is an entitlement, but it is not compulsory
- There is an element of cross-border access, both into and out of Peterborough.

A demand led model of place planning based on current patterns of access is therefore adopted. A key indicator is occupancy rates at existing provision. This provides an insight into natural market behaviour (supply and demand), and indicates trends in parental choice based on the current services available. Further investigations at local level then establish market behaviour that could be considered unusual. For example, families could be forced to access provision out of their local area because local provision may not offer enough stand-alone funded entitlement sessions, despite not being full. Occupancy data alone would not identify this barrier to parental access.

2.2 Methodology for calculating capacity

Capacity in the sector is calculated by establishing the difference between provider capacity rates and the point at which providers are considered to be full. Capacity is then calculated as part-time places, where a place equates to 15 hours per week.

Providers are asked to supply occupancy data each term. The city council relies on this data being accurate. Attempts are made to identify where errors have occurred or full data sets are not supplied by providers. Adjustments are then made based on follow up conversations with providers, historical data or other market intelligence. Regular contact with Peterborough's providers who offer government funded places supplements the occupancy findings and is also used to identify potential discrepancies in data.

The occupancy data used to generate the tables in Appendix 1 (and ultimately the market development intentions) is taken from Spring funding period 2021. An increase of 5% has been applied to all settings (up to a maximum of 100%) to reflect expected occupancy in the summer funding period – traditionally the busiest point for settings in the year.

Occupancy rates traditionally rise each term / funding period from Autumn, and analysis of this annual rise over previous Spring to Summer periods identifies a rise of 5%. This increase is because the entitlement to early education starts the funding period (or term as traditionally called) following the child's second or third birthday, so more children become eligible through the year. Children can start school in the September following their fourth birthday, so the total cohort eligible to access a funded place each term is equal to the following numbers, assuming that children's birthdays are equally distributed throughout the year;

Funding period (term)	Children eligible for a funded place
Autumn	1 year cohort
Spring	1 year cohort plus 1/3
Summer	1 year cohort plus 2/3

For the purposes of place planning, the city council considers providers to be at maximum capacity when occupancy reaches 89% for day nurseries and 91% for pre-school. This is because beyond these levels, the likelihood of a parent being able to access a full-time place at the provider is significantly decreased. It also allows for a small margin of flexibility and parental choice in the childcare market.

The impact of covid-19 on demand for childcare

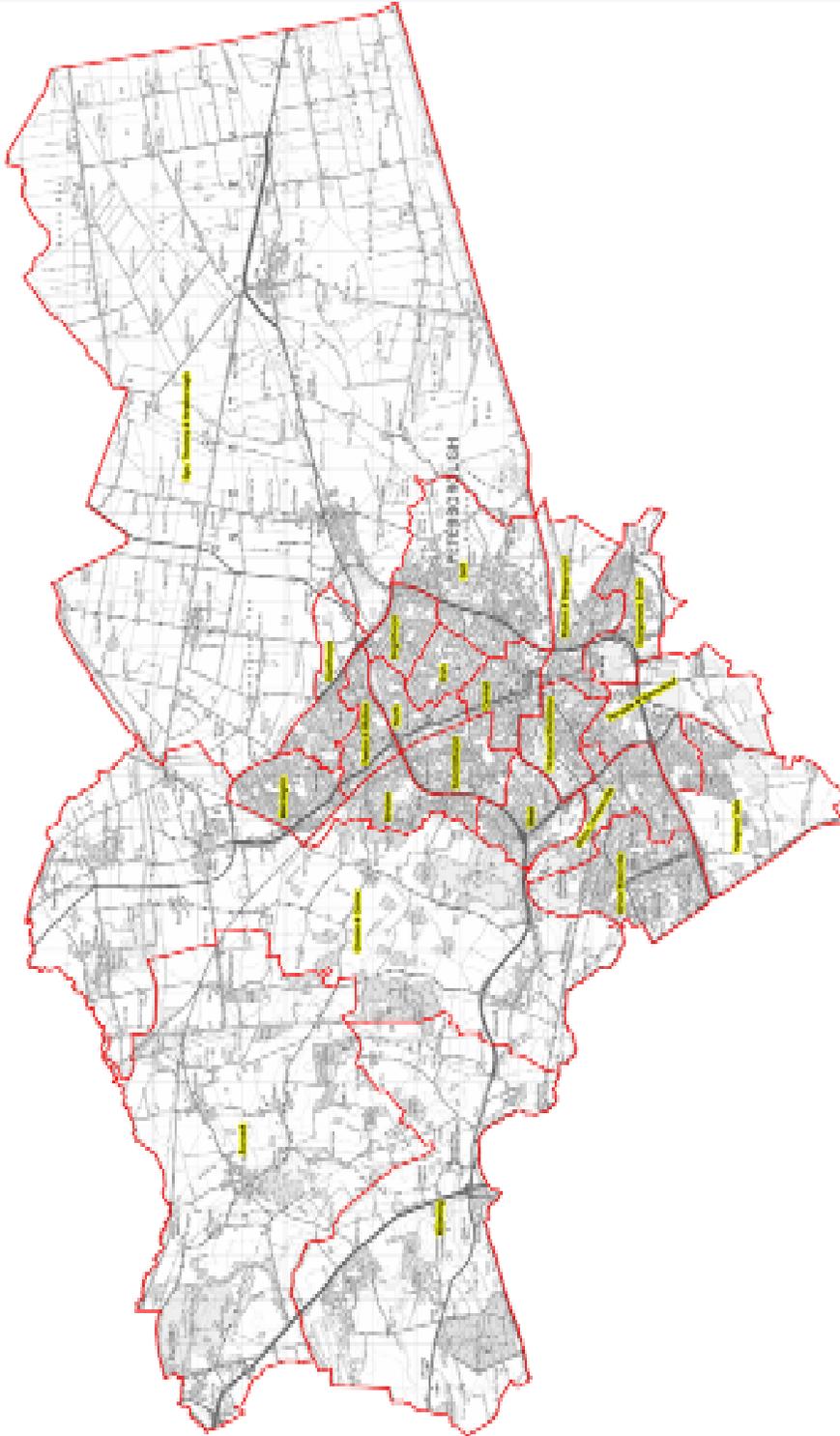
For this Market Position Statement, the city council will also consider weekly Department for Education data collections alongside occupancy data. These data collections, which have been ongoing since April 2020, will be used to examine increase in demand and recovery of settings at a more detailed level. This approach will ensure that the sustainability of existing providers is prioritised ahead of further development in an area, in line with the local authority's Sufficiency Strategy (page 30).

2.3 Planning areas

Analysis of market development has been conducted at ward level since 2013. These geographical areas are small enough to take account of localised issues and help ensure families have access to local services. It is not practical to adopt the same planning areas as used for school place planning; these are too large when considering the complexities of the early years market and the number of providers.

Availability of provision in neighbouring wards is always considered ahead of any market development intentions.

2.4 Ward boundaries



3. Demand for Provision

3.1 Take up of early years funded entitlements

Figure 7 shows the percentage of two-year-olds benefitting from funded early education places has remained steady since 2016, in line with the national average, dipped in 2020, and has fallen further in 2021 due to the impact of covid-19, reflecting the national picture.

Similarly there have been national falls in the take up of universal entitlement for three and four-year-olds, which was expected due to the impact of the pandemic. Locally the impact is also reflected in take up figures.

Figure 7¹⁹

		2014	2015	2016	2017	2018	2019	2020	2021	
2-year-olds	Number accessing in Peterborough	-	1060	1010	990	940	879	811	691	
	% Take up	Peterborough	-	64	67	71	69	69	66	62
		England	-	58	68	71	72	68	69	62
3-year-olds (universal)	Number accessing in Peterborough	2890	2850	3050	2910	2840	2936	2789	2665	
	% Take up	Peterborough	98	91	91	90	88	91	87	85
		England	93	93	93	93	92	92	91	84
4-year-olds (universal)	Number accessing in Peterborough	2980	3120	3060	3200	3080	3023	3012	2918	
	% Take up	Peterborough	104	105	97	95	95	93	92	90
		England	98	97	96	95	95	95	94	93
3 & 4-year-olds (universal)	Number accessing in Peterborough	5870	5970	6100	6110	5920	5959	5801	5583	
	% Take up	Peterborough	101	98	94	92	91	92	90	88
		England	95	95	95	94	94	94	93	88
3 & 4-year-olds (extended)	Number accessing in Peterborough	-	-	-	-	1300	1413	1501	1508	

Since its introduction in September 2017, there has been an increase in the number of children benefitting from the extended entitlement (30 hours) across the country. This has remained steady despite covid-19.

The cohort of children accessing funded hours increases throughout the academic year, peaking in the Summer funding period before falling in Autumn when children leave settings and take up a place in school reception. Development of places is a delicate balance between ensuring sufficient places are available in Summer, but ensuring provision remains sustainable in quieter Autumn funding periods.

¹⁹ Department for Education (2021) [Education provision in Children Under 5 Statistics](#) – based on the annual Early Years Spring census

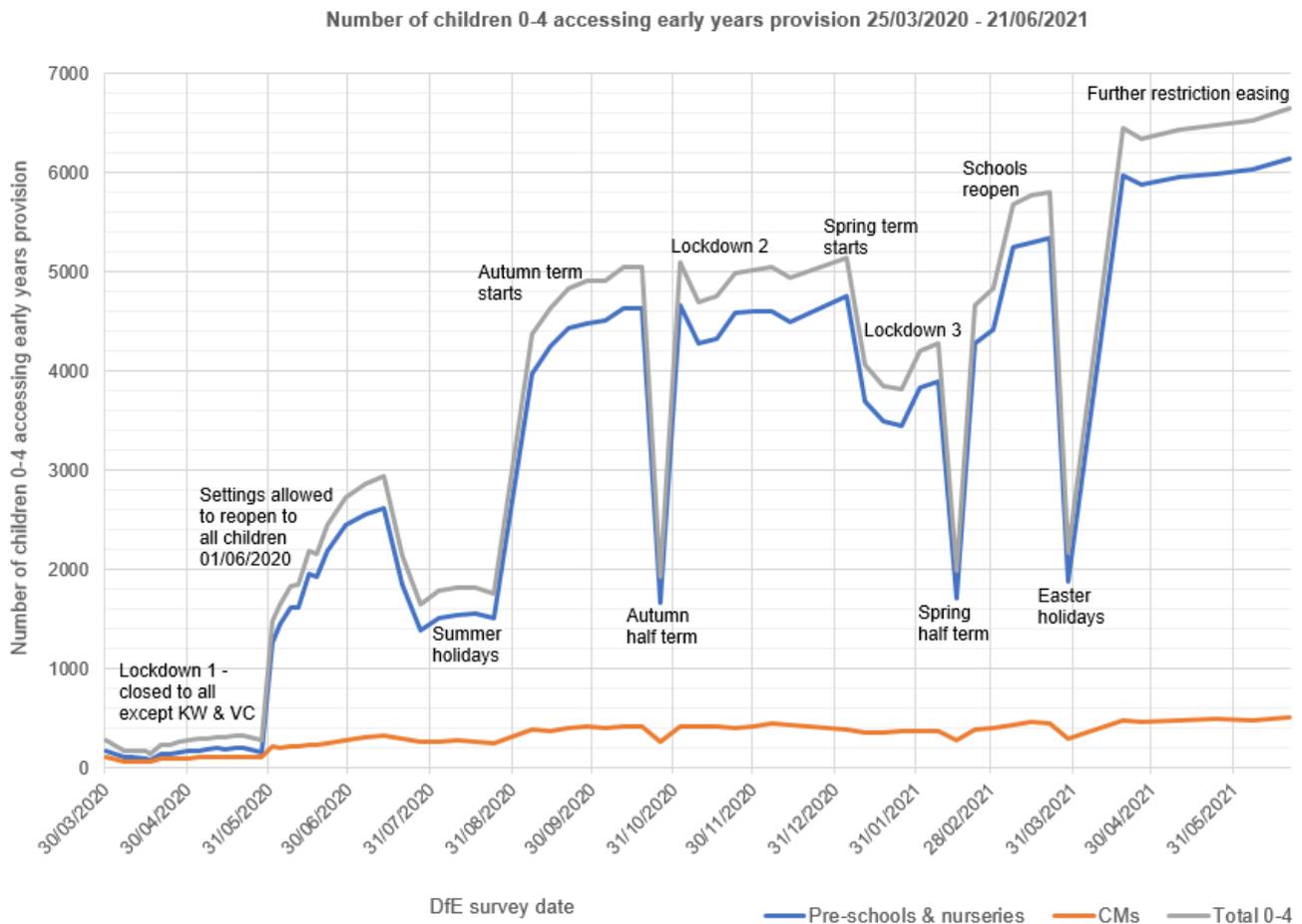
3.2 Occupancy during Covid-19

From 6th April 2020, the Department for Education (DfE) asked local authorities to provide details of the number of settings and childminders open or closed, and the number of children accessing those settings so they could understand the number of keyworker and vulnerable children accessing early years providers. This was initially twice per week (06/04/2020 – 18/06/2020), moving to once a week (25/06/2020 – 29/04/2020) and continuing fortnightly (10/05/2020 to current).

Whilst the data collection has been a burden both for the local authority and early years providers, it has provided a unique insight into the impact of the pandemic on the rise and fall of the number of children accessing early years provision and ongoing repercussions from lockdowns. We are extremely grateful for the support and patience of our early years providers to complete the surveys.

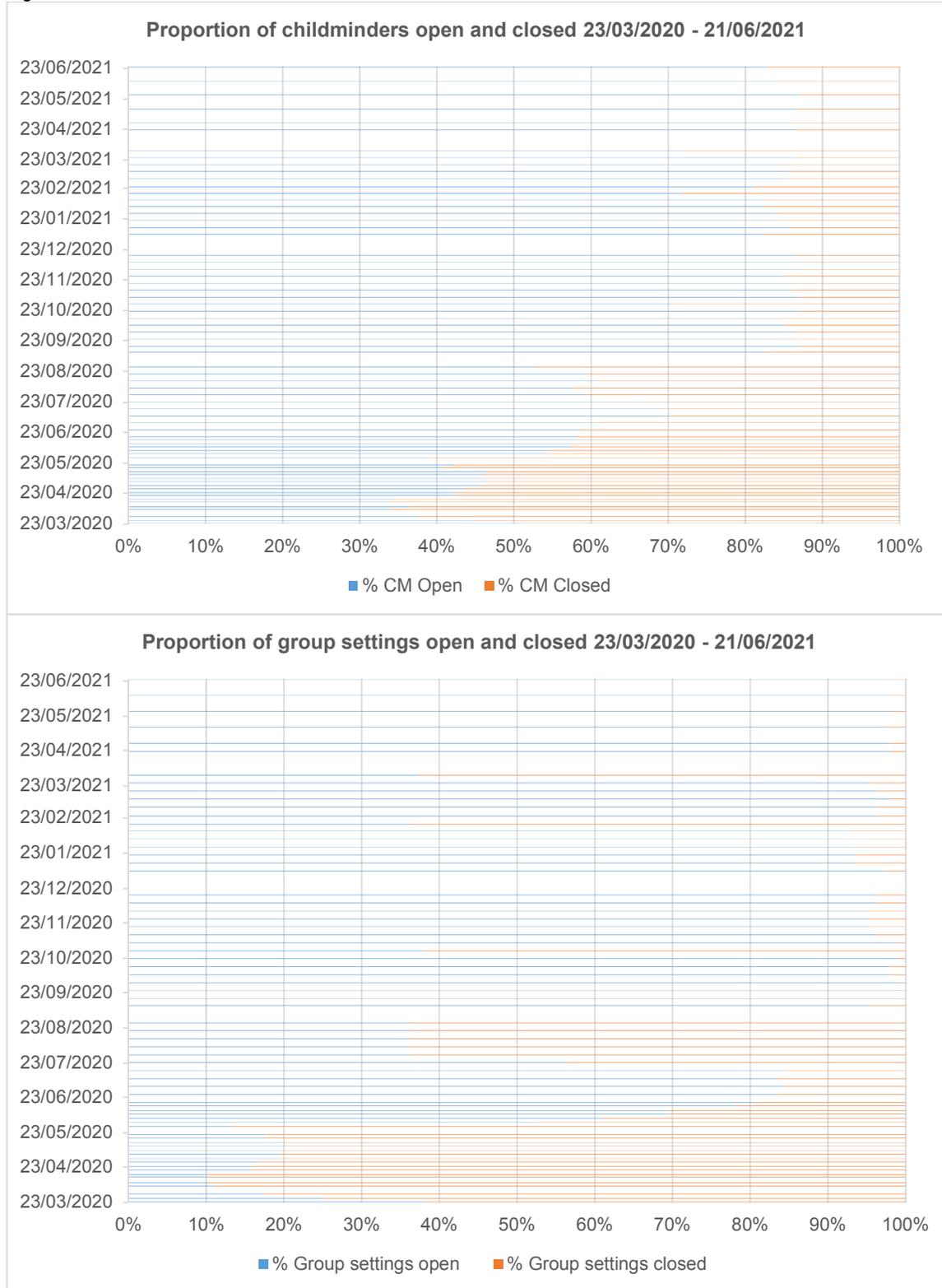
The graph shown in figure 8 shows the number of children accessing early years provision using the data compiled through each of the 67 survey returns since the pandemic began to date²⁰. Figure 9 shows the proportion of childminders and group based settings open or closed during the same period, further demonstrating the disruption to the sector resulting from both lockdown and covid-case related closures.

Figure 8



²⁰ Survey returns from 25/03/2020 to 21/06/2021.

Figure 9



As well as taking into account the DfE survey, we have continued to collect occupancy data from the sector, though this must be used with caution and an understanding of the impact of covid and access to early years provision.

Occupancy data is collected each term and aims to provide a snapshot of attendance at all early years providers by both funded and non-funded children (more information on page 19). During lockdowns, early years providers have been entitled to claim for funded children they were expecting would access a place with them this term. These children had to be formally signed up to attend that term (i.e. parent and provider agreement needed to be in place). Whilst this allowed settings a degree of respite, they were unable to claim for children who they would anticipate would usually attend later through the term, as children can take up funding at any point in the term as long as they are eligible to do so and the provider has space.

Occupancy data for the last year is down on 2019, as to be expected given the circumstances. DfE survey responses do support that in all areas, the number of children accessing is now increasing week on week as parental confidence grows.

		Spring 2019	Summer 2019	Autumn 2019	Spring 2020	Summer 2020	Autumn 2020	Spring 2021
Citywide / Ward averages	City	65.6	73.8	53.0	64.3	67.2	51.6	59.4
	Barnack	75.0	84.6	48.5	73.8	84.0	40.5	59.2
	Bretton	78.9	85.8	57.9	59.7	61.1	50.9	59.5
	Central	54.7	66.7	55.5	66.9	73.3	49.3	55.0
	Dogsthorpe	73.0	78.6	59.0	72.4	81.1	50.6	66.6
	East	66.3	72.8	51.0	62.4	72.5	48.5	56.5
	Eye, Thorney & Newborough	71.2	81.4	52.4	69.4	71.8	51.3	62.4
	Fletton & Stanground	67.9	73.4	56.4	61.7	67.0	46.9	52.7
	Fletton & Woodston	73.8	85.4	46.5	86.9	78.9	66.3	74.4
	Glington & Castor	47.0	55.3	52.3	59.2	62.5	46.6	54.2
	Gunthorpe	54.5	62.9	55.4	71.0	72.9	50.1	56.4
	Hampton Vale	58.6	80.8	51.0	69.1	74.5	56.2	47.4
	Hargate & Hempsted	77.1	85.1	53.1	59.6	63.2	58.0	65.9
	North	76.8	80.2	59.8	79.0	69.1	62.1	67.0
	Orton Longueville	73.6	81.0	54.9	70.7	79.1	53.9	63.1
	Orton Waterville	63.1	69.8	48.7	56.1	64.1	53.0	56.3
	Park	60.4	67.8	55.5	62.4	57.2	48.9	53.1
	Paston & Walton	60.9	68.8	50.5	63.2	66.6	48.1	60.1
	Ravensthorpe	67.3	79.8	60.6	63.8	64.3	57.6	65.1
	Stanground South	76.3	81.8	68.8	66.7	71.8	66.6	74.1
Werrington	56.4	58.8	40.4	44.5	47.9	39.9	49.6	
West	63.3	73.0	49.4	58.4	75.1	53.3	56.8	
Wittering	47.2	57.8	36.4	47.5	47.5	40.2	36.9	

3.3 Demand for Holiday Activities and Food Programme (HAF)

The HAF programme ran in Peterborough for the first time in Easter 2021. A total of 19 providers offered 777 places across the city for eligible children in receipt of benefit related Free School Meals (FSM).

