

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM No. 7
<b>7 SEPTEMBER 2017</b>	<b>PUBLIC REPORT</b>

Report of:	Wendi Ogle Welbourn - Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Lead Cabinet Member - Education	
Contact Officer(s):	Gary Perkins - Assistant Director (Education)	07920 160285

## RESTRUCTURE OF EDUCATION SERVICES

R E C O M M E N D A T I O N S	
<b>FROM:</b> Gary Perkins, Assistant Director (Education)	<b>Deadline date:</b> 7th September 2017
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> <li>Note that the