74.9% of places were booked by eligible children in the Easter holidays, and of those booked to attend, 85.4% accessed at least one session. Take up of places was predominately by primary school aged children, as shown in figure 10.

Figure 10

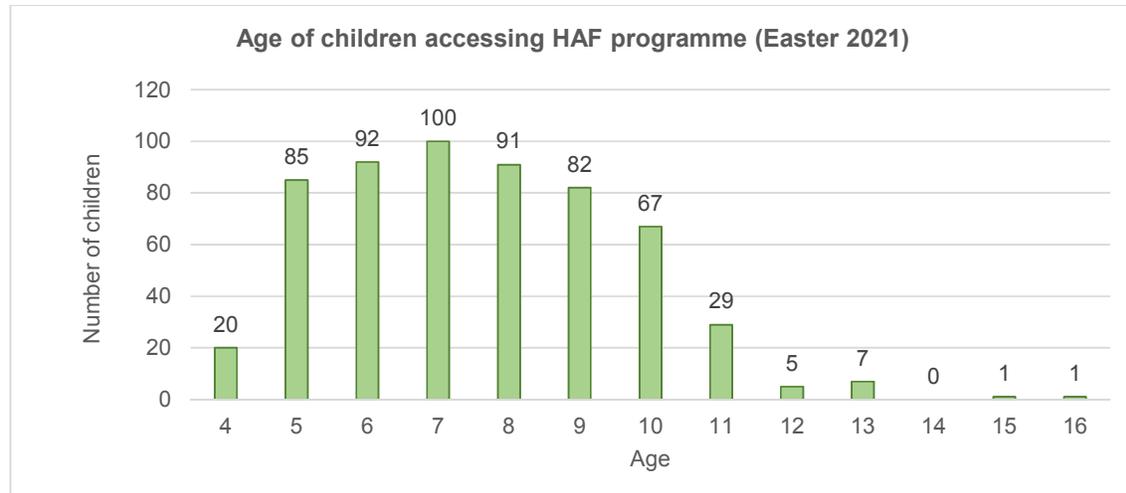


Figure 11 shows the estimated take up of children eligible for FSM by ward.

Due to the limited timescale available to arrange the scheme in Easter, there was a limited offer available in some wards. This is reflected in figure 11 which demonstrates the lack of local places available is likely to have impacted take up of places for eligible children in some wards. This has been taken into account for Summer 2021 delivery, with a further 19 providers taking part in the programme and an additional 543 places available to date, offering families more choice

Figure 11

Child's home ward	Number booked to attend	FSM children estimated eligible in ward ²¹	% bookings vs estimated FSM eligible children	Places available
Barnack	8	28	28.6%	30
Bretton	45	438	10.3%	155
Cross border - CCC	19	-	-	-
Central	25	364	6.9%	60
Dogsthorpe	32	469	6.8%	30
East	16	397	4.0%	0

²¹ FSM eligibility data is provided by school and not child's address, therefore schools have been grouped into ward to create and estimate. Primary data only.

Eye, Thorney & Newborough	25	163	15.3%	15
Fletton & Stanground	7	341	2.1%	6
Fletton & Woodston	10	264	3.8%	0
Glington & Castor	1	43	2.3%	0
Gunthorpe	21	244	8.6%	30
Hampton Vale	25	125	20.0%	70
Hargate & Hempsted	11	103	10.7%	0
Cross border - LCC	4	-	-	-
North	61	320	19.1%	45
NOT KNOWN	4	-	-	-
Orton Longueville	50	331	15.1%	60
Orton Waterville	31	249	12.4%	30
Park	47	174	27.0%	135
Paston & Walton	44	365	12.1%	21
Ravensthorpe	54	372	14.5%	30
Stanground South	20	124	16.1%	0
Werrington	11	207	5.3%	60
West	9	26	34.6%	0
Wittering	2	33	6.1%	0
Grand Total	582	5180	11.2%	777

Age does not seem to impact on the distance travelled by children to access schemes as shown in figure 12.

Analysis of the distance travelled by children to access the activities shows that whilst it is important to consider local offers, families seemed prepared to travel for some of the activities on offer despite having other options nearby, as shown in figure 13.

Figure 12

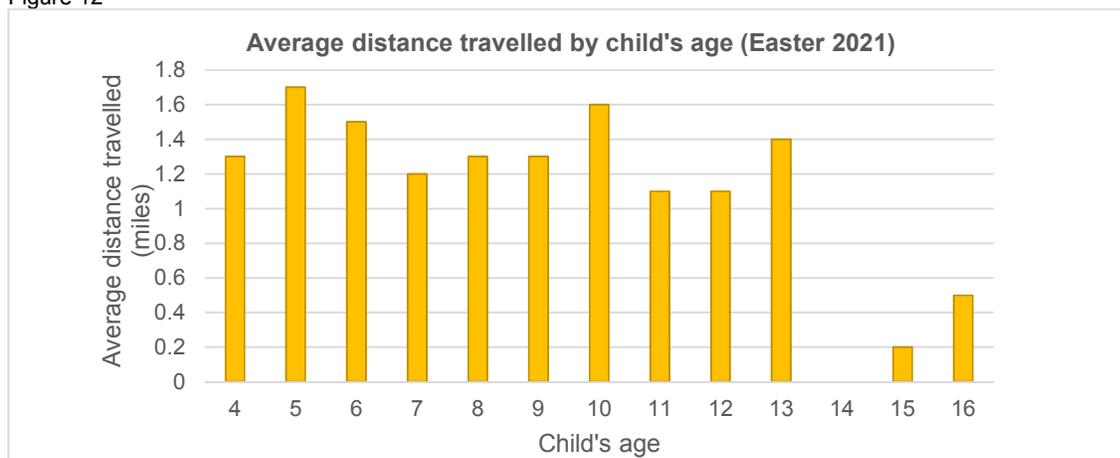
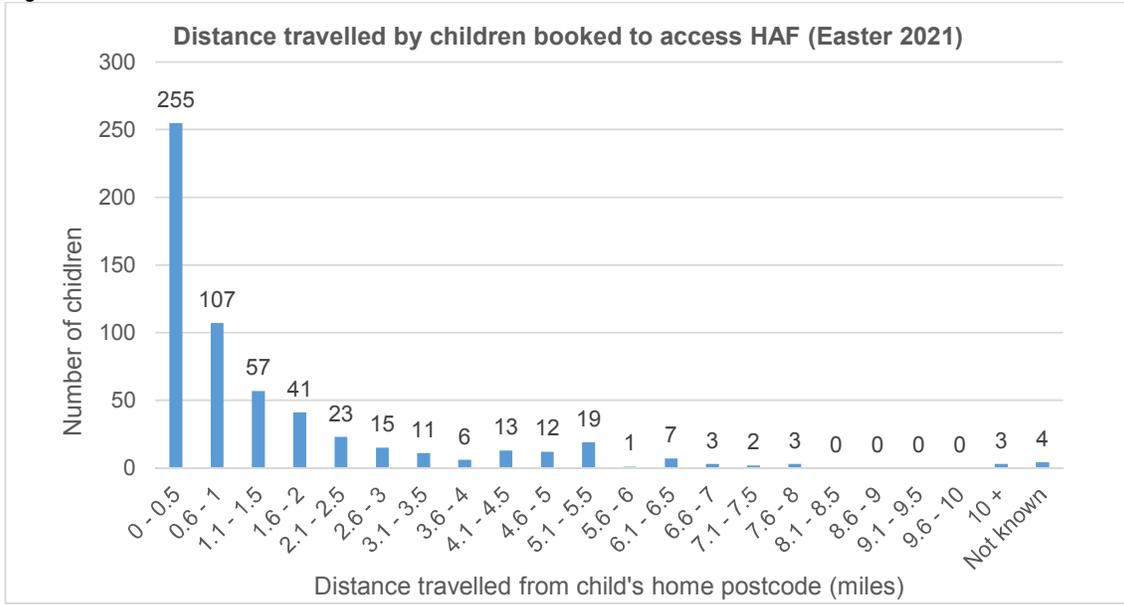


Figure 13



As well as increased offers in local areas in Summer 2021, a wider range of activities will also be available for families providing more varied opportunities for children less likely to have experiences of activities such as these.

4. Development needs

4.1 Market development requirements for 2021/22

There are currently no immediate market development requirements for 2021/22 outside of confirmed expansion to the childcare market which has been taken into account when examining requirements.

Only Ofsted registered provision has been included when considering supply – proposed new providers are not considered unless there is certainty that they will become operational. Providers which have closed but have not yet resigned their Ofsted registration, or providers who are closing imminently have also not been included as the impact of the closures need to be assessed.

Settings graded satisfactory/requires improvement and inadequate are included when considering supply as Peterborough City Council's Early Years Service strive to work closely with these settings to improve outcomes and eventual grading at re-inspection.

Confirmed expansion which has been included is shown as follows:

Location	Places to be created	Target date
Hampton Lakes Primary school	26 FTE places	September 2021
Private day nursery in Orton Waterville ward	52 FTE places	September 2021
Hampton East Primary school (B)	26 FTE places	September 2022
Paston Reserve / Manor Drive Academy	26 FTE places	September 2022

There are also a number of private schemes which we are aware of and, whilst not included in capacity figures at this point as they are not yet at the stage of registration, remain important to consider when developing the market position statement and examining future requirements and forecasts (page 36).

Location	Places to be created	Target date
Day Nursery in Orton Waterville ward	TBC	TBC
Day Nursery in Stanground South ward	78 FTE places	TBC
Day Nursery in Hargate and Hempsted ward **currently in planning consultation stage	Approximately 100 FTE places	TBC and dependent on outcome of planning application

The following city-wide objectives to support childcare sufficiency and quality improvement have been developed and will remain ongoing priorities for the Early Years Service:

City-wide objectives:	
Increase the number of childminders, pre-schools and day nurseries operating at a good or above Ofsted grading.	Ongoing objective
Increase the number of pre-schools offering places for children aged two (lowering of minimum age of intake).	Ongoing objective
Support pre-schools to increase their opening hours, to enable as many settings as possible to accommodate 30 hours childcare.	Ongoing objective
Increase the number of childminders offering the funded entitlement to three and four-year-olds and eligible two-year-olds.	Target increase from 87.6% to 90% by Spring 2023.

Increase the number of settings offering the stretched entitlement, creating more opportunity for flexibility and encouraging new business models to promote sustainability.	Ongoing objective
Targeted recruitment of new childminders - providing a 25% discount to prospective childminders in target areas to attend the "Childminder Introductory Course"	Available for childminders living in Fletton & Woodston, Hargate & Hempsted ward, North and West wards, and specific postcode areas of Gunthorpe and Stanground South wards.
Promote all funded entitlements to increase take up through marketing and work with partners	Target increase of 8% for funded two-year-olds, 5% for three-year-olds and 5% for four-year-olds by Spring 2023.
Promote Tax Free Childcare to raise awareness of government schemes which reduce the cost of childcare for working families.	Target increase from 1320 children benefitting in 2020/21 to 1820 in 2022/23

The market development strategy (page 30) has been considered when establishing these development needs.

Ongoing assessment of the childcare market will also take place throughout the next 12 months to ensure sustainability of existing providers. As a result, development needs are subject to change and will be revised as changes to the childcare market occur to ensure it is an accurate reflection of market developments required to ensure sufficiency.

4.2 Quality of provision

High quality early years provision is essential if we are to improve outcomes for the youngest children. There is strong evidence that good experiences in the early years are an essential part of a child's development. The quality of pre-school provision is a vital feature of early years education and care; research shows that children who attend higher quality provision tend to show better outcomes at the end of year one.

The longer term impact of pre-school is also clear in research with evidence showing that whilst not eliminating disadvantage, pre-school can help to ameliorate the effects of social disadvantage and can provide children with a better start to school. Therefore, investing in good quality early years provision can be seen as an effective means of achieving targets concerning social inclusion and breaking cycles of disadvantage.

To ensure the availability of good quality provision there is a range of advice, support and training available to improve the quality of early years provision in the city and improve practitioner practice, knowledge and skills; this is delivered through the Early Years Service.

4.3 Pupil Yield calculations

Cambridgeshire County Council Research Team has developed a pupil yield calculator which is used to support the local authority to establish the likely number of children generated by a new development. The multiplier has been established using methodology developed over a number of years alongside research of recent large scale housing developments. More information can be found in Appendix 3.

The calculator is used alongside occupancy data and the market position statement to determine when a development is likely to cause capacity issues. When demand is likely to exceed supply, this information is provided in response to planning consultations.

4.4 Strategy

The council has a framework within which it will work to secure sufficient childcare thereby fulfilling its role as strategic facilitator of the childcare market. The framework includes the Local Authority's definition of a sufficient childcare market and the concept of what will be considered reasonably practicable for the Local Authority when trying to secure sufficient childcare.

4.4.1 Definition of Sufficiency

A sufficient early education and childcare market is:

- A market where the overall number of early education and childcare places available (from all provider types) satisfies demand locally;
- A market where childcare is available locally at the times parents / carers require it to enable them to work or train;
- A market where childcare is accessible without the need to travel too far;
- A market where childcare provision is of an acceptable level of quality, with the benchmark being a grading of 'requires improvement' from Ofsted;
- A market where parents / carers are aware of the choices available to them;
- A market where childcare is affordable locally, determined by reference to families ability to pay for the childcare they need, making use of support as appropriate;
- A market that is inclusive and accessible to all by meeting specific needs locally;
- A market that is reliable and that will provide sustainable childcare for its users.

The local authority will work towards securing a sufficient childcare market in Peterborough where it is reasonably practicable to do so.

4.4.2 What is reasonably practicable?

Steps will taken to secure sufficient early education and childcare where;

- The actions required to close an identified gap will not have a negative impact on the sustainability of existing quality local childcare settings that will in turn reduce the overall supply of services
- There is evidence to suggest the gaps identified reflect a long term change in the market situation
- The Local Authority has adequate funds and resources available to implement the required actions
- The proposed action takes account of any long term, phased approach to securing sufficiency within an area
- The labour market is able to support the developments required as identified in the gap analysis
- Suitable space and or premises are available for the required developments. Wherever possible, existing provision will be utilised ahead of new builds.
- The demand is such that ongoing financial support from the Local Authority will not be required beyond an affordable level.

Where the above criteria cannot be satisfied, it will be considered not reasonably practicable for the Local Authority to facilitate work to close the identified gaps in the childcare market. However, the Local

Authority will work over time to reduce constraints that prevent the closing of gaps in the childcare market.

4.4.3 Facilitation of the childcare market

The local authority will undertake its role as strategic facilitator of the early education and childcare market by utilising the following market levers as appropriate;

1. Commissioning: In this context, commissioning is the process of actively working with partners to guarantee that a required service is made available to end users. This involves the local authority identifying needs and then identifying a service provider to satisfy that need, making support available as necessary to bring about desired outcomes. A fair and equitable process will be implemented to ensure a level playing field for all childcare providers.
2. Information: Sharing relevant and up to date information relating to the childcare market among all stakeholders. This will include the promotion of entitlements to families and partner agencies.
3. Support: A range of support services will continue to be offered and developed that will benefit childcare providers or those proposing to provide childcare. This range of services may include both financial and non-financial support.
4. Regulation: The LA may impose requirements on providers through local arrangements and then regulate and monitor providers.

The city council does not intend to directly provide childcare where there are gaps in the market. This would only be considered if a definite need had been identified with reliable evidence and all other efforts to meet that need have been unsuccessful.

4.4.4 Sustainability of the childcare market

A key factor in securing a sufficient early education and childcare market for families is the need for providers to be sustainable. A sustainable set of providers minimises disruption to families and allows continuity of care for children.

The local authority will consider the sustainability of existing provision as a priority when undertaking market facilitation duties. This will mean working with existing providers to meet any unmet demand before any consideration is given to the need for new providers.

If a demand for more childcare places is identified, the local authority will act to meet this demand but will give careful consideration to any potential impact this could have on all providers in the local market. A gradual approach would be taken to increase registered places and the situation would be regularly reviewed using occupancy figures, waiting list information, and the views of parents and childcare providers. This approach would avoid flooding the market and negatively impacting on the sustainability of existing provision.

Appendix 1: Comparison of supply against demand

Demand from eligible two-year-olds

Figure 14

Ward	Current capacity (children that can be accommodated for 15 hours per week)	Total forecast demand from two-year-olds	Two-year-olds currently taking up funding	Estimated number of two-year-olds still eligible in ward (not yet applied or eligible but not accessing)	Forecast capacity
Barnack	6.8	2	2	0	7
Bretton	75.6	63	34	29	47
Central	86.2	104	52	52	34
Dogsthorpe	37.8	94	53	41	-3
East	68.3	80	38	42	26
Eye, Thorney & Newborough	29.5	29	20	9	21
Fletton & Stanground	50.2	43	29	14	36
Fletton & Woodston	20.0	60	39	21	-1
Glington & Castor	38.2	3	2	1	37
Gunthorpe	20.2	46	30	16	4
Hampton Vale	23.0	33	21	12	11
Hargate & Hempsted	40.2	27	18	9	31
North	42.0	119	59	60	-18
Orton Longueville	26.0	64	45	19	7
Orton Waterville	105.8	28	18	10	96
Park	110.1	66	33	33	77
Paston & Walton	41.1	62	45	17	24
Ravensthorpe	37.3	83	42	41	-4
Stanground South	39.0	43	31	12	27
Werrington	64.5	35	25	10	55
West	6.3	20	12	8	-2
Wittering	39.3	8	4	4	35
CROSS BORDER			10		
TOTALS	1007.4	1112	662	460	

Figure 14 shows the forecast capacity available in settings, using the forecast demand figures from the remaining number of eligible two-year-olds and projected summer term occupancy figures. A negative figure in this table indicates that there is likely to be insufficient supply and more places are needed (a place = 15 hours).

Where a negative figure is shown, capacity in neighbouring wards is considered before any recommendations are made about increasing supply of provision in an area.

Demand resulting from the additional 15 hours for eligible three and four-year-olds

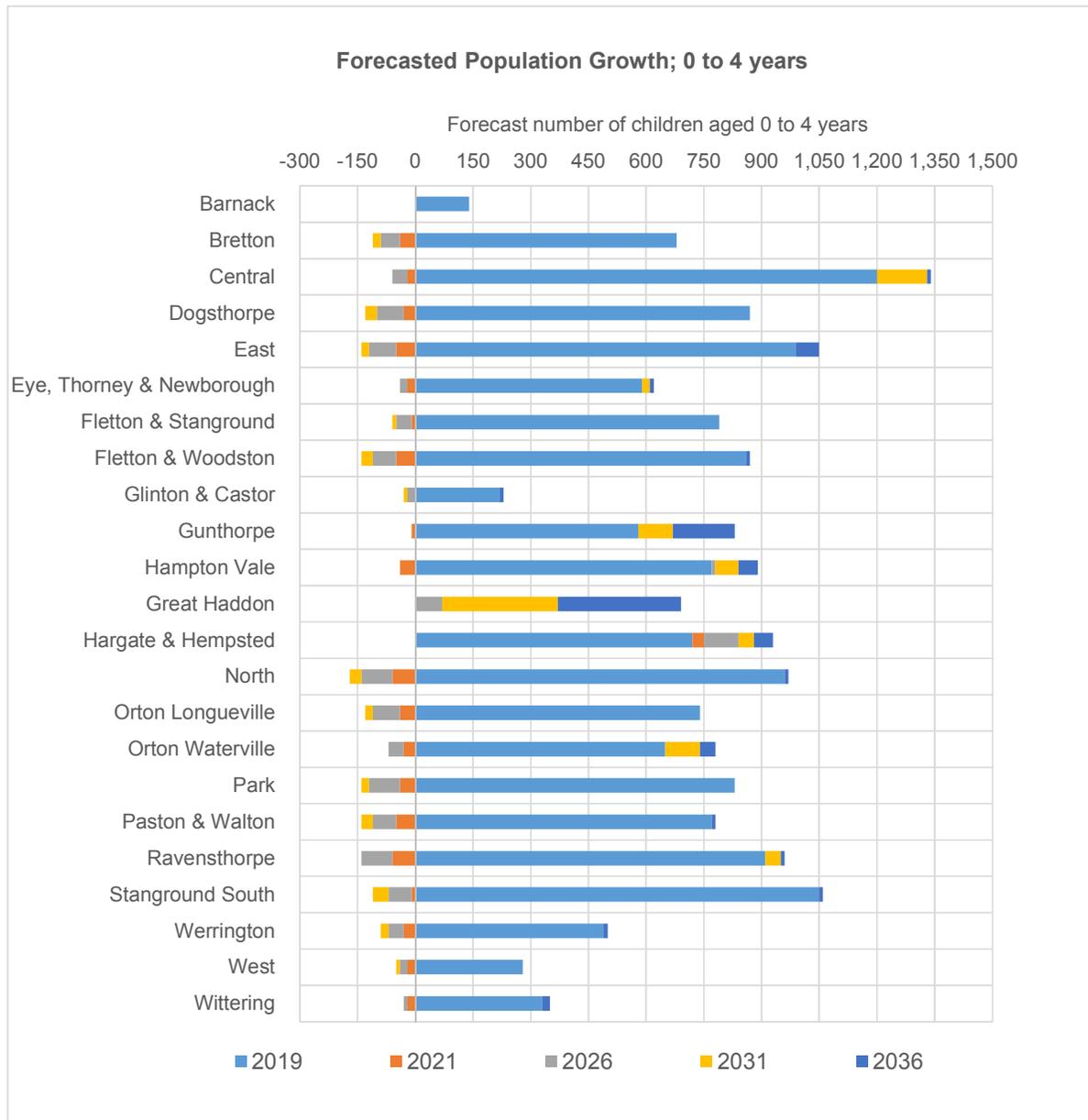
At present, data in figure 15 suggests there is sufficient capacity within the childcare market to accommodate children for their universal and extended funded entitlement in the next 12 months, however pressure is emerging in Fletton and Woodston ward. This should be monitored closely with any new planning applications, alongside the pupil yield calculator (page 29 & appendix 3), however population forecasts in appendix 2 indicate a fall in overall 0-4 population in coming years.

Figure 15

Ward	Current capacity (children that can be accommodated for 15 hours per week)	Total forecast demand from new children for universal entitlement	Total forecast demand from new children for extended funded entitlement (30 hours)	Capacity remaining
Barnack	17.7	1	5	11.9
Bretton	143.9	14	11	118.4
Central	177.5	22	7	148.6
Dogsthorpe	86.9	23	13	50.6
East	161.9	26	16	119.9
Eye, Thorney & Newborough	58.9	20	14	24.5
Fletton & Stanground	98.6	13	17	68.4
Fletton & Woodston	35.9	20	18	-1.4
Glington & Castor	86.8	6	9	72.3
Gunthorpe	52.5	3	15	34.4
Hampton Vale	59.8	10	10	40.4
Hargate & Hempsted	116.9	14	23	80.1
North	96.1	6	10	80.2
Orton Longueville	59.2	21	14	24.2
Orton Waterville	209.7	11	11	187.7
Park	192.0	15	7	169.9
Paston & Walton	87.7	18	14	55.3
Ravensthorpe	76.9	22	13	42.4
Stanground South	69.4	9	21	39.0
Werrington	120.9	7	11	102.5
West	16.4	2	11	3.7
Wittering	68.0	6	5	57.2
CROSS BORDER		15	26	
TOTALS	2093.6	289	301	

Appendix 2: Forecasted growth and development and the impact on the childcare market

Peterborough is a growing city. Further large scale housing developments are planned over coming years, and as with any development, there will be an increased need for services in certain areas. The following graph visualises the forecasted growth in population for the early years age group over the next 15 years.



The table below highlights the areas of the city which will experience growth in the 0-4 population between now and 2036. Areas of forecasted substantial growth are Gunthorpe, Hargate and Hempsted, and Great Haddon; all areas with planned large scale housing development which is ongoing or will commence over the next few years.

Wards	0-4 years population forecasts					Total difference between 2019 and 2036
	2019	2021	2026	2031	2036	
Barnack	140	140	140	140	140	0
Bretton	680	640	590	570	570	-110
Central	1200	1180	1140	1270	1280	80
Dogsthorpe	870	840	770	740	740	-130
East	990	940	870	850	910	-80
Eye, Thorney & Newborough	590	570	550	570	580	-10
Fletton & Stanground	790	780	740	730	730	-60
Fletton & Woodston	860	810	750	720	730	-130
Glington & Castor	220	220	200	190	200	-20
Gunthorpe	580	570	570	660	820	240
Hampton Vale	770	730	740	800	850	80
Great Haddon	0	0	70	370	690	690
Hargate & Hempsted	720	750	840	880	930	210
North	960	900	820	790	800	-160
Orton Longueville	740	700	630	610	610	-130
Orton Waterville	650	620	580	670	710	60
Park	830	790	710	690	690	-140
Paston & Walton	770	720	660	630	640	-130
Ravensthorpe	910	850	770	810	820	-90
Stanground South	1050	1040	980	940	950	-100
Werrington	490	460	420	400	410	-80
West	280	260	240	230	230	-50
Wittering	330	310	300	300	320	-10
Total	15410	14830	14070	14560	15330	-80

Population forecasts of this nature are subject to change, and are based largely on proposed developments progressing. However, it is imperative that plans are in place to secure early years provision at the earliest opportunity when development does begin; numbers of this scale will have a significant impact on neighbouring services if local services are not established when families move on to completed plots. This has previously been experienced in the Hampton Hargate and Vale area, where plans were developed ahead of extensions to the funded entitlement for two, three and four-year-olds and became effectively out of date, which led to a lack of provision and subsequently impacted on neighbouring wards and families within them.

A highlighted awareness of the entitlements for two, three and four-year-olds with the local authority planning team and the school infrastructure team goes some way to mitigating this in the future; however the additional entitlement for some three and four-year-olds will create substantial added demand for early years provision which has not been factored into developments which have already been approved. Comments are provided and contributions from developers are sought on planning applications which are forecast (through the pupil yield calculator) to generate early years children which exceed existing capacity.

Forecast number of places required in 2026 and 2031

Ward	Number of 15 hour places required		Total number of 15 hour places required by 2031
	2026	2031	
Barnack	0	0	0
Bretton	-48	-11	0
Central	-28	60	32
Dogsthorpe	-53	-16	0
East	-61	-10	0
Eye, Thorney & Newborough	-21	10	0
Fletton & Stanground	-24	-5	0
Fletton & Woodston	-59	-16	0
Glington & Castor	-10	-5	0
Gunthorpe	-5	46	41
Hampton Vale	-14	29	14
Great Haddon	34	145	178
Hargate & Hempsted	13	22	35
North	-73	-16	0
Orton Longueville	-59	-11	0
Orton Waterville	-35	46	10
Park	-57	-9	0
Paston & Walton	-57	-15	0
Ravensthorpe	-72	20	0
Stanground South	-36	-20	0
Werrington	-39	-11	0
West	-22	-6	0
Wittering	-13	0	0
Total	-686	227	363

The estimates shown above have been developed using;

- Forecast population estimates 0-4 years;
- Current population estimates;
- Estimated number of eligible two-year-olds
- Proportion of eligible three and four-year-olds taking up extended funded entitlement.

The estimates examine differences between current population and forecast population, using the proportion of eligible two-year-old population and three and four-year-old cohorts to forecast additional demand created by ward level growth.

Growth is most significantly dependent on housing developments within wards progressing at anticipated levels, but it also dependent on government legislations surrounding funded entitlements at that time and parental eligibility and take up of those entitlements, which will also be reliant on the employment opportunities available in the city for a growing population.

Appendix 3: Cambridgeshire County Council Research Team; Peterborough Pupil Multipliers.

Peterborough Pupil Multipliers – Summary Technical Paper October 2020 (written by Cambridgeshire County Council Research Team)

1. Background

- 1.1 In order to plan education provision for new housing developments, the County Council's Research Team provides forecasts of pupil numbers. The **multipliers** used to calculate demand for school places from children living within new developments underpin these forecasts. The forecasts then form the basis for either negotiation with developers as part of a S106 agreement, to support the Council's case for its infrastructure requirements to be funded via the Community Infrastructure Levy (CIL), or for bids into DfE capital funds. This process is consistent with DfE Guidance²² that states "*Pupil yield factors should be based on up-to-date evidence from recent housing developments*".
- 1.2 In larger developments the number of school places required may necessitate provision of new schools and sufficient land to accommodate buildings and outdoor space. These requirements feed into the planning process. Given the importance of the multipliers in the planning of the provision of new communities, it is important that they are considered by elected members and this, in turn, lends weight to the Council's case whenever it is negotiating with developers for multi-million pound contributions for education.

2. Methodology

- 2.2 Forecasting the number of children that will live in a new development is a complex evidence led process. The County Council's Research Team has a developed methodology over many years, based on:

- Analysis of NHS Child Health (CHIS) data;
- Analysis of administrative data such as the PLASC (Census of school pupils);
- Local surveys of new developments;
- Whole population analysis such as local population estimates, where relevant the Census and GP registrations;

This data is then applied to a selection of recent case studies for new developments in the area. In this case The Hamptons (post 2010 build), Cardea / Stanground South and Paston.

- 2.3 Together, these sources indicate the average number of children that might reasonably be expected in individual properties, depending on the number of bedrooms and tenure. However, it should be noted that while some key variables e.g. dwelling size and tenure mix can be factored into forecasts, there remain many intangibles to do with location and design, the state of the housing market and government policy that affect the types of people and households attracted to an individual development.

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/909908/Developer_Contributions_Guidance_update_Nov2019.pdf

For this paper the Research Team have carried out three new development surveys to gather further data.

Table One: Details of New Developments Survey, 2020.

	The Hamptons (Dwellings built since 2010)	Cardea / Stanground South	Paston	Total Peterborough 2020 surveys
Number of surveys mailed to households	2,065	1,439	562	4,066
Number of responses*	443	249	90	782
Response rate %	21.5%	17.3%	16.0%	19.2%
% of surveys sent to affordable homes	19%	19%	30%	21%
% of surveys received from affordable	11%	10%	24%	12%

* note that surveys were mailed a total of three times to non-respondents.

2.4 A total of 782, responses were achieved. Enough to understand the pupil yield compared to the characteristics of bedroom size and tenure. Further desk based work considered these results in light of the differing ages of the developments and consistency with previous survey results from areas of Cambridgeshire (Loves Farm, Cambridge Southern Fringe).

2.5 **The age of the sites chosen as case studies for this work is particularly relevant.**

- The Hamptons (dwellings completed since 2010). The peak of build completion for the dwellings surveyed was between the years 2010 to 2016 when an average of 165 dwellings were completed each year. This was between **four to ten years ago** making the Hamptons survey a particularly good exemplar for understanding the peak in primary age children as well as the beginning of secondary education.

- Stanground South / Cardea. The peak of the build completion was for the years 2013 to 2016 when an average of 267 dwellings were completed each year. This was between **seven to four years ago** making this survey an exemplar for the demand in early years / Key stage one.

- Paston. The site is smaller than the other two with a lower build rate of fifty dwellings per year (except 196 built in 2015/16); start was in 2008/09. The absence of a peak in build means that this is a useful bench mark for building a more detailed trajectory model.

3 Results

Table Two: Child Health Information System (CHIS) Analysis, 2019 Download.

Age group	The Hamptons (Dwellings built since 2010)	Cardea / Stanground South	Paston	
0 – 1	124	90	42	
1 – 2	116	94	34	
2 – 3	160	82	28	
3 – 4	148	87	34	
Total	548	353	138	
Dwellings	2065	1439	562	Average
Rate per 100 dwellings	26.54	24.53	24.56	25.2

Table Three: Results of PLASC Analysis, 2020.

School Year	Age Group	The Hamptons (Dwellings built since 2010)	Cardea / Stanground South	Paston	
R	4 – 10	116	102	37	
1		141	78	28	
2		146	94	42	
3		128	89	33	
4		114	90	28	
5		131	81	31	
6		140	61	30	
7	11 - 15	155	46	22	
8		121	40	23	
9		132	38	18	
10		109	40	15	
11		79	41	9	
12	16 - 17	51	14	5	
13		35	9	7	
Grand Total		1598	823	328	Total
					2749
	4 – 10	916	595	229	1740
	11 – 15	596	205	87	888
	16 – 17	86	23	12	121
	<i>Dwellings in study</i>	2065	1439	562	4066
	Ratio, per 100, 4 – 10	44.4	41.3	40.7	42.8
	Ratio, per 100, 11 – 15	28.9	14.2	15.5	21.8
	Ratio, per 100, 16 – 17	4.2	1.6	2.1	3.0

3.1 The results of the new development survey yielded different results compared to the administrative data above. This is because of the element of 'skew' introduced when people decide whether or not to respond. In particular, the response from affordable

(social rented) housing was very low. This is discussed in more detail in the conclusions.

Table Four: Ratio of children per 100 dwellings, New Development Survey 2020

	Pre-school (0-3 years)	Primary school (4-10 years)	Secondary school (11-15 years)
The Hamptons	17	41	24
Cardea / Stanground South	20	29	20
Paston	18	31	16

**Table Five: Ratio of children per 100 dwellings, New Development Survey 2020
Number of Bedrooms and Tenure, all, sites.**

	Pre-school (0-3 years)	Primary school (4-10 years)	Secondary school (11-15 years)
Owner occupied			
2 bedrooms	8.6	8.6	5.7
3 bedrooms	16.4	20.0	10.2
4 or more bedrooms	22.5	55.6	31.7
Private rented			
2 bedrooms	14.3	23.8	
3 bedrooms	16.7	41.7	41.7
4 or more bedrooms	6.7	33.3	40.0
Social rented			
2 bedrooms	15.0	45.0	35.0
3 bedrooms	35.3	100.0	88.2
4 or more bedrooms	Insufficient response		
Intermediate tenures			
2 bedrooms	8.7	4.3	0.0
3 bedrooms	20.0	25.0	20.0
4 or more bedrooms	60.0	40.0	20.0
All			
2 bedrooms	10.4	15.7	8.2
3 bedrooms	17.9	26.3	17.2
4 or more bedrooms	22.1	53.6	32.4
All	18.0	35.7	21.8

4 Conclusions

The Basic Multiplier - Comparison

- 4.1 The Peterborough CHIS and PLASC data analysis is consistent with the multipliers that have been previously adopted by Cambridgeshire County Council.

- Children aged 0 – 3, 20 to 30 children per 100 dwellings; compared to an average of 25.2 found in Peterborough new developments

- Children aged 4 – 10, 30 to 40 children per 100 dwellings; compared to an average of 42.8 found in Peterborough new developments.

- Children aged 11 – 15, 18 to 25 children per 100 dwellings; compared to an average of 21.8 found in Peterborough new developments.

It should be noted that the adoption of the Cambridgeshire multipliers was based on a rigorous longitudinal study of child yields from new developments.

The adoption of a range compared to a single figure enables the council and developers to reflect on the individual nature of each development during negotiations allow both parties to exchange information about the development and reach agreement.

- 4.2 There are similarities with other areas where sufficiently robust research has been carried out. Gloucestershire²³ research concluded with adoption of the following policy “GCC is currently using the updated pupil yields supported by two studies in 2018 and 2019. The updated pupil product ratios for new housing are; 30 pre-school children, 41 primary pupils, 20 secondary pupils and 11 post-16 pupils per 100 dwellings.” Other studies (Northants, Milton Keynes) provide a ‘snap shot’ in time, identifying high demand for early years places (32 to 36 per 100), which projected forward to primary demand (4 – 10s) would equate to approximately 38 – 43 pupils per 100.

- 4.3 Given the timing of the study compared to the age of the new developments data regarding early years (0-3) and primary (4-10) can be converted straight into recommended multipliers. For secondary, the data collected needs to be projected forward²⁴, this gives a recommended figure somewhat higher than Cambridgeshire but consistent with the high numbers of secondary aged children seen in social housing in particular.

Basic Multipliers - Recommendation

- Children aged 0 – 3, 20 to 30 children per 100 dwellings
- Children aged 4 – 10, 35 to 45 children per 100 dwellings
- Children aged 11 – 15, 23 to 33 children per 100 dwellings

The Detailed Multipliers

- 4.4 During planning for education provision on new developments there is the requirement for more detailed modelling as information on tenure and house / bedroom size becomes available. The data from the new development surveys supports this work albeit through a process of controlling to the parameters set by the PLASC analysis above and to a model of a ‘typical’ Peterborough new development. The headline finding from the surveys are as follows:

²³ <https://www.gloucestershire.gov.uk/planning-and-environment/planning-policy/gloucestershire-local-developer-guide-infrastructure-and-services-with-new-development/>

²⁴ Projection shows a future average secondary year group of 140 for The Hamptons (34 per 100), 80 for Stanground South / Cardea (28 per 100) and 30 for Paston (27 per 100).

- the number of children living in a dwelling increases with the number of bedrooms but not all bedrooms are occupied by children; many bedrooms in market housing are retained as spare space / alternative space;
- significantly more children are found, per bedroom, living in social housing compared to market housing;
- the children living within social rented homes in Peterborough new developments have an older age range compared to market housing;

Taken these issues into account the model for detailed multipliers on the following page can be generated.

Special School Places

- 4.5 DfE guidance states specifically that it is not necessary to produce pupil yields for SEN that differentiate between complexity of condition. To *“determine the need for SEN provision, pupil yield data should identify the number of pupils/learners within recent local housing developments who attend special schools, pupil referral units or alternative provision, SEN units and resourced provision within mainstream schools. It is reasonable and fair to seek developer contributions for SEN provision in direct proportion to the needs arising from planned housing development, applying the same principle to SEN provision as to mainstream”*.

- 4.6 The analysis of the PLASC data shows that approximately 2.8% of children in the new developments have an EHCP at present (1.6% within special school / PRU); This is lower than the national average of 3.3%. The reason for this difference would be the relatively young age range of the cohort being studied (more will receive EHCPs as they move through education) as well as new developments not exhibiting some aspects of deprivation and diversity found within the general population at the earlier stages of building. It is recommended that PCC adopt the national 3.3% for these reasons.

Sixth Form / College Places

- 4.7 At the present time there is considered to be sufficient places in the current Peterborough Sixth form / college system to meet future demand. The market for sixth form / college places works differently compared to mainstream school places with young people able to travel far greater distances to access provision. There is also a wider ‘market’ in operation with specialist courses and subjects on offer therefore it is much harder to justify developer contributions for a specific locality.

Detailed Multiplier Model

INPUTS

Dwellings	100		
Multiplier		Low	High
	0-3s	0.2	0.3
	4-10s	0.35	0.45
	11-15s	0.23	0.33

		Tenure	
		Market	Social
Tenure split		0.7	0.3
Multiplier		Market	Social
	0-3s	0.25	0.25
	4-10s	0.34	0.55
	11-15s	0.18	0.51

		Tenure	
Bedrooms		Market	Social
1 bed		0	1
2 bed		8	11
3 bed		26	14
4+ bed		35	5

0-3s		Tenure	
		Market	Social
Multiplier	1 bed	0.00	0.15
	2 bed	0.15	0.18
	3 bed	0.18	0.36
	4+ bed	0.23	0.75

4-10s		Tenure	
		Market	Social
Multiplier	1 bed	0.00	0.00
	2 bed	0.08	0.20
	3 bed	0.20	0.55
	4+ bed	0.55	1.00

11-15s		Tenure	
		Market	Social
Multiplier	1 bed	0.00	0.00
	2 bed	0.06	0.10
	3 bed	0.10	0.43
	4+ bed	0.43	0.50

OUTPUTS

	Low	High	Mid
0-3s	20	30	25
4-10s	35	45	40
11-15s	23	33	28

	Market	Social	Total
0-3s	17.5	7.5	25.0
4-10s	23.8	16.5	40.3
11-15s	12.6	15.3	27.9

	Market	Social	Total
0-3s	0.0	0.2	0.2
0-3s	1.2	2.0	3.2
0-3s	4.7	5.0	9.7
0-3s	8.1	3.8	11.8
			24.9

	Market	Social	Total
4-10s	0.0	0.0	0.0
4-10s	0.6	2.2	2.8
4-10s	5.2	7.7	12.9
4-10s	19.3	5.0	24.3
			40.0

	Market	Social	Total
11-15s	0.0	0.0	0.0
11-15s	0.5	1.1	1.6
11-15s	2.7	6.0	8.6
11-15s	14.9	2.5	17.4
			27.6

Summary of Multiplier Model

		Tenure	
	Age Group	Market	Social
<i>Children per 100 dwellings</i>	0-3s	25	25
	4-10s	34	55
	11-15s	18	51

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Peterborough's 0-19 Education Organisation Plan 2021-2022



In Peterborough our absolute priority is that children and young people achieve the best outcomes possible and go on to succeed in further learning and in work. Crucial to this is the way that we work with schools and partners to plan and deliver a good quality place in learning. The Council has a proven track record of working with a wide range of education providers to commission sufficient places to meet the needs of Peterborough’s residents and is committed to continuing this approach into the future.

Peterborough is one of the fastest growing cities in the country as a result of both significant new housing development, as well as demographic change resulting from increased birth rates.

The Education Organisation Plan considers education provision in Peterborough across the 0 to 19 age range in response to these changes.

We are delighted to present this Education Organisation Plan to you and welcome your continued engagement with it.

Please note that the information contained in this document was correct on the date of publication. Due to the Covid-19 pandemic it is likely that some information may change.

If you would like any further information or would like to discuss any part of the Education Organisation Plan in detail, please contact Clare Buckingham.

Strategic Education Place Planning Manager (Cambridgeshire and Peterborough)
Peterborough City Council,
Sand Martin House, Bittern Way,
Fletton Quays
Peterborough
PE2 8TY

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Chapter 1: Introduction - What is Peterborough like as a place?

1.1 Governance, location and population

Cambridgeshire and Peterborough are a Combined Authority with a directly elected Mayor over the Authority's area. An Education Committee has been established with the Regional Schools Commissioner (RSC) and other key local stakeholders. The RSC works with the Committee to provide strategic direction on education across the Combined Authority area.

Peterborough City Council, as the Unitary Authority, is responsible for the provision of all local government services within its area. The Authority comprises the City of Peterborough, and 25 villages extending over an area of approximately 344 square kilometres. It is an important regional centre, providing employment, shopping, health, education and leisure facilities.

The total population of Peterborough, from 2019 population estimates, is estimated as 204,500 (at mid-2019). Peterborough's population growth has been significant and sustained, increasing by at least 1% per year between 2001 and 2017, whilst easing in 2018 and 2019 when the annual population grew by 0.7% and 0.4% respectively.

1.2 Demographic change

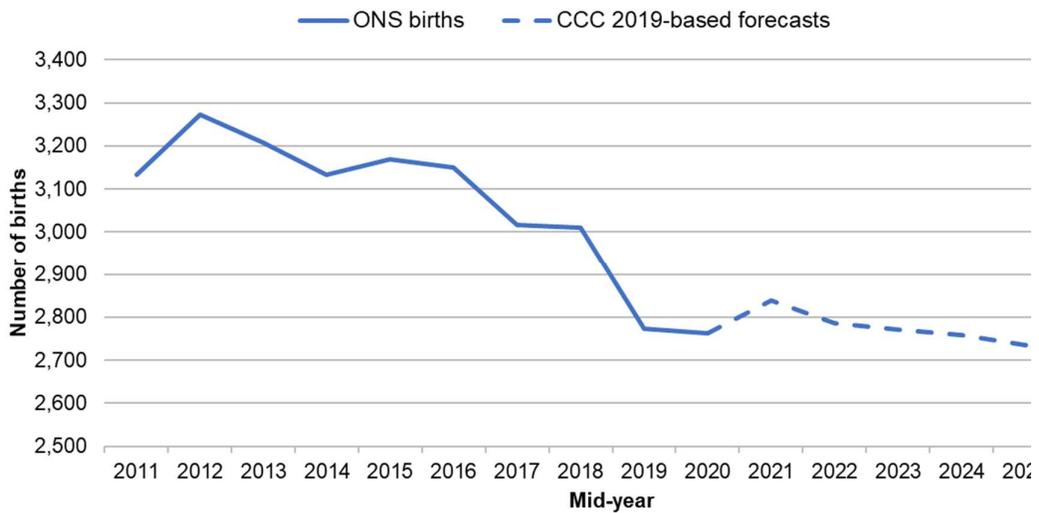
Using the actual number of births per year and a forecast of future birth numbers¹ helps provide an overview of the demand for school places.

Peterborough continues to have amongst the highest birth rates² in the country, despite them falling since their peak in 2012, in line with the underlying national trend. Between 2012 and 2018, the number of births per year has fallen overall, although still fluctuating within a tight range of just over 3,200 births in 2013 and just over 3,000 births in 2017 and 2018. In 2019 the number of births fell to 2,780, remaining at similar levels in 2020 with 2,760 births. The number of births is forecast to fluctuate around these levels to 2025. The graph below shows estimated and forecast numbers of births between 2011 and 2026.

¹ Actual numbers of births (2006-2020) are from the ONS mid-year estimates. Future forecasts (2021-2026) are taken from Cambridgeshire County Council Business Intelligence Service's 2019-based population forecasts.

² Birth rate is as expressed number of live births per 1,000 population of all ages.

Number of births in Peterborough



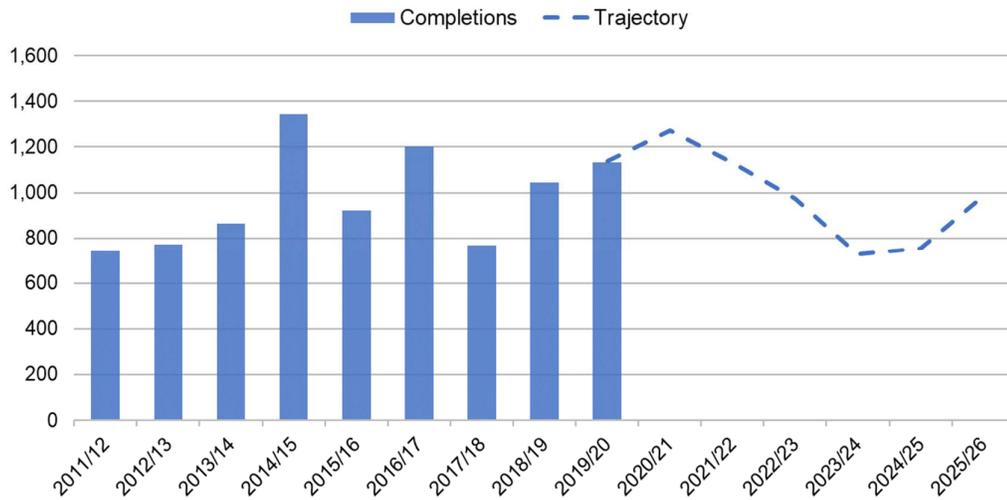
Source: ONS Mid-Year Estimates (2020)/Cambridgeshire County Council Business Intelligence Research Team's 2019-based population forecasts (July 2021)

1.3 Housing development

The Peterborough Unitary Authority area has seen sustained levels of housebuilding over the last 15 years. There have been at least 700 net housing completions each year since 2011, with very high net additional dwelling completions in 2014-15 (more than 1,300), 2016-17 (more than 1,200), 2018-19 (just over 1,000) and 2019-20 (more than 1,100). All in all, there have been approaching 8,800 net additional dwellings between mid-2011 and mid-2020.

The Local Plan, adopted on 24th July 2019, makes provision for 19,440 new homes in the period up to 2036. The greater proportion of new dwelling provision is planned within the urban extensions. In addition, there are allocations at Great Haddon (5,350 dwellings), Norwood (2,000 dwellings) further development around the East of England Showground (650 dwellings) and an extension to Eye village (250 dwellings). The graph below shows net housing completions between 2011 and 2020 and forecast completions from 2021 to 2026.

Net housing completions and trajectory



1.4 Migration

International migration into Peterborough has continued to be a significant driver of population growth. In 2015 and 2016 it was particularly high. Although falling between 2017 and 2019, it still remained similar to levels seen between 2011 and 2014. The uncertainty created by Brexit, however, saw higher levels of international out-migration in 2018 and 2019, meaning overall net international migration was lower than in 2015 to 2017. Yet this is a more delayed reaction to Brexit when compared to trends seen across the wider UK. Furthermore, whilst migrant worker National Insurance Number (NINo³) registrations fell year-on-year in 2017 and 2018, driven by falls in the numbers of registrations from workers originating from the EU, there was an overall increase in migrant workers' NINo registrations in 2019 compared to 2018. Due to the restrictions imposed in response to the COVID-19 pandemic, comparative data on NINo registrations in 2020 is not available. Migration will continue to be a key consideration in the provision of early years/childcare and school places.

1.5 Social and Economic Diversity

The rapid and sustained population growth over the last 20 years, for the reasons set out above, means that there is a high level of social and ethnic diversity across Peterborough.

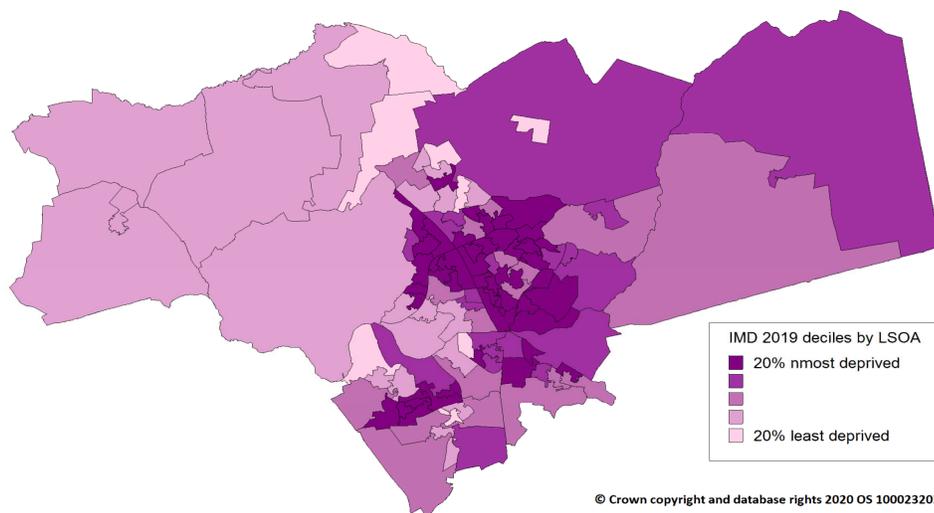
The proportion of residents with a minority ethnic background increased from 13% to 29% between the 2001 and 2011 censuses. Just under one-quarter of Peterborough's

³ NINo – National Insurance number - all people coming to the UK and who take up employment for the first time must obtain a National Insurance Number (NINo).

population is estimated to have been born outside the UK, and around half of pupils attending schools in Peterborough are from an ethnic minority.

The urban wards of Bretton, Dogsthorpe, East, North, Orton Longueville, Orton Waterville, Paston and Walton, Ravensthorpe and West include LSOAs in the top 10% most deprived nationally using the Indices of Multiple Deprivation (IMD) 2019⁴ national deciles. The Child and Poverty Strategy (2014-2017) highlighted the importance of high-quality education in improving the outcomes of children and young people in these areas. Rural areas, particularly towards the west of the region, and pockets to the north and south of the urban area, are more prosperous.

Economic and social deprivation across Peterborough



The retail, employment services, health and care, business and professional services sectors are all significant employers in Peterborough. The 2008 economic recession impacted Peterborough's economy, and although claimant count unemployment rates⁵ had recovered to pre-recession levels they began to track upwards during 2018 and 2019. The economic disruption caused by the COVID-19 pandemic has impacted further, with Peterborough's claimant count unemployment rate doubling between March and June 2020, with this higher rate still reflected in June 2021 data.

⁴ The Indices of multiple deprivation (IMD) 2019 measure relative deprivation for small area geographies called Lower-layer Super Output Areas (LSOAs) in England. LSOAs have a minimum population of 1,000 and the mean is 1,500. There is a total of 32,844 LSOAs nationally.

⁵ Unemployment rate is expressed as the claimant count rate - the number of people claiming Jobseeker's Allowance plus those who claim Universal Credit and are required to seek work and be available for work and represents the headline indicator of the number of people claiming benefits principally for the reason of being unemployed.

In rural parts, the economy is focused largely around agriculture and associated industries, much of which rely on seasonal employment. As such, schools in these areas are often subject to seasonal changes in their pupil populations. These areas have, in recent years, attracted migrants from Eastern Europe. The continued uncertainty surrounding both Brexit and the impact of the COVID-19 pandemic will require this issue to be closely monitored because of the relationship between migration, population growth and the demand for school places.

A similar experience of seasonal changes to school populations is often shared by schools near Traveller sites. The Authority has one of the largest Traveller populations in the country.

The RAF Wittering base provides another aspect to Peterborough's diversity. Activities here can have an impact, resulting in reductions or increases in pupil numbers with little advance warning.

Chapter 2: Early Years and Childcare

2.1 What is the national policy?

Childcare Act (2006)

The Childcare Act (2006) places a duty on local authorities (LAs) to secure sufficient and suitable quality early education and childcare places to enable parents to work or to undertake education or training which could lead to employment. The Education Act (2011) extended this to include an entitlement of 570 hours of free early education per year for eligible two-year olds, starting the term following their second birthday. This was in addition to the 570 hours of free early education already in place for all three and four-year olds, in the term following their third birthday. This is usually taken as 15 hours per week for 38 weeks of the year, but it is flexible. Some parents may choose to take fewer hours over more weeks, for example.

Whilst LAs are not expected to provide childcare directly, they are expected to work with private, voluntary and independent (PVI) sector providers to meet local need. Where this cannot be achieved, the LA is required to secure places and, if necessary, manage provision directly as provider of last resort.

The Act also includes the requirement for providers to apply for registration on the Early Years Register and/or The Childcare Register and the regulations with which all providers must comply.

Childcare Act (2016)

The Childcare Act (2016) extended the previous entitlement and since September 2017, children aged three and four from working families have been entitled to an additional 570 hours (equivalent to 15 hours per week, 38 weeks per year) of free childcare, subject to their parents meeting the following eligibility criteria:

- Both parents are working (or the sole parent is working in a lone parent family)
- Each parent earns, on average, a weekly minimum equivalent to 16 hours at national minimum wage and less than £100,000 per year

The overall entitlement for families meeting these criteria is now 30 hours of free childcare per week (38 weeks per year).

Statutory Framework for the Early Years Foundation Stage (EYFS)

This sets standards for the learning, development and care of children from birth to five years old. All schools and early years' providers registered with The Office for Standards in Education (Ofsted) must follow the framework, including childminders, preschools, nurseries and school reception classes.

The framework has been revised for September 2021, with key changes as follows:

- Educational programmes are longer, in greater depth and include suggestions of activities.
- There is a new focus on early language and extending vocabulary.
- There is a new requirement to promote good oral health of children.
- The Early Learning Goals are clearer and more specific.
- The age bands within the non-statutory guidance, 'Development Matters', have been simplified. There are now 3, as opposed to 6.
- There is additional non-statutory guidance, "Birth to Five Matters", which providers can choose to use to support their curriculum.

2.2 What are the Council's responsibilities?

- To ensure sufficient and suitable childcare places to enable parents to work, or to undertake education or training which could lead to employment
- To secure sufficient and suitable early years places to meet predicted demand
- To secure free early years provision for all 3- and 4-year-olds (and the 40% most vulnerable 2-year-olds) of 570 hours per year
- To provide information, advice and assistance to parents and prospective parents on the provision of childcare in their area and other services which may be of benefit to parents, prospective parents or children and young people in their area
- To provide information, advice and training to childcare providers
- To improve early years outcomes
- To intervene where quality is compromised
- To support early identification of children with moderate and complex needs

Peterborough City Council, in line with Department for Education (DfE) guidance requires that funded two-, three- and four-year-olds can access their free early education entitlement with registered early years and childcare providers (including early years registered childminders) that are newly registered and/or achieve an Ofsted grading of 'Good' or 'Outstanding'⁶. To ensure sufficient childcare, the Authority allows settings with a 'Requires Improvement' outcome to continue to accept funded children, should parents/carers choose to take up a place there. Overall, 94% of funded two-year-olds and 89% of funded three and four-year-olds access their free early education entitlements in settings graded 'Good' or 'Outstanding'⁷. Quality of provision is a criterion for consideration where schools directly manage provision either through lowering their age range or community powers (section 27) or, in the case of academies, the trust's charitable objectives.

⁶ Section A3 of Early Education and Childcare (2018)

⁷ Department for Education (2020) [Education provision in Children Under 5 Statistics](#)

2.3 How does the Council manage the quality of provision?

Ofsted is the arbiter of quality through its inspection framework, but the Council will, as part of its assessment of the childcare market, identify where improvements to quality could be made as part of any identified market development priorities. The Council will not support the development of any new provision, of any governance type, where 'Good' or 'Outstanding' provision is currently meeting the needs of local families.

The Authority provides tailored support, depending on the level of need of the provider, to both new and registered early years and childcare providers. Support is offered to all providers with a 'Requires Improvement' Ofsted judgement, focusing on areas identified within their report. If a provider receives an Ofsted judgement of Inadequate, the Authority will work intensively with the provider, detailing a course of action. The provider must submit an action plan for improvement, which must be agreed by the Authority, and a subsequent series of monitoring meetings and observations will take place over the following months to ensure satisfactory progress is made prior to re-inspection. The Council's position is that no new funded two, three or four-year-olds will start accessing their funded entitlement at a provider who has received an Inadequate judgement. Funding will only continue for existing children where the provider has demonstrated a commitment to improve practice and show that they have the leadership capacity to improve within a required timescale.

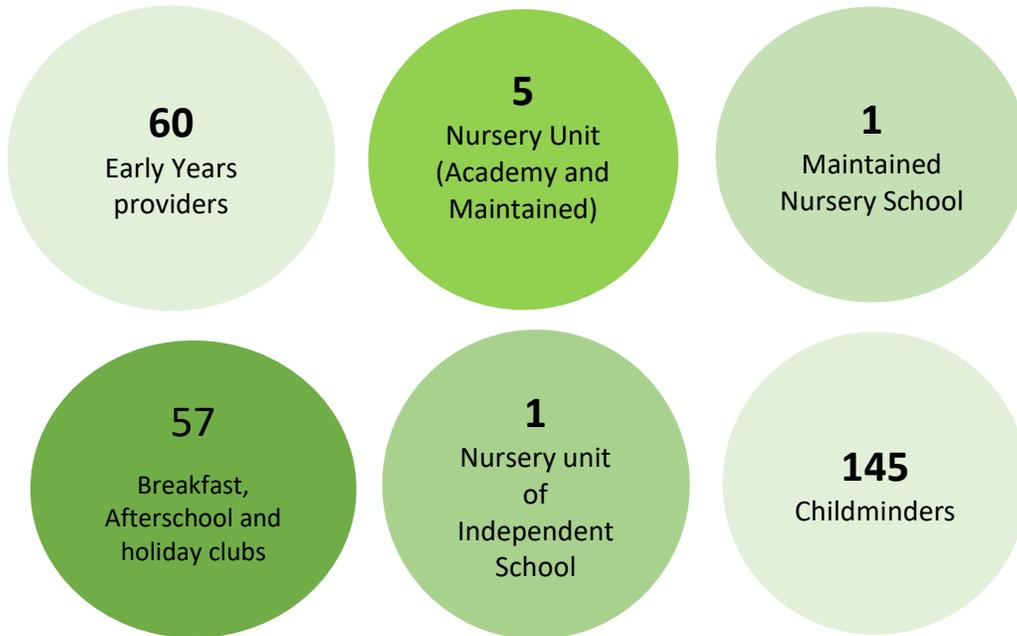
In certain circumstances it may be necessary to withdraw all government funding e.g. where an Ofsted report or Welfare Requirements Notice highlights concerns or where the Authority identify concerns regarding safeguarding, equalities or provision for children with special educational needs and disabilities (SEND) that cannot be mitigated. In these circumstances, the Authority will gather the relevant sufficiency data to identify settings and childminders with available places, and will provide information, advice and assistance to parents and carers.

When required, designated Officers from the Early Years' Service will liaise with the regulator and other agencies to share relevant and proportionate information.

2.4 What types of provision are available?

In Peterborough 90% of places available are delivered by Private, Voluntary and Independent (PVI) providers.

Early Years and Childcare in Peterborough as of 1st September 2021



The Council supports registered providers to have regard to the SEND Code of Practice and provides a wide range of training. Specialist officers work with providers to develop exemplary inclusive practice, and to ensure that all children have the support they need to access a quality early years' experience.

All providers within Peterborough are expected to have clear admissions policies that provide equality of opportunity and develop a working ethos that has regard for the Disability Discrimination Act (1995) and the Equalities Act (2010).

2.5 What does take up look like in Peterborough?

Since 2017, there has been a decline in the number of children taking up their extended entitlement across the country. This trend has also been observed in Peterborough.

The cohort of children accessing funded hours increases throughout the academic year, peaking in the Summer funding period before falling in Autumn when children leave settings and take up a place in school reception. Development of places is a delicate balance between ensuring sufficient places are available in Summer and that provision remains sustainable in quieter Autumn funding periods.

Education provision: children under 5 years of age (DfE, January 2021)

Percentage of 2, 3 and 4-year-old children benefiting from funded places (%)					
	2017	2018	2019	2020	2021
2-year-olds					
Peterborough	71	69	69	66	62
East of England	73	70	69	71	64
England	71	72	68	69	62
3-year-olds					
Peterborough	90	87	90	88	85
East of England	93	94	93	92	87
England	93	92	92	91	84
4-year-olds					
Peterborough	95	94	91	92	90
East of England	95	95	96	95	93
England	99	95	95	94	90

2.6 How has COVID-19 affected Early years and Childcare provision?

The COVID-19 pandemic has greatly impacted every facet of society and the early years and childcare sector is no exception. Since the government announced the first national lockdown on 23rd March 2020, the sector has been required to respond to continual change and upheaval, initially with closure and then with the requirement to operate in small, consistent groups ('bubbles') which continued up to 19th July 2021.

There has been anecdotal evidence and research at a national level (Institute of Fiscal Studies, 2020⁸) that suggests nurseries were especially impacted by the first national lockdown due to their reliance on private income which was lost as provision was closed to the majority of children, with the exception of children of critical workers. This was also an area of concern for many childminders, with limited numbers able to access self-employment support.

For the whole of the sector, the requirement to adapt provision at short notice in response to changes in government guidance, and short-term closure due to confirmed cases of COVID-19 have proved a challenge. The fortnightly data published by the DfE⁹

⁸ The Institute of Fiscal Studies (September 2020): Challenges for the childcare market: the implications of COVID-19 for childcare providers in England

⁹ Department of Education Statistics (Week 3 2021): Attendance in education and early years settings during the coronavirus (COVID-19) outbreak

(July 2021) estimated that the number of children attending early years settings was approximately 63% of the usual daily level for a typical summer term pre-pandemic. The November 2020 Ofsted briefing¹⁰ found that changes to families' employment patterns have had an impact on the demand for places. Increases in unemployment in some areas and a greater ability to work from home in some sectors have reduced some families' need for childcare. In addition, providers told Ofsted that some parents are more anxious about sending their children to nursery, and some raised concerns that more parents will want to keep children at home. Consequently, the future level of demand for childcare is currently unknown; until this is established at a settled rate it will be exceptionally difficult to clearly assess longer-term childcare sufficiency in Peterborough.

2.7 How do we identify pressures in the Early Years and Childcare market?

The Early Years market is continually monitored and reviewed to ensure that there are sufficient early years and childcare places for all children whose parents would like one. This ensures that the Council can identify where potential pressures may arise and respond accordingly.

When assessing where more capacity in the childcare market is required, consideration is given to:

- occupancy levels and surplus capacity within existing provision
- child population using NHS data
- eligible population, by area
- housing development
- local knowledge which could influence supply and demand including physical barriers (e.g. rivers and main roads), and the service offer of individual providers.

A market position statement is published annually which sets out the priority early years and childcare developments required across Peterborough. All providers, regardless of their governance model (e.g. childminder, private, voluntary, independent, school or academy), are invited to expand or develop new early years and childcare provision to meet the identified pressures. The Council is aware of the importance of implementing a successful business model from opening and, therefore, works with new providers through the pre-opening process. The Council would also look to facilitate the expansion of existing 'Good' and 'Outstanding' provision in order to meet demand.

2.8 What are the current pressures? How are we responding?

The information below sets out early years places that are already in development

¹⁰ OFSTED (November 2020): COVID-19 series: briefing on early years

orplanned, but yet to open. This includes the following types of provision:

- Those which are currently being commissioned by the Council to run from their own premises
- Those linked to new schools to be run by the sponsor or commissioned by the sponsor
- An expansion of existing early years settings
- Those planned due to a lowering of school age range
- Other new, privately, voluntary or independently-run settings of which the Council has been informed

Stanground South

What is due to open?

Planning consent has been granted for a 78-place day nursery (a private provider) at the site of The Fenman, Whittlesey Road. It is not clear at this stage when the provision will be completed and operational.

What are the requirements for major new housing developments?

None.

Hargate & Hempsted

What is due to open?

Hampton Lakes Primary School opened in September 2021 providing 26 full time equivalent (FTE) early years places. There is a new provision planned at St John Henry Newman RC Primary School at Hampton Water. This 26 FTE place provision is due to open in September 2022.

What are the requirements for major new housing developments?

Where new developments are underway, an early years' childcare facility will be built within all new primary schools. Hampton Lakes Primary School, which opened in September 2021, has provided the early years places. A full range of childcare, including full day care, sessional provision and wrap around care will be required in the new community.

Orton Waterville

What is due to open?

Ormiston Meadows Academy opened on 15th September 2021 providing 52 full time equivalent (FTE) early years places.

What are the requirements for major new housing developments?

None

2.9 Useful Links

[Actions for early years and childcare providers during the coronavirus \(COVID\) outbreak](#)

[Cambridgeshire County Council Capital Programme: Business Plan \(2020-21 to 2024-25\). See Section 3A, Tables 4 and 5.](#)

[Cambridgeshire County Council Early Years & Childcare Market Position Statement Childcare Act \(2006\)](#)

[Childcare Act \(2016\)](#)

[Contingency Framework: Education and childcare settings](#)

[Disability Discrimination Act \(1995\)](#)

[Early Years: Business Support](#)

[Early Years Foundation Stage Framework](#)

[Equalities Act \(2010\)](#)

[Extended entitlement \(30 hours\) childcare for working parents](#)

[Family Information Directory \(Cambridgeshire Directory of Services: Childcare\)](#)

[Learn Together – Cambridgeshire: Portal for Early Years Providers](#)

[Ofsted](#)

[Universal entitlement to free childcare for 3 and 4-year olds](#)

Chapter 3: Primary and Secondary Provision

3.1 What is the national policy?

Education Act (1996)

Section 14 of The Education Act (1996) places LAs under a general duty to provide a school place for every child living in their area of responsibility who is of statutory school age and whose parents want their child educated in the state-funded sector.

Education and Inspections Act (2006)

The Education and Inspections Act (2006) made LAs commissioners, rather than providers, of new schools. This legislation also places additional duties on LAs to ensure fair access to educational opportunity, to promote choice for parents and to secure diversity in the provision of schools. In addition to this, the Act also places an explicit duty on LAs for the first time to respond formally to parents seeking changes to the provision of schools in their area, including new schools.

Academies Act (2010)

The Academies Act (2010) made it possible for all publicly funded schools in England to acquire Academy Status, including special schools. Amongst other things, becoming an academy provides schools with increased autonomy over their curriculum, budget and staffing.

Education Act (2011)

The Education Act (2011) changed the arrangements for the establishment of new schools by introducing section 6A of the Education and Inspection Act 2006 (the 'free school presumption'), the main route by which LAs identify the need for new schools, both in terms of basic need and the need for diverse provision through the Voluntary Aided (VA) scheme. All new schools established through the presumption process are classified as free schools. It also made changes to the legislation relating to school land, to increase the Secretary of State's ability to make land available for free schools.

3.2 What are the Council's responsibilities?

The Council continues to respond positively to the changes in national policy direction, working closely with existing and potential education providers and the Regional Schools Commissioner (RSC) to promote diversity, choice and quality in education provision across the County.

The Council is committed to working in partnership with all education providers, regardless of status. In its role as a champion for children, young people and their families, the Council continues to provide advice, guidance and support to:

- promote educational development and school improvement
- challenge the lowest performing schools to deliver improved outcomes

The Council also acts as a critical friend; raising concerns over educational performance and outcomes directly with schools and, where these are not addressed by the schools' leadership and governors, requesting Ofsted undertakes an inspection.

The Council believes that all education provision should be inclusive, attractive and welcoming, whilst promoting safeguarding. It should also enable children, young people and their families to access a range of support, advice and positive activities which includes transport beyond the statutory walking distances and, in cases where there is not an available (safe) walking route to and from their designated school.

Breakfast/After School and Holiday Clubs

Breakfast Clubs, After School Clubs and Holiday Clubs also play an important role in ensuring that sufficient childcare is available outside of school hours. The Council therefore monitors the availability of provision to ensure that sufficient places are accessible for parents who want them.

The Holiday Activity and Food (HAF) Programme

New to Peterborough is the DfE funded HAF programme. This nationwide initiative, aimed at school-aged children from disadvantaged backgrounds, includes the provision of nutritious food and education, enriching experiences, social stimulation and physical activity through funded places at local holiday playschemes. Children in receipt of benefits-related free school meals and families supported by early help services or children's social care are eligible for the programme, which operated over the Easter and Summer school holidays during 2021 and is expected to operate over the Christmas holidays too. The Council are working with existing and newly established holiday scheme providers, including playschemes, multi-sports schemes, youth schemes, creative arts workshops and childminders to create capacity based on anticipated demand. The HAF programme may be expanded into 2022 and beyond, following the Government's spending review this autumn.

3.3 What types of provision are available?

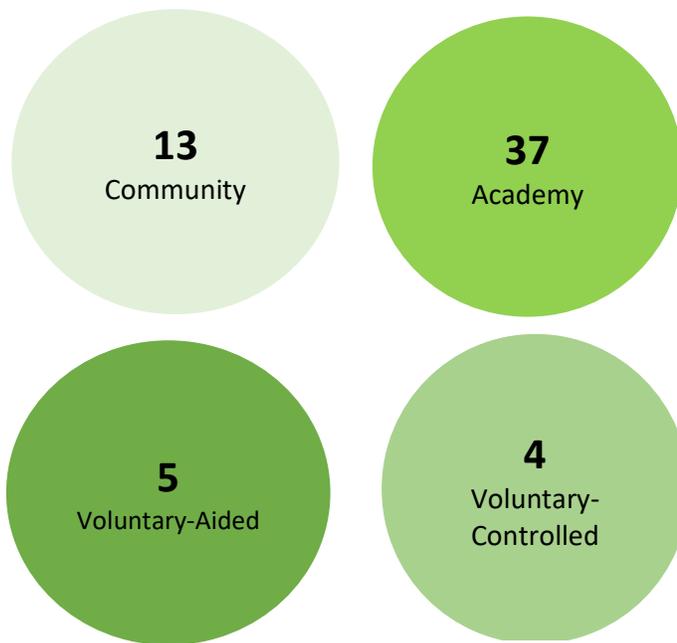
Primary Provision

There are currently 59 primary schools in Peterborough. New primary schools have mainly been opened in response to the need arising from the development of large urban extensions, for example, Hampton Lakes in Hampton. Over the next 15 years, this trend is set to continue with a new primary school due to open in Manor Drive in September 2022 and primary schools to open to serve the Great Haddon development.



New School opening September 2022: Manor Drive Academy

Primary Schools in Peterborough as of 1st September 2021

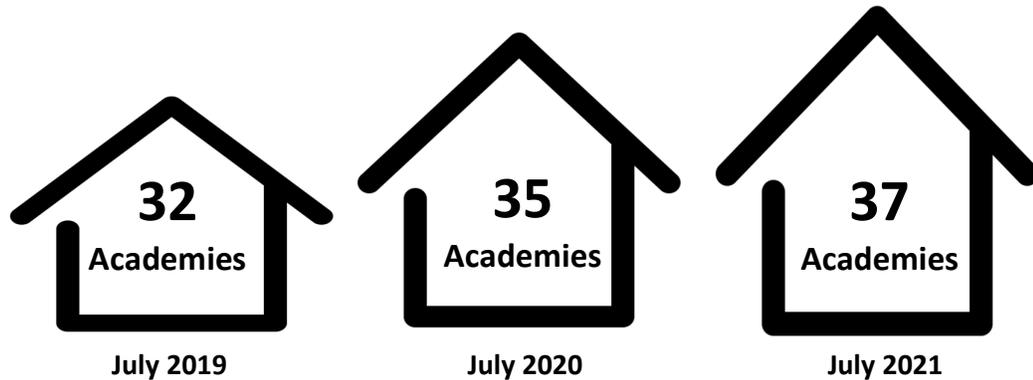


In line with national trends Peterborough has seen a steady rise in the number of primary schools converting to, or being opened as, an academy.

Secondary Provision

There are currently 11 secondary schools and one University Technical College in Peterborough.

Number of primary academies in Cambridgeshire as of July 2021



In line with national trends Peterborough has seen a steady rise in the number of secondary schools converting to, or being opened as, an academy.

3.4 How do we commission school places?

The Council uses a number of data sources and a forecasting methodology to identify pressures, see Appendix A for more detail. The different pressures on available education places require a range of approaches to commissioning school places.

Planning areas

In urban areas, the impact of pupil forecasts on available provision is considered more widely than at the level of individual schools, reflecting the fact that there is often greater choice for parents when several settings or schools are located in close proximity. This also allows the Council to provide sufficient places, without creating surplus capacity. To support this approach the Council groups schools within planning areas. These:

- include schools in close proximity
- link primary schools to their catchment or designated secondary schools
- take account of federations and partnerships between schools
- take account of natural barriers and constraints on journeys between schools
- have been agreed with the DfE and form the basis of the Council's annual school capacity return (SCAP) to government

A full list of the Peterborough planning areas and the schools within each of them is included in Appendix B. This will be kept under review as the Council responds to demographic changes and housing development proposals.

Where new schools are commissioned to meet basic need, LAs are responsible for the pre-opening start-up and post-opening diseconomy of scale costs. Given the uncertainty of future funding, and the current burden of revenue expenditure, the Council will first utilise the national Free Schools Programme and will only consider commissioning new schools under its presumption route where there is no possible alternative. Manor Drive Primary and Secondary schools are examples of schools being established through the national Free Schools Programme. The Council can influence this process by encouraging quality providers with a good and proven track record to submit bids to the DfE.

If the Council believes that a new school is required but no free school proposal is approved, then it would follow the presumption route. The Council would advertise the opportunity widely to ensure there is a strong field of high-quality applications.

In existing areas, where the Council is responding to demographic change, the option of providing a new school may not necessarily be the right approach educationally. In these circumstances the preference is to work with existing schools and Trusts to expand provision, where possible, in 'Good' or 'Outstanding' schools.

3.5 How has COVID-19 affected primary and secondary provision?

Schools in England closed on 20th March 2020, other than for vulnerable pupils and children of critical workers. This meant they were unable to carry out normal activities to support learning or prepare for transition and were instead required to provide education which could be accessed remotely. As schools put in place preventative measures to keep staff and pupils safe, it meant visits on site were restricted to those which were essential only. Risk assessments were therefore put in place to enable construction to continue on all active projects meaning that fortunately, in Peterborough, there were no delays in expanding existing schools or developing new schools.

3.6 How has the Council responded to pressures experienced within the last two years?

Pressures within the primary phase

- Eye Primary School admitted a bulge class of 68 Reception children by making better use of existing accommodation to meet the growing demand from within its catchment.

- Hampton Lakes Primary School, a 2FE/420 place primary school, opened in September 2019 to serve the Hampton East development.



New build: Hampton Lakes Primary School

Pressures within the secondary phase

No pressures identified.

3.7 What are the current pressures in the primary phase? How are we responding?

Central Primary

What are the current pressures?

Pupil numbers in the area have increased significantly over the past few years. However, the number of children starting in Reception is now predicted to fall slightly and then remain steady over the next few years. As the peak moves through the primary school phase there continues to be a forecast shortage of capacity in some Key Stage 2-year groups over the coming years.

In order to manage the predicted shortage of places in Key Stage 2 classes over the forecast period, the Place Planning Team will work with schools to agree over-admissions and provide temporary accommodation, if required, as the shortage of places is not forecast to continue past 2023/2024.

What are the requirements for major new housing developments?

None.

North Primary

What are the current pressures?

No actions required.

What are the requirements for major new housing developments?

There is a large urban extension which is currently being built out at Paston Reserve. This housing development is ultimately forecast to generate 418 primary-aged children. Manor Drive Primary is a new 2FE (420 place) free school and 26 place nursery on the Paston Reserve site to serve the needs of the development approved as part of Wave 12 of the government's central free school programme. The school is now in the pre-opening phase and the target opening date is September 2022. The school will be run by the Four 4Cs Academy Trust.

Outline planning permission has been approved for the first phase of the Norwood development to the east of Paston Reserve. This planning application is for 870 houses, but the site is designated in the Local Plan for a total of 2000 houses. A further 2FE (420 place) primary school is planned to serve this development and is expected to open in 2028.

Stanground/Fletton/Woodston Primary

What are the current pressures?

The school population is rising in this planning area and there is forecast to be a lack of capacity for in-catchment demand. The Council is in the first stages of carrying out a comprehensive review of capacity and demand in the area to assess future requirements. Most of the schools are on restricted sites, so expansion may be difficult or expensive to achieve. Spare capacity to the south of the Central, the eastern Ortons and West planning areas may need to be used to mitigate the deficit.

What are the requirements for major new housing developments?

None.

The Ortons

What are the current pressures?

A large development is proposed on the east of England Showground site of 650 homes, however, there has been little recent progress with this. The Ormiston Meadows Academy site is sufficient in size for the school to be expanded from 1.5FE to 2FE to accommodate future growth in pupil numbers.

What are the requirements for major new housing developments?

None

The Hamptons

What are the current pressures?

St John Henry Newman is a Voluntary Aided Roman Catholic 3FE (630 places) primary school due to open in September 2022. Having been successful in gaining funding from the government's Voluntary Aided Capital Fund the Roman Catholic Diocese of East Anglia submitted proposals to open the school, which were approved by the Council in February 2020. The school is now under construction and is planned to open with a Nursery, Reception and a mixed Year 1 and 2 class.

What are the requirements for major new housing developments?

As above.

Rural West

What are the current pressures?

In response to in-catchment pressure, and as a temporary measure, the PAN of John Clare Primary has recently been increased from 15 to 20 taking the overall number of places available from 105 to 140. A feasibility study has been completed for the expansion of the school by 0.5FE to 210 places. However, delays to housing development in Helpston and lower than forecast pupil rolls at the neighbouring Barnack Primary School, has meant that the project has been placed on hold.

What are the requirements for major new housing developments?

None

Rural East

What are the current pressures?

For September 2021, Eye CofE Primary School has agreed to over-admit to accommodate all in-catchment children and siblings who apply for a place at the school. The Council has provided a double mobile to enable this. An expansion of the permanent accommodation of the school is proposed once the Tanholt Farm development proceeds, although officers are now exploring the possibility of providing some of the additional permanent accommodation for the school ahead of the housing development taking place.

Officers are monitoring the housing developments in Thorney to assess the potential impact on the Duke of Bedford Primary.

What are the requirements for major new housing developments?

None

3.8 What are the pressures in the secondary phase? How are we responding?

Secondary North

What are the current pressures?

Queen Katharine Academy agreed to increase its PAN from 270 to 300 to provide additional Year 7 places in September 2021, however with the opening of the Year 7 classes at the Greater Peterborough UTC, there was no need for the school to over-admit. Manor Drive Secondary School opens in September 2022 to serve the Paston Reserve and Norwood developments.

What are the requirements for major new housing developments?

None.

Secondary Central

What are the current pressures?

The schools in the Secondary Central Planning area currently offer 1,155 places in Year 7. Greater Peterborough UTC extended its age range from September 2021 to admit up to 60 students in Year 7. Forecasts for the next 10 years show the increasing demand is set to continue; partly due to housing development and partly as larger primary cohorts age through into the secondary sector.

What are the requirements for major new housing developments?

None.

Secondary South

What are the current pressures?

Secondary South is served by five secondary schools with a combined PAN of 1170. The secondary population in the Secondary South Planning Area is forecast to increase over the next 10 years. This is partly due to the population peak moving through to the secondary phase of education but will be exacerbated by the continued development of the Hamptons urban extension, the completion of the large development at Cardea, Stanground and the large urban extension at Great Haddon starting.

There is a S106 agreement in place for a secondary school to be built to serve the Great Haddon development. There is no definite timescale for this yet.

3.9 Useful Links

[Academy and Free School Presumption, DfE Guidance](#)

[Actions for schools during the coronavirus outbreak](#)

[Cambridgeshire County Council Capital Programme: Business Plan \(2020-21 to 2024-25\). See Section 3A, Tables 4 and 5.](#)

[Contingency Framework: Education and childcare settings](#)

[Education Act \(1996\)](#)

[Education Act \(2011\)](#)

[Education and Inspections Act \(2006\)](#)

[Primary School Admissions –Peterborough Admissions Guidance](#)

[Learn Together Cambridgeshire website, Guidance and Teaching in Cambridgeshire and Peterborough schools](#)

[Secondary School Admissions – Peterborough Admissions Guidance](#)

[Ofsted](#)

Chapter 4: Post-16 Provision

4.1 What is the national policy?

Education and Skills Act (2008)

The Education and Skills Act (2008) increased the minimum age at which young people in England can leave learning.

Since 2015, young people have been required to continue in learning or training until the age of 18. Raising the participation age has not changed the statutory school leaving age, this remains 16. Young people do not need to stay in school until they are 18; they can choose from one of the following options:

- Full-time education, such as school, college or home education
- Apprenticeships, work-based learning
- Part-time education or training if they are employed, self-employed or volunteering for at least 20 hours a week

Apprenticeships, Skills, Children and Learning Act (2009)

The Apprenticeships, Skills, Children and Learning Act (2009) set out the commissioning infrastructure and provision of suitable and sufficient learning options.

4.2 What are the Council's responsibilities?

It has the duty to encourage, enable and assist young people to participate in education or training. It therefore has the responsibility to:

- Secure sufficient education and training for young people who wish to travel into its area to learn
- Secure sufficient suitable education and training provision for all young people in the area who are over compulsory school age but under 19 or aged 19 to 25 and an Education, Health and Care (EHC) plan is maintained
- Secure sufficient suitable education and training for young people subject to youth detention

4.3 What types of provision are available?

The Post 16 offer in Peterborough is delivered by a range of providers:

- schools with a 6th form
- maintained and private special schools for young people with SEND whose needs cannot be met within the range of support or specially resourced provision offered by mainstream providers
- independent schools
- independent private providers
- apprenticeship providers
- further education colleges
- Greater Peterborough University Technical College (UTC)

4.4 How do we commission places?

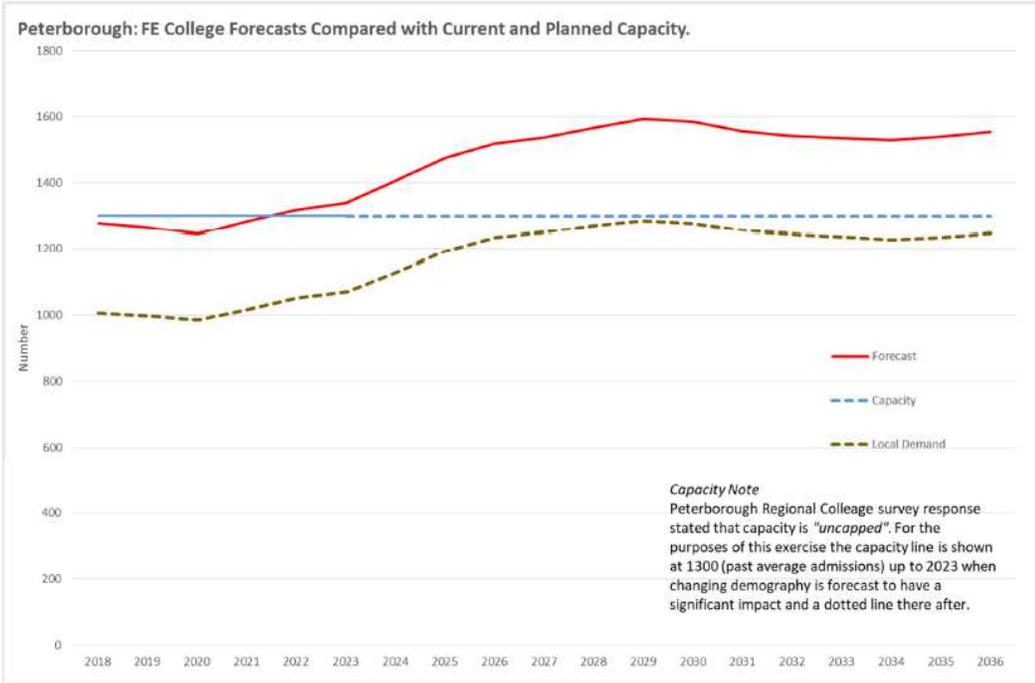
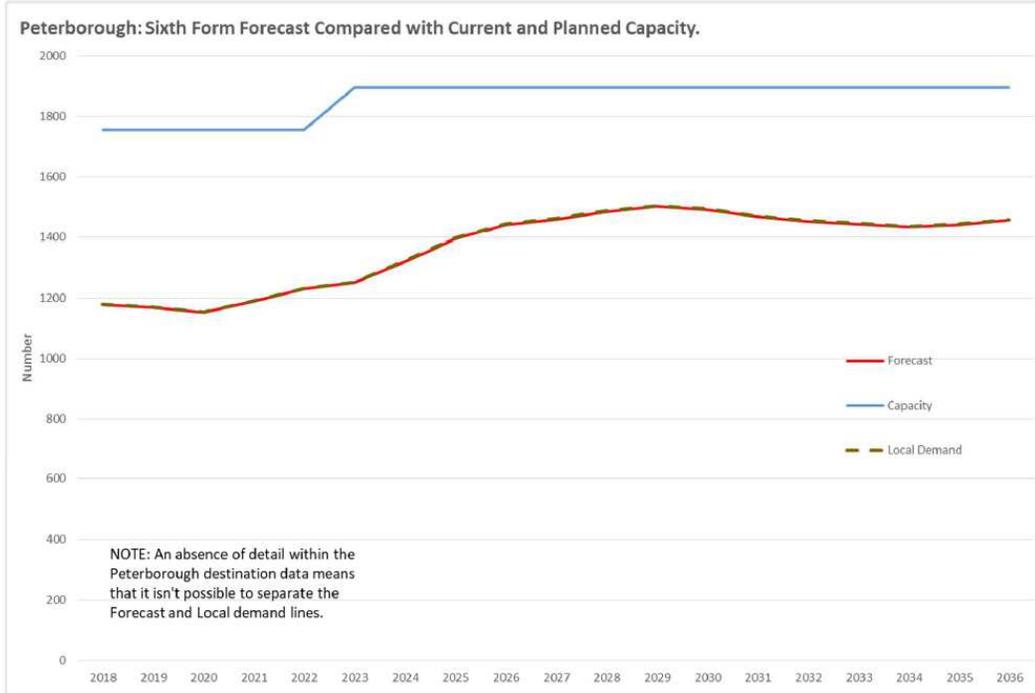
In recent years the role of the Council with regard to post-16 provision has moved away from being the commissioner of learner places, to working with schools and colleges in an influencing role, with a strategic overview of provision and needs.

The Council recognises that the providers of post-16 education and training are autonomous institutions free to determine their own curriculum and to attract students within a free market. Likewise, providers recognise the statutory responsibility placed on LAs to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. Each provider is responsible for delivering a high-quality learning experience promoting young people's successful progression to 19 and beyond in the light of current legislation, including the raising of the participation age to 18. The Council is committed to ensuring that the needs of all Peterborough's young people are met, while recognising that post-16 education and training provision is ultimately determined by learner choice. This requires cooperation and collaboration between all parties.

4.5 What are the pressures? How are we responding?

The Cambridgeshire Post 16 Review which was published in September 2020 investigated where school leavers in Peterborough continue their Post 16 education. Just under 50% attend sixth form provision, just over 40% attend Further Education colleges, approximately 7% access other provision and approximately 2% are classed as not in education, employment or training (NEET).

The Review also looked at Post 16 demand and capacity across Peterborough. The graphs below show that there are sufficient sixth form and further education college places in the City for the next sixteen years.



What has happened?

The Greater Peterborough UTC opened in September 2016 for 500 students aged 14-19 offering specialist technical programmes alongside traditional study of the core key academic subjects. From September 2020 the GPUTC has also admitted Year 9 students, and from September 2021 Year 7 students.

Hampton Gardens School currently operates a small Sixth Form as part of wider joint Post 16 provision with Hampton College. Sixth Form capacity will be expanded in 2022, when the first students progress from the school's own Year 11 into Year 12.

What is happening now?

There are no immediate pressures on Post-16 capacity in Peterborough. Consequently, the City of Peterborough Academy is the first secondary school in the area to operate without a sixth form. Manor Drive Secondary Academy will also open as an 11-16 school.

4.6 How has the COVID-19 pandemic affected Post-16 provision?

The Covid-19 pandemic has had a significant impact on Post 16 provision. The first half of 2020 saw temporary closures, the necessity to provide home learning support and partial re-opening focusing on face-to-face support of Year 12 students and 16 to 19 learners in the first year of their course who were due to take key exams next year, alongside the full time provision for priority groups. Post 16 provision fully re-opened in September 2020 (aside from local lockdown areas) with additional measures in place to ensure the safety of staff and pupils. As a constantly evolving situation, long-term planning for the effects of Covid-19 on place planning (e.g. numbers of apprenticeships on offer, numbers of pupils entering private education, new building design) have not yet been fully considered; however it is necessary to be aware of the potential changes as plans for the future are made.

4.7 Useful Links

[Actions for FE colleges and providers during the coronavirus outbreak](#)

[Apprenticeships](#)

[Apprenticeships, Skills, Children and Learning Act \(2009\)](#)

[Contingency Framework: Education and childcare settings](#)

[Education and Skills Act \(2008\)](#)

[Education Transport for young people post-16](#)

[Learn Together Cambridgeshire website: Guidance and Teaching in Cambridgeshire and Peterborough schools](#)

[Ofsted](#)

[T Levels: a guide to their introduction](#)

[UCAS: admissions to further education and sixth form colleges](#)

Chapter 5: Special Educational Needs and Disabilities (SEND) Provision

5.1 What is the national policy?

The Children and Families Act (2014)

The Children and Families Act (2014) aims to ensure that all children, young people and their families are able to access the right support and provision to meet their needs. The Act outlines the Code of Practice for children and young people with SEND.

Special Educational Needs Code of Practice (2015)

The Code of Practice sets out a general presumption of mainstream education for children with SEND. In addition, it states that parents of children with an Education, Health and Care Plan (EHCP) and young people with such a Plan have the right to seek a place at a special school, special post-16 institution or specialist college.

There are a number of other key pieces of legislation which are used to guide practice. These include:

- Mental Capacity Act (2005)
- Equalities Act (2010)
- Working Together to Safeguard Children (2018)
- Care Act (2014)
- NHS Five Year Forward View (2014)
- Think Autism: an update to the Department of Health Strategy (2014)
- Transforming Care - Building the right support (2015)

5.2 What are the Council's responsibilities?

Section 14 of the Education Act 1996 places LAs under a general duty to provide a school place for every child living in their area of responsibility, irrespective of their needs. This may be in mainstream or specialist provision.

Health services, the LA and their partners are required to:

- include children, young people and their parents/carers in decision-making at individual and strategic level
- work cooperatively together both at a strategic level when developing, buying and managing services and also at an individual level when agreeing support to families including the production of EHCPs for children and young people

The Children and Families Act (2014) also places a duty on every LA to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people aged between 0 and 25 who have SEND.

5.3 What types of provision are available?

The Council is committed to inclusion and will endeavour to support children in mainstream schools wherever possible. However, there are a number of special education providers for those children and young people who have the most severe needs and where the families request specialist provision.

Specialist Provision in Peterborough as of 1st September



5.4 How has the COVID-19 pandemic affected SEND provision?

The COVID-19 pandemic has had a significant impact on SEND provision. Whilst settings were open to vulnerable pupils, many were only able to offer reduced timetables with limited space and staffing in response to the requirement to maintain small, consistent groups ('bubbles').

Whilst restrictions have now been lifted, with children and young people able to return to education full-time, it is acknowledged that the situation is ever-changing and needs to be monitored closely. The government has made it clear that should further restrictions be required, these should only be considered as a last resort, kept to the minimum number of settings or groups, and for the shortest amount of time possible.

The effects of COVID-19 on place planning are not yet known. The number of applications for an Education, Health and Care Needs Assessment has increased. Data will therefore need to be monitored carefully as we enter this period of recovery to fully understand any changes as a result of the pandemic

5.5 How do we identify pressures?

National Statistics

The DfE publishes national statistics on an annual basis. These are collated using the information provided as part of the school census on pupils with SEND and SEND provision in schools. This provides further analysis by primary type of need, and the trends over time.

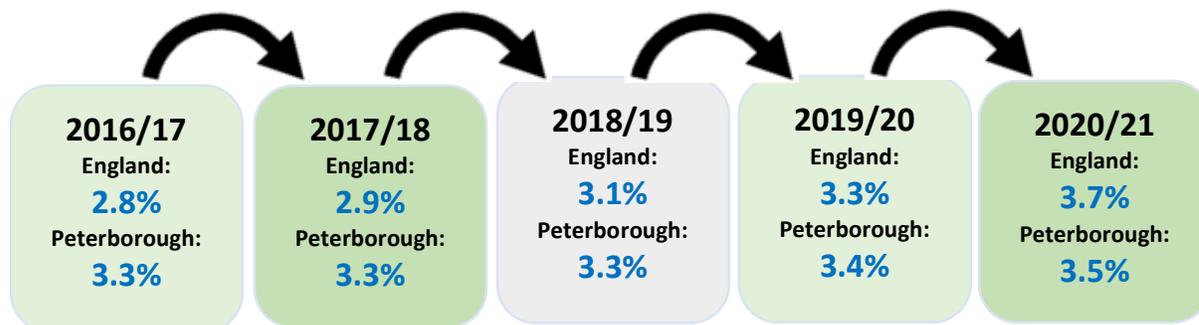
Forecast Information

Projections of SEND need are calculated based on a standard formula using data from the last four years. These provide a snapshot of possible trends and pressures for the future. This method places most focus on areas where there is growth or turbulence beyond what might be expected from population increase and where a clear strategy is required to ensure that needs can be met.

5.6 How has this changed over time?

Nationally, the percentage of pupils with an EHCP has increased to 3.7%, continuing a trend of increases since 2017. The percentage of pupils with SEN but no EHCP has also increased slightly, from 12.1% to 12.2% (DfE, July 2021).

In Peterborough 3.5% of children and young people currently have an EHCP. This is slightly below the national average.



5.7 How do we commission places for pupils with SEND?

The Children and Families Act 2014 says LAs must integrate educational provision and training provision with health and social care provision, where it promotes wellbeing and improves the quality of provision for children or young people with SEND.

LAs and NHS clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provisions for children and young people aged 0 - 25 with SEND. Joint commissioning may involve services that we already run by, or buying services from, organisations. Reviewing and monitoring of services is ongoing and involves service users and providers.

Similar to the central route for establishing new mainstream schools, the DfE operates a central programme for opening new special schools or new alternative provision.

Councils can bid to the DfE, outlining a school specification. If this is approved, the DfE will seek expressions of interest from the sector to open and run the new provision. Alternatively, Councils are still able to run a competition to seek a sponsor for a new special provision.

5.8 What are the pressures? How are we responding?

What pressures have been identified previously?

The growth in the number of pupils with SEND, and with an EHCP means that further specialist support and specialist places may be required across the 0 to 25 age range with significant investment required to deliver these. Peterborough has traditionally used far more specialist placements than the regional or national average. However, whilst numbers remain high, there is a downward trend so that we are seeing more children and young people with EHCPs in mainstream schools. In the next five years, it is likely that the greatest pressure will be in the secondary sector and potentially Post 16 due to the Council's responsibility under the Children and Families Act to ensure provision for young people with special educational needs and disabilities up to the age of 25.

What are we doing now?

The Government has committed £215 million of capital funding to help LAs create new school places and improve existing facilities for children and young people with SEND. This funding can be invested in mainstream schools and academies, special units, special schools, early years settings and Further Education colleges, or to make other provision for children and young people aged from 0 to 25.

We have established a network of hubs to grow resilience and expertise in Peterborough mainstream schools. Every hub has an area of SEND specialism and their principle duty is to provide a centre of expertise that can be accessed by all schools in Peterborough to provide training, advice and modelling of best SEND practice. Some hubs have specialist places for children with EHCPs, but the majority do not. Hub numbers continue to grow and in conjunction with the SENCO network they are proving to be powerful forces for driving change and improvement.

A project to provide a separate specially designed early years SEN building at Heltwater Special School with outdoor play areas, parking and drop off. The new building will be able to accommodate 40 early years SEND children. The planning application was submitted in August 2020 and the project is forecast to be completed by September 2022. The new building will not be creating additional places but will be re-providing accommodation that is currently being provided in two large temporary mobiles on the existing school site.

An expansion and refurbishment of Marshfield Special School. This project was completed in April 2021. It increased the number and type of specialist classrooms to reflect a change in the level of needs of the children attending the school and an extension to the age range with pupils able to enter the school in Year 5 whereas previously this had not been until Year 7.

5.9 Useful Links

[Cambridgeshire County Council Capital Programme: Business Plan \(2020-21 to 2024-25\). See Section 3A, Tables 4 and 5.](#)

[Cambridgeshire County Council's SEND offer: 'the local offer'](#)

[Care Act \(2014\)](#)

[Children and Families Act \(2014\)](#)

[Contingency Framework: Education and Childcare Settings](#)

[Equalities Act \(2010\)](#)

[Learn Together Cambridgeshire website: Guidance and Teaching in Cambridgeshire and Peterborough schools](#)

[Mental Capacity Act \(2005\)](#)

[Ofsted](#)

[SEND and specialist settings: additional COVID-19 operational guidance \(applies after Step 4\)](#)

[SEND Code of Practice \(2015\)](#)

[SEND Information and Advice Support Service \(SENDIASS\)](#)

[Think Autism: an update to the Department of Health strategy \(2014\)](#)

[Transforming Care - Building the right support \(2015\)](#)

[Working Together to Safeguard Children \(2018\)](#)

Appendix A: Demographic Forecast Methodologies

A.1 Analysis of data

Cambridgeshire County Council's Business Intelligence Team, on behalf of Peterborough City Council, undertakes research and analysis of population data. This includes birth data supplied by the NHS, school census data and the Government's ten-year census. From this data, a range of population and school place forecasts are produced.

A.2 Early Years and Childcare

Future demand for pre-school provision is assessed on the basis of the number of children born in the county each year. Data is obtained from *NHS Provide*, providing counts of children aged 0 to 4 that are registered with a doctor, by school catchment area and by lower super output area¹¹. Translating this information into a pattern of demand for childcare is difficult as families can choose to take up provision close to their workplaces rather than to their home and take up rates for childcare places are different depending on family circumstance. Therefore, the NHS data is only considered together with a broader Childcare Sufficiency Assessment.

A.3 Primary and Secondary Provision

Forecasts are produced once a year. These show the number of pupils anticipated to attend schools within Peterborough. The key inputs to the forecasting model are the latest data on actual school rolls (taken from the annual January school census counts) and NHS data, showing the number of 0-4 year olds. The forecasts are based on the assumption that recent trends, generally those in the past three years, will continue over the next ten years. In detail, the assumptions used are as follows:

- 4 year-old pupils: Intake of 4 year-olds into reception classes the following year is projected on the basis of the relationship over the last three years between the numbers of children aged 4 arriving at school and the numbers of births five years earlier – currently an average arrival rate of 95.5% across Peterborough;
- 5-10 year-old pupils: Projected on the basis of the average change in the size of year-groups over the last three years
- 11 year-old pupils: Projected on the basis of the average proportion transferring from the top primary year-group to secondary school over the last three years – currently a transfer rate of 98.89% averaged across Peterborough. The net loss on transfer mainly represents moves into the private sector.

¹¹ A Super Output Area (SOA) is a geographical area designed for the collection and publication of small area statistics. It is used on the Neighborhood Statistics site and has a wider application throughout national statistics. SOAs give an improved basis for comparison throughout the country because the units are more similar in size of population than, for example, electoral wards. Further information can be found at: <http://www.ons.gov.uk/ons/guide-method/geography/beginner-s-guide/census/super-output-areas--soas-/index.html>

While Council-level forecasts of pupil numbers are the most robust for planning future provision at a strategic level, they do not give sufficient geographical detail to enable planning at a local level or to assist individual schools with their plans. Therefore, two other kinds of pupil forecasts for existing schools and communities are produced, these are:

- Future pupil numbers, determined by the school children are forecast to attend (trend based)
- Future pupil numbers, determined by catchment areas (catchment based)

Individual (trend based) forecast

Individual (trend based) school forecasts are produced once a year. These forecasts apply recent trends of parental preference, as well as taking current catchment numbers into account. These forecasts are primarily used to support individual schools' budgetary and organisational planning.

Catchment area forecast

For strategic planning purposes, catchment area forecasts are produced. These forecasts take full account of all pupils living within each primary school catchment area and are not limited by the capacity at any school. These forecasts make no assumptions about which school pupils will go to; therefore, they do not attempt to model the impact of parental preference. Experience has shown that parental preference can change dramatically over relatively short periods of time. The catchment forecasts also follow a trend-based approach, specifically:

- number of 4 year olds living in each catchment and attending a school are forecast on the basis of the relationship between the numbers of children recorded as living in the catchment in the NHS GP Registration data and the numbers attending maintained schools and living in each area (as shown by the January school census) over the previous three years
- year-groups are assumed to progress through the school phases, within the same catchment area, adjusted for the average net gains and losses experienced within those areas over the past three years

This approach provides a sound basis for ensuring that the overriding statutory duty to provide a school place for all pupils whose parents want them educated in the state-funded sector is met. It is particularly effective when considering not just capacity and demand for places at individual schools, but those within geographical areas, enabling effective utilisation of resources. Using this approach and not looking specifically at demand and capacity of individual schools also means it is possible to make allowances for parental preference.

The Council is able to collate data about parental preference from admission applications. The annual school census can also be used to show where children are not attending their catchment school. In combination with other information gathered, this provides a means of assessing patterns of parental preference. Although patterns of parental preference can, and often do, change on a regular basis, it is important that due consideration is given to promoting choice during reviews of education provision.

Whilst accepting the rights of parents to express a preference for a school place, this is considered to be secondary to the Council's duty to secure sufficient school places. This is especially important in terms of making efficient use of limited capital resources. However, where pressures are identified, due consideration is given to parental preference in determining solutions to providing additional capacity.

A.4 Local Population Forecasts and Estimates

Cambridgeshire County Council's Business Intelligence Team produces local population estimates and forecasts for Peterborough City Council. The current forecasts start from a base year of 2015 derived from the Council's mid-2015 population estimates. These population forecasts are 'policy-led', so that they are consistent with planned levels of house building between 2015 and 2036. The 2015-based population forecasts are mainly based on the 2015 housing trajectories, with some interpolation and extrapolation by Business Intelligence.

POPGROUP¹² is used to produce population forecasts. The forecasts are produced by ageing forward the population by sex and single year of age, year-by-year, from 2015 to 2036 in the 2015-based population forecasts. Population change is forecast by allowing for the main components of population change: births and deaths (which together give natural change), and migration. This is the standard population forecasting methodology, as used by the Office for National Statistics (ONS).

Births are forecast by applying age-specific fertility rates to the numbers of women of child-bearing age in the local population. The forecast age-specific fertility rates used in the model to produce the 2015-based population forecasts are taken from the ONS 2014-based population projections for the relevant districts within Cambridgeshire and Peterborough.

¹² POPGROUP is a suite of demographic software developed to generate population estimates and forecasts, now managed and developed by Edge Analytics under licence from the Local Government Association (LGA) / Improvement and Development Agency (IDeA), the owners of the software.

Deaths are forecast by applying age-specific mortality rates to the number of men and women in the local population. The forecast sex- and age-specific mortality rates used in the model to produce the 2015-based population forecasts are taken from the ONS 2014-based population projections for the relevant districts within Cambridgeshire and Peterborough.

Net migration is the balance between migration into an area and migration from it. The age and sex structure of migrants gives the probability of migrants being of a particular age and sex. This structure is determined for the base year of the model and then fitted to forecast totals of net migration to produce numbers of migrants into or out of an area by sex and age. The age and sex structure of migrants used in the model is taken from the ONS 2014-based population projections for the relevant districts within Cambridgeshire and Peterborough. In the 2015-based population forecasts, in-migration is adjusted such that the number of households generated by the model is consistent with the number of dwellings that are expected to be built between 2015 and 2036.

POPGROUP is a suite of demographic software developed to generate population estimates and forecasts, now managed and developed by Edge Analytics under licence from the Local Government Association (LGA) / Improvement and Development Agency (IDeA), the owners of the software.

A.5 New communities

The scale and likely impact of housing growth within Peterborough is assessed from the Council's development plans in its capacity as the Local Planning Authority, and specifically the Housing Trajectories and Site-Specific Development Plans. It is important to emphasise that these Plans do not provide assurance that this level of development will occur, as housing development is driven by economic conditions and market forces. Likewise, these strategies do not preclude additional 'speculative' development being proposed. They do, however, provide the best information available on which to base planning of future education provision in relation to proposed development.

Housing developments range in size from major development sites, often of 100+ homes, to windfall developments which can be as small as 1-2 dwellings.¹³ Whilst windfall developments are not identified within them, most Core Strategies will

¹³ Windfall housing is any residential development that is granted consent on land or buildings not specifically allocated for residential development within a Core Strategy or Local Plan. Typical examples of a windfall development include:

- Infill plots in settlements;
- Development on unexpected brownfield sites such as at a factory which suddenly closes down;
- Properties in people's gardens or the intensification of sites by demolishing one property and replacing it with several new ones; and
- Conversions of rural buildings to residential properties.

include references to areas and circumstances under which such development may be welcomed.

As the scale of development is lower on windfall sites, the impact on demographic pressures from these sites is less than from major developments and can be incorporated within general forecasts. In contrast, major developments require specific forecasts, and often lead to the identification of a need for additional provision. However, as this can be over extended periods, it is important to understand the likely short and long-term impact of these developments to support strategic planning of future provision.

The scale and pace of development is assessed by the Business Intelligence Team, who prepare and publish an annual development survey of housing development across the county.

All forecasting is an inexact process, heightened by the number of unknowns that exist in relation to future developments. While some key variables, such as dwelling size and tenure mix, can be identified, many, for example, the impact of place and design influencing the desirability of a development, cannot. Added to this is the need for infrastructure to evolve to meet the needs of the population as the development settles and matures.

To aid its forecasting for new housing developments assumptions for the numbers and age-range of children likely to live in different types of housing has been adopted. These assumptions are known as multipliers, these were approved by Cabinet in November 2020. The current general multipliers are listed below:

- 20-30 pre-school aged pupils per 100 dwellings
- 35-45 primary children per 100 dwellings
- 23-33 secondary pupils per 100 dwellings

Underpinning the 'general multipliers' are detailed multipliers for different tenures and dwellings sizes.

The general multipliers, together with projections of the pace of housing delivery, enable the build-up of demand for school places to be modelled and planned at an early stage. As development proposals progress, the forecasts continue to evolve, as details of housing and tenure mix and pace of development become confirmed. These forecasts are monitored alongside pupil numbers obtained from school census data and NHS GP Registrations, and revised forecasts are produced.

Appendix B: School Capacity Forecast Methodology

B.1 Statutory requirements

Regulations require the LA to provide a statement to accompany the DfE's annual School Capacity Collection (SCAP) forecast pupil numbers explaining the method by which the forecast has been made.

B.2 Sources of data

- Pupil numbers already on roll come from the January annual school census, **January 2021**.

Primary forecasts of reception numbers are based on numbers of children of pre-school age living in catchments derived from **NHS Provide Data**. To complete this piece of work the Council received a data table listing numbers of children by postcode. The Council used a detailed look-up table / gazetteer so that children aged 0-4 (**as at August 2020**) could be allocated to school catchment areas.

Admissions for autumn 2020 are based on actual admissions data as at the end of the second round of applications under the Council's school admissions process.

- Intakes for 2023/24 are based on **forecast numbers of births** taken from a three-year average of births for the previous three years.
 - Data about future house building is taken from an assessment of the District Council Annual Monitoring Reports (AMRs) and **published future housing trajectories / five year land supply reports**. This assessment was supported by the County Council's Business Intelligence team who provide a planning monitoring service for all of Cambridgeshire's districts.

B.3 Processing the data

The County Council's Business Intelligence Team has developed a combined pupil forecasting model, which has been in use since 2018. Together with the improved model there are set written procedures for updating and rolling forward the model with new data:

- Raw data for school roll, 0-4s and births were entered into the model and subject to a quality assurance process (see below).
- By default, year-groups are assumed to move through schools with an average of the net gains and losses experienced within the schools over the past three years. Where there was a significant reason to vary this methodology (for example because of erratic or exemption year group change in one of three of the past years) then this decision was made by the pupil forecaster and recorded.

- The model was adjusted to take into account changes in school organisation. For example, the opening of new schools.
- Intake at four years old is forecast on the basis of the relationship between the numbers of children recorded as living in the primary school catchment in the Children Health Information Service (CHIS) data, and the average of actual intakes at that school from the previous three years. Real-time information from schools and the Admissions Team on the expected September 2021 intake (allocations) is also incorporated in the forecasts.
- Intake at 11 years old is forecast on the basis of the relationship between the numbers of 10-year-old pupils in the primary schools normally feeding to a secondary school and the average of actual intakes at that school from the previous three years. Admissions system data on allocations to school places from the second round of admissions for the September 2021 intake is also incorporated into the forecast.

B.4 Quality Assurance

- Forecasts are completed by the Business Intelligence Team that has a track record / expertise in forecasting and also holds the population forecasting model and the regional economic forecasting model.
- All data entry is quality assured. The process is that one member of the team at 'analyst' level enters the data and checks it. Then a second member of the team at 'senior analyst' level rechecks all the data entry. Key checks are then made against totals etc. to ensure all 0-4 numbers and Pupil Level Annual School Census (PLASC) numbers equal the original totals.
- This point provides a chance to check the accuracy of the previous year's one year forecast. Significant differences are identified and explained. For the most part variances are attributable to known uncertainties for example areas undergoing rapid house building, schools with poor Ofsted judgements or areas of significant population turnover. Where the difference is attributable to modelling decisions (only a small number of cases) then assumptions are adjusted for the following year's forecasts.
- Forecasts generated and then sense checked against previous years forecasts. Where there are significant variations then the forecasts are rechecked and adjusted if needed. This process is managed through regular meetings of the forecasting team.
- Forecasts are then passed to the Place Planning Team and checked with Place Planning Officers. Again, variations in Officers understanding of the situation on the ground are checked with the Research Team and a dialogue is held to ensure that the forecasts represent as accurate a picture as possible given the known information.

B.5 Other Factors

Housing

Individual school forecasts are adjusted for expected major changes in house building within the school catchment, i.e., the beginning or completion of a large housing estate. Housing additions are based on trajectories provided by the council's planning departments each year.

Cross border movement

Pupil numbers from the January 2021 annual school census includes pupils on roll at Peterborough schools living outside the LA area, so that cross border parental preference is accounted for.

B.6 Forecasting model

There have been no changes to the forecasting model since last year.

Appendix C: School Planning Areas

School Name	Planning Area Name
The King's Cathedral School	Central Primary
Thomas Deacon Academy	Central Primary
Welland Academy	Central Primary
Gladstone Primary Academy	Central Primary
Dogsthorpe Academy	Central Primary
St Thomas More Catholic Primary	Central Primary
Fulbridge Academy	Central Primary
The Beeches Primary	Central Primary
All Saints CofE Primary	Central Primary
Dogsthorpe Infant	Central Primary
Queen's Drive Infant	Central Primary
Bishop Creighton Academy	Central Primary
Newark Hill Academy	Central Primary
Lime Academy Parnwell	Central Primary
Lime Academy Abbotsmede	Central Primary
Discovery Primary	North Primary
William Law CofE Primary	North Primary
Norwood Primary	North Primary
Paston Ridings Primary	North Primary
Welbourne Primary	North Primary
Werrington Primary	North Primary
Gunthorpe Primary	North Primary
Eyrescroft	West Primary
Highlees	West Primary
Sacred Heart RC	West Primary
West Town Primary	West Primary
Middleton Primary	West Primary
Longthorpe Primary	West Primary
Thorpe Primary	West Primary
Ravensthorpe Primary	West Primary
Lime Academy Watergall	West Primary
Ormiston Meadows	The Ortons
Leighton Primary	The Ortons
Winyates Primary	The Ortons
St John's Church School	The Ortons
St Botolph's C of E Primary	The Ortons
Orton Wistow Primary	The Ortons
Braybrook Primary	The Ortons
Brewster Avenue Infant	Fletton/Woodston/Stanground

Nene Valley Primary	Fletton/Woodston/Stanground
Old Fletton Primary	Fletton/Woodston/Stanground
Woodston Primary	Fletton/Woodston/Stanground
Heritage Park	Fletton/Woodston/Stanground
Oakdale	Fletton/Woodston/Stanground
Stanground St Johns	Fletton/Woodston/Stanground
St Augustine's C of E	Fletton/Woodston/Stanground
St Michael's C of E	Fletton/Woodston/Stanground
Southfields	Fletton/Woodston/Stanground
Hampton College	The Hamptons
Hampton Hargate	The Hamptons
Hampton Lakes	The Hamptons
Hampton Vale	The Hamptons
Barnack	Rural Primary West
Castor	Rural Primary West
John Clare	Rural Primary West
Northborough	Rural Primary West
Peakirk-cum-Glinton	Rural Primary West
Wittering	Rural Primary West
Duke of Bedford	Rural Primary East
Eye	Rural Primary East
Newborough	Rural Primary East
Arthur Mellows Village College	Secondary North
Ken Stimpson Community School	Secondary North
Queen Katharine Academy	Secondary North
City of Peterborough Academy	Secondary Central
Greater Peterborough UTC	Secondary Central
Jack Hunt School	Secondary Central
King's (The Cathedral) School	Secondary Central
St. John Fisher Catholic School	Secondary Central
Thomas Deacon Academy	Secondary Central
Hampton College Academy	Secondary South
Hampton Gardens Academy	Secondary South
Nene Park Academy	Secondary South

Appendix D: Capital Funding

D.1 Capital Programme

The Council, as part of its annual budget-setting process, sets out its three-year capital spending projections.

Whether temporary or permanent, the Council is committed to providing accommodation that meets both statutory and local policy requirements, including the Equalities Act (2010), to support children and young people with SEND in mainstream schools. In doing so the accommodation should:

- be of high quality
- be fit-for-purpose
- provide value for money
- provide flexibility to respond to changes in need and curriculum

The very nature of capital planning necessitates alteration and refinement to proposals and funding during the planning period. Therefore, whilst the early years of the Business Plan provide robust, detailed estimates of schemes, the later years only provide indicative forecasts of the likely infrastructure needs and revenue streams for the Council.

[Business Plan 2020-2021](#)

D.2 Education and Skills Funding Agency (ESFA)

The ESFA, which is part of the DfE, provides all funding for free schools including capital funding. Once approved, free schools are given an ESFA contact who will work with them to acquire a suitable site for the school. The ESFA will pay for the purchase and lease of the building or land as well as any building work or refurbishment that needs to be done.

In addition, the Council will work with academies and free schools to seek to secure capital funds from the ESFA to help address condition and suitability needs.

D.3 Developer Contributions

When a new development is being built the Council will seek Community Infrastructure Levy (CIL) or S106 contributions from the developer to ensure the effect of the development is mitigated.

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CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
18 NOVEMBER 2021	PUBLIC REPORT

Report of:	Fiona McMillan, Director of Law and Governance		
Cabinet Member(s) responsible:	Councillor Cereste, 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 6 December 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: 5 NOVEMBER 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 Fitzgerald (Leader of the Council), Cllr Steve Allen (Deputy Leader); Cllr Ayres; Cllr Cereste; Cllr Hiller; Cllr Walsh; Cllr Coles and Cllr Simons.

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 6 DECEMBER 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>Approval to award of £8,013,642 to Milestone Infrastructure to construct the Junction 15 Highway Improvement Scheme – KEY/6DEC21/01</p> <p>A full business case has been produced that shows the Junction 15 Highway Improvement Scheme (A1260 Nene Parkway / A47 Junction) offers very high value for money. A funding decision is going to the Cambridgeshire and Peterborough Combined Authority's November Transport & Infrastructure Committee and then their Board.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>December 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>West</p>	<p>Full public consultation has occurred as part of the development of the business case.</p>	<p>Lewis Banks, Transport and 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>

PREVIOUSLY ADVERTISED KEY DECISIONS

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>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 Coles, Cabinet Member for Finance</p>	<p>November 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. 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 Walsh, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>November 2021</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Relevant internal and external stakeholders.</p>	<p>Val Thomas, Consultant in Public Health Val.Thomas@cambridgeshire.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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<p>3. 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>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Stanground South and Hargate and Hempsted</p>	<p>Relevant internal and external stakeholders Standard consultation for highway schemes.</p>	<p>Charlotte Palmer, Group Manager – Transport and Environment, charlotte.palmer@peterborough.gov.uk</p>	<p>To be determined.</p>

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<p>191</p> <p>4. 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>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 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>
<p>5. 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>November 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.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>6. 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>November 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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7.	Acquisition of a freehold commercial property in Peterborough City Centre – KEY/8JUN20/03 - Acquisition of a freehold property for a community hub.	Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments	November 2021	Growth, Environment and Resources Scrutiny Committee	Central	Relevant internal and external stakeholders.	Tristram Hill, Strategic Asset Manager, Tel: 07849 079787 Email: tristram.hill@peterborough.gov	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).
8. 36193	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.	Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University	November 2021	Children and Education Scrutiny Committee	All Wards	Relevant internal and external stakeholders. Agreed at RIT Board and Joint Commissioning Board	Bryony Wolstenholme - Passenger Transport Operations Tel: 01733 317453 Email: bryony.wolstenholme@peterborough.gov.uk	Joint Commissioning Board decisions 25.08.2020/ RIT Board 19.02.2020

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194	<p>9. 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 Cereste, Cabinet Member for Digital Services and Transformation</p>	<p>November 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>
	<p>10. 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>	<p>Councillor Cereste, Cabinet Member for Digital Services and Transformation</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>N/A</p>	<p>Legal, procurement, market analysis.</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>

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11. 195	<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, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 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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12.	<p>Extension of the Delivery of Leisure and Cultural Services – KEY/15MAR21/02</p> <p>Extension of the delivery of Cultural Services by City Culture Peterborough, and Leisure Services by Peterborough Limited for three years to rationalise 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 culture and leisure sectors to rebuild in time for future delivery options to be explored from 2024, including direct provision, working with partners, the establishment of a cooperative delivery model, or a public tender exercise..</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 2021</p>	<p>Communities 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>13. Bretton Court Redevelopment Scheme – KEY/15MAR21/04 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 within the Deed of Surrender</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>November 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>

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198	<p>14. Approval for application of Government funding for a heat network - KEY/29MAR21/02</p> <p>The Peterborough Integrated Renewables Infrastructure (PIRI) is designing a low carbon heat network for Peterborough. In order to develop the designs an application for Government Grant funding will be required and this decision is to provide approval for that application.</p>	<p>Councillor Simons, Cabinet Member for Waste, Street Scene and Environment</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All</p>	<p>Consultation have been undertaken with the engaged advisors</p>	<p>Elliot Smith - Commercial Manager; Energy, Infrastructure and Regeneration. Tel: 07506536565 Email; 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. 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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15.	<p>PCC Homecare Framework – KEY/12APR21/02</p> <p>The extension of the PCC Homecare Framework for 12 months, plus delegated approval. Contract states three years, plus up to seven years, in 12 months increments. Due to be extended in September 2021, for 12 months.</p>	<p>Councillor Walsh, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>November 2021</p>	<p>Adults and Health Scrutiny Committee</p>	<p>West</p>	<p>Relevant internal and external stakeholders</p>	<p>Ruth Miller, 07795046754, ruth.miller@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>
16.	<p>64-68 Bridge Street, dilapidation works – KEY/26APR2021/02 –</p> <p>Approval to carry out dilapidations works at 64-68 Bridge Street, Peterborough.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 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@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>

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17.	Fleet Procurement - KEY/26APR2021/08 - Formal tender for various Fleet vehicles for Aragon Direct Services including areas such as Street Cleansing and Property Maintenance	Councillor Simons, Cabinet Member for Waste, Street Scene and Environment	November 2021	Growth, Environment and Resources Scrutiny Committee	All Wards	Relevant internal and external stakeholders	James Collingridge, Head of Environmental Partnerships, Tel: 01733864736, Email: james.collingridge@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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2018.	<p>Peterborough City Council Housing Related Support Procurement / Commissioning - KEY/24MAY21/02 – To Procure / Commission Peterborough City Council Housing Related Support Services. Service redesign and change form annual Grant Agreements to longer term contracts.</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 2021</p>	<p>Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Soft market testing is underway. A Housing Related Support Commissioning Strategy has been agreed and has received all the relevant approvals.</p>	<p>Sharon Malia, Housing Programmes Manager Sharon Malia - Housing Programmes Manager, 01733 237771, Email: sharon.malia@peterborough.gov.uk</p>	<p>To be submitted, Housing Related Support Commissioning Strategy for Cambridgeshire & Peterborough 2020 - 2022. Procurement / Commissioning information.</p>
2019.	<p>Approval to commit funding for a bespoke specialist placement for a four year period 2021-2025 – KEY/07JUN21/01 Approval to commit funding for a specialist regulated bespoke placement for a period of four years from 2021-2025.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>Not yet known as property has yet to be located /decided upon.</p>	<p>Extensive consultation has taken place and is on going amongst all system stakeholders and interested parties.</p>	<p>Helene Carr - Head of Service Children's Commissioning.. Contact: 07904909039: email - helene.carr@peterborough.gov.uk</p>	<p>The decision will include an exempt annexe. By virtue of paragraph 2, Information which is likely to reveal the identity of an individual.</p>
2020.	<p>A1139 Safety Barrier - KEY/21JUN21/03 - To replace and upgrade the failing VRS along the central reservation and structures on the A1139.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Fletton, Stangrond, Dogsthorpe and Hampton</p>	<p>Social media and advanced warning signs</p>	<p>Leanne Bevilacqua Senior Engineer Email:leanne.bevilacqua@peterborough.gov.uk Tel: 07920 160 766</p>	<p>Budgets were added to the programme in 2019/20 via paper that went to CRG in December 2018 The Budget added was for 1.4m each year until 2023/24</p>

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21.	<p>Community Alarm (Lifeline) Services: (i) delegation of function to Cambridgeshire County Council for new service users and; (ii) direct award for legacy service users – KEY/19JUL21/01</p> <p>Community Alarm (Lifeline) Services: (i) delegation of function to Cambridgeshire County Council for new service users and; (ii) direct award for legacy service users.</p>	<p>Councillor Walsh, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>November 2021</p>	<p>Adults and Health Scrutiny Committee</p>	<p>All Wards</p>	<p>Procurement, Finance, Legal, Cambridgeshire County Council</p>	<p>Diana Mackay, Commissioner (Early Intervention & Prevention) Adult Services, Tel: 01223 715966, Diana.Mackay@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>
22. 202	<p>Culture Strategy - KEY/2AUG21/01 - To adopt the City's Culture Strategy - A culture board, steering group and smaller delivery groups will be set up to represent stakeholders from a variety of culture groups to scrutinise the actions and delivery from the strategy, its recommendations, visions and values and consultation processes.</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>December 2021</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Consultation has been taking place for the past 6 months within the city, speaking with many cultural groups, faith groups, commercial organisations, culture and leisure operators, disability groups and voluntary groups.</p>	<p>Jamie Fenton - Partnership Manager, Culture, Sport and Leisure, Email: jamie.fenton@petborough.gov.uk – Tel: 07976382756</p>	<p>Currently the documents are the visions and values paper and the emerging recommendations paper the consultant has produced, these will be shared with scrutiny on 05th July for an update to progress</p>

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203	<p>23. Active Lifestyle and Sports Strategy – Refresh – KEY/2AUG21/02 - A review of the Active Lifestyles and Sports Strategy following the impact of Covid-19 and services across the city. Since the strategy was adopted in 2018/19 there have been significant developments with the culture and leisure services being delivered by new operators, the demise of certain stakeholders and a stronger importance of working with public health so they are aligned with physical activity for residents health and wellbeing, both physically and mentally.</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>April 2022</p>	<p>Adults and Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Currently in early stages of the review, working with Cambridgeshires Active Partnership, Living Sport a outline plan of a steering group and consultation will be delivered. This will also align with Sport England’s new 10 year strategy which is being launched in 2021 along with a new funding framework.</p>	<p>Jamie Fenton - Partnership Manager, Culture, Sport and Leisure, Email: jamie.fenton@pet erborough.gov.uk – Tel: 07976382756</p>	<p>Current Strategy will be used as a good starting point, this will have statistics updated, a new steering group developed and a new way to evidence actions/outcomes by stakeholders</p>

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204	<p>24. Capita Revenue & Benefits Academy system migration to cloud – KEY/30AUG21/01 -</p> <p>To approve the award of contract for the procurement of ICT cloud-based services from Capita UK Limited</p> <p>through to a Framework Agreement for the period 1st September 2021 to 31st August 2026 for a value of £630,000</p>	<p>Councillor Marco Cereste, Cabinet Member for Digital Services and Transformation</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Data has been gathered from the existing on premises system and been analysed by Capita to inform their proposal. Capita's proposal has been shared with internal stakeholders and Serco who process on behalf of the council. Feedback has been collated and sent back to Capita to allow them to amend their proposal and draft the contract</p>	<p>Jason Dalby, ICT Project Manager, Tel:07931 176848, Email: jason.dalby@pet erborough.gov.uk</p>	<p>Project Brief, Business Case, Specification of Requirements, Capita proposal, data protection and climate impact assessments</p>

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<p>25. To approve a delegated Partnership Agreement for procuring Appropriate Adult services and Reparation Services across Cambridgeshire and Peterborough – KEY/11OCT21/01 To approve a delegated partnership agreement giving Cambridgeshire County Council authority to procure and award Appropriate Adult (PACE) and Reparation service contracts for Cambridgeshire and Peterborough on Peterborough City Council's behalf.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 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 Commissioning Manager 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>
<p>26. Academy conversion of a maintained school – KEY/11OCT21/02 Delegation of Authority to negotiate and agree details of the Academy Conversion.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>Werrington</p>	<p>Not applicable at this stage. As part of the DfE process school will have conducted required consultations.</p>	<p>Clare Buckingham, Strategic Education Place Planning Manager (CCC and PCC), clare.buckingham@cambridgeshire.gov.uk, 01223 699779</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>27. Approval to enter into a Section 75 Partnership Agreement with Cambridgeshire and Peterborough NHS Foundation Trust – KEY/11OCT21/03 This agreement will ensure the provision of CPFT mental health specialist working with mental health practitioners who are part of multiagency Family Safeguarding teams working as part of children's social care safeguarding teams.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 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 Commissioning Manager 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>
<p>28. Disband Peterborough City Market from Laxton Square and relocate to a new location – KEY/11OCT21/04 As part of the Northminster development, the current market site is required to be decommissioned and the site vacated in early 2022. The proposal to the Cabinet Member will be to disband the current market, serve all appropriate legal notices to existing traders and authorise officers to develop an alternative market location.</p>	<p>Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 2021</p>	<p>Communities Scrutiny Committee</p>	<p>All Wards</p>	<p>Consultation with market traders will take place over the details of the new market location and transition from the existing site,</p>	<p>Ian Phillips - Head of Communities and Partnerships Integration ian.phillips@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>29. Appointment of Multidisciplinary Design Team for the Peterborough Museum Extension Project – KEY/11OCT21/05 Confirmation will be required to appoint the Multi-disciplinary Design Team for the Peterborough Museum Extension. The design team will be procured via the Homes England Framework of Suppliers. The procurement process is currently underway with Expression of Interest Issued, overseen by Peterborough City Council Procurement Officer.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central</p>	<p>Procurement exercise managed by PCC Procurement team, published notice via Homes England Framework</p>	<p>Rebecca Close, Project Manager, rebecca.close@peterborough.gov.uk, 07813785953</p>	<p>CMDN will be prepared once procurement of project is completed recommending award.</p>
<p>30. Traffic Signals Maintenance Funding – KEY/25OCT21/01 - Approve the award of £500k to Milestone Infrastructure to upgrade the traffic signals at the Taverners Road / Lincoln Road junction following a successful funding bid to the Department for Transport</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 21</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central, Park and North</p>	<p>Consultation will be undertaken as part of this project</p>	<p>Lewis Banks, Transport & Environment Manager, Tel:01733 317465, Email: lewis.banks@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 INCLUDING EXEMPT APPENDICES AND REASONS FOR EXEMPTION
<p>208</p> <p>31. Allotment Fees and Charges – KEY/8NOV21/01 Cabinet Member Decision Notice</p>	<p>Councillor Nigel Simons, Cabinet Member for Waste, Street Scene and the Environment</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>All Wards</p>	<p>Consultation with the Allotment Consortium of Peterborough</p>	<p>James Collingridge, Head of Environmental Partnerships, 01733 864736, 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>
<p>32. Approval for contract to be awarded to Milestone to deliver the new traffic signals maintenance fund – KEY/8NOV21/02 The Council has been awarded £500k as part of the Department for Transport traffic signals fund. The Lincoln Road / Taverners Road signalised junction will be upgraded using this funding.</p>	<p>Councillor Peter Hiller, Cabinet Member for Strategic Planning and Commercial Strategy and Investments</p>	<p>November 2021</p>	<p>Growth, Environment and Resources Scrutiny Committee</p>	<p>Central, Park and North Wards</p>	<p>Consultation will be undertaken during the design phase of the scheme</p>	<p>Lewis Banks, Transport & Environment Manager, 01733 317465, lewis.banks@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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209	33. Laptop procurement - KEY/22NOV21/01 – Award of contract for laptop devices	Councillor Marco Cereste, Cabinet Member for Digital Services and Transformation	December 2021	Growth, Environment and Resources Scrutiny Committee	All Wards	Relevant internal and external stakeholders	Kevin Halls, IT Finance Contract Manager Email: kevin.halls@cambridgeshire.gov.uk Tel: 07880053901	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
	34. Healthwatch Service - KEY/22NOV21/02 - Approval to enter into an agreement for the provision of Healthwatch Service	Councillor Irene Walsh, Cabinet Member for Integrated Adult Social Care, Health and Public Health	March 2022	Adults and Health Scrutiny Committee	All Wards	Relevant internal and external stakeholders	Sarah Bye Senior Commissioner Tel: 07468 718793 P;o	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

PART 2 – NOTICE OF INTENTION TO TAKE DECISIONS IN PRIVATE

KEY DECISIONS TO BE TAKEN IN PRIVATE

<i>KEY DECISION REQUIRED</i>	<i>DECISION MAKER</i>	<i>DATE DECISION EXPECTED</i>	<i>RELEVANT SCRUTINY COMMITTEE</i>	<i>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>
Novation of Dementia Resource Centre contract - Approval to novate the contract for the Dementia Resource Centre from Alzheimer's Society to Alzheimer's Trading Limited (ATL).	Councillor Irene Walsh, Cabinet Member for Integrated Adult Social Care, Health and Public Health	November 2021	Adults and Health Scrutiny Committee	All Wards	Relevant internal and external stakeholders	Sarah Bye, Senior Commissioner, sarah.bye@cambri dgeshire.gov.uk, 07468 718793	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.

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 Coles, Cabinet Member for Finance</p>	<p>November 2021</p>	<p>Growth, Environment & Resources Scrutiny Committee</p>	<p>NA</p>	<p>Relevant internal and external stakeholders.</p>	<p>Bill Tilah, Estates Surveyor Email: 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
213	<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>November 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>
	<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 Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities</p>	<p>November 2021</p>	<p>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>

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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	Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities	November 2021	Communities Scrutiny Committee	N/A	None at this stage	Emma Gee Email: emma.gee@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>215</p> <p>5. 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 Walsh, Cabinet Member for Adult Social Care, Health & Public Health</p>	<p>November 2021</p>	<p>Adults and 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>

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6.	Selective Licensing of Private Rented Property - Approval to consult on Selective Licensing of Private Rented Property	Councillor Steve Allen, Deputy Leader and Cabinet Member for Housing, Culture and Communities	November 2021	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	Michael Kelleher Assistant Director - Housing Tel: 01733 452586 Email: michael.kelleher@peterborough.gov.uk	It is not anticipated that there will be any documents other than the report and relevant appendices to be published.
7.	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 Cereste, Cabinet Member for Digital Services and Transformation	November 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

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>8. Approval of the Peterborough Sufficiency Strategy Every top tier local authority is required to publish a sufficiency strategy. This must set out how we seek to avoid children coming into care through the provision of family support services, and identify steps that we are taking to ensure that we have sufficient placements for children in care in our area, so that as many children and young people in care can live locally, provided that this is in their best interests.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>All Wards</p>	<p>There has been widespread consultation including with children and young people in care.</p>	<p>Lou Williams: Director of Children's Services, 07920160141, lou.williams@peterborough.gov.uk</p>	<p>Scrutiny Report</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
9.	<p>Domestic Abuse Safe Accommodation Strategy As part of the Domestic Abuse Act, Peterborough City Council is required by statute to submit a Safe Accommodation Strategy to MHCLG by 31st October 2021.</p>	Cabinet	15 November 2021	Communities Scrutiny Committee	All Wards	The strategy will be developed with key partners in housing and specialist domestic abuse services.	Vickie Crompton, Domestic Abuse & Sexual Violence Partnership Manager, vickie.crompton@cambridgeshire.gov.uk	The strategy will be informed by a Needs Assessment which is currently in draft
10. 218	<p>Adoption of a Refreshed Statement of Community Involvement - To approve the adoption of a Refreshed Statement of Community Involvement</p>	Cabinet	15 November 2021	Growth, Environment and Resources Scrutiny Committee	All Wards	Relevant internal and external stakeholders.	Emma Naylor, Senior Strategic Planning Officer Tel: 863881 Email: emma.naylor@petborough.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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219	<p>11. Werrington Fields and Ken Stimpson Secondary School - Following a public meeting held on 20 September 2021 at Ken Stimpson School, a decision needs to be taken on whether or not to proceed with plans to erect a fence to enclose part of the school's playing fields. The area is currently open access to the public. The school has not been using the area for over two years due to concerns over the safeguarding risk to the young people attending the school.</p>	<p>Councillor Lynne Ayres, Cabinet Member for Children's Services and Education, Skills and University</p>	<p>November 2021</p>	<p>Children and Education Scrutiny Committee</p>	<p>Werrington</p>	<p>Public meeting held on 20 September 2021 at Ken Stimpson School. Prior to this, a detailed background information document was circulated to interested parties.</p>	<p>Hazel Belchamber, Assistant Director: Education Capital & Place Planning, Tel: 07833481406, Email: hazel.belchamber@cambridgeshire.gov.uk</p>	<p>Cabinet Member Decision Notice, Background Information Document</p> <p>It is not anticipated that there will be any documents other than the report and relevant appendices to be published.</p>

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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Children and Education Scrutiny Committee Work Programme 2021/2022

Updated: 10 NOVEMBER 2021

Meeting Date	Item	Indicative Timings	Comments
<p>15 JULY 2021 <i>Draft Report 28 June</i> <i>Final Report 5 July</i></p>	<p>Co-opted Member Report To agree to the appointment of co-opted members to the committee for the municipal year 2021/2022</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
	<p>Service Director & Portfolio Holder Report: Children & Safeguarding</p> <p>Contact Officer: Lou Williams</p>		
	<p>Update On Written Statement Of Action & Joint SEND Strategy</p> <p>Contact Officer: Toni Bailey</p>		
	<p>Review Of 2020/2021 and Work Programme For 2021/2022 To review the work undertaken during 2020/21 and to consider the work programme of the Committee for 2021/22</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		

Meeting Date	Item	Indicative Timings	Comments
	<p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
<p>6 SEPTEMBER 2021 <i>Draft Report 17 August</i> <i>Final Report 24 August</i></p>	<p>Design for Fire Safety in Schools</p> <p>Contact Officer: Ian Trafford / Jonathan Lewis</p>		
	<p>Peterborough Sufficiency Statement</p> <p>Contact Officer: Lou Williams</p>		
	<p>Annual Report of Peterborough Virtual School for Children in Care 2019-2020</p> <p>Contact Officer: Dee Glover</p>		
	<p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		

Meeting Date	Item	Indicative Timings	Comments
	<p>Work Programme 2021/2022 To consider the Work Programme for 2021/2022</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
<p>18 NOVEMBER 2021 <i>Draft Report 1 November</i> <i>Final Report 8 November</i></p>	<p>Annual Children's Social Care Statutory Complaints Report 2020-2021</p> <p>Contact Officer: Belinda Evans</p>		
	<p>Children's Mental Health Services.</p> <p>Contact Officer: Kathyne Goose, CCG</p>		
	<p>Service Director Report, Education incorporating the Portfolio Progress Report for the Cabinet Member for Children's Services, Education, Skills and the University</p> <p>Contact Officer: Jonathan Lewis</p>		
	<p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		

Meeting Date	Item	Indicative Timings	Comments
	Work Programme 2021/2022 To consider the Work Programme for 2021/2022 Contact Officer: Paulina Ford, Senior Democratic Services Officer		
17 NOVEMBER 2021 Joint Scrutiny of the Budget Meeting	Medium Term Financial Strategy 2022/23 to 2024/25 Contact Officer: Peter Carpenter		
20 JANUARY 2022 <i>Draft Report 4 January</i> <i>Final Report 10 January</i>	HMI Probation Youth Offending Report on work to prevent offending. Contact Officer: Anna Jack		
	Corporate Parenting Annual Report Contact Officer: Nicola Curley / Lou Williams		
	Cambridgeshire and Peterborough Safeguarding Children Partnership Board Annual Report 2020-2021 Contact Officer: Joanne Procter		
	New University Update Report		

Meeting Date	Item	Indicative Timings	Comments
	<p>Contact Officer: John T Hill</p>		
	<p>Monitoring Scrutiny Recommendations To monitor progress made on recommendations made at the previous meeting.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
	<p>Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee.</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
	<p>Work Programme 2021/2022 To consider the Work Programme for 2021/2022</p> <p>Contact Officer: Paulina Ford, Senior Democratic Services Officer</p>		
<p>9 FEBRUARY 2022 Joint Scrutiny of the Budget Meeting</p>	<p>Medium Term Financial Strategy 2022/23 to 2024/25</p> <p>Contact Officer: Peter Carpenter</p>		

Meeting Date	Item	Indicative Timings	Comments
10 MARCH 2022 <i>Draft Report 21 February</i> <i>Final Report 28 February</i>	Service Director Report, Education to include update on outcome of Teacher's Assessments, Approach to Sex Education and PHSE Curriculum Contact Officer: Jonathan Lewis		
	Best Start in Life Strategy, Integrated Care System, Children's Collaborative Contact Officer:		
	Service Director, Children's Services Report Contact Officer: Lou Williams		
	Monitoring Scrutiny Recommendations To monitor progress made on recommendations made at the previous meeting. Contact Officer: Paulina Ford, Senior Democratic Services Officer		
	Forward Plan of Executive Decisions That the Committee identifies any relevant items for inclusion within their work programme which are relevant to the remit of this Committee. Contact Officer: Paulina Ford, Senior Democratic Services Officer		

Meeting Date	Item	Indicative Timings	Comments

Items Pending:

Attendance of Sue Baldwin, Regional Schools Commissioner

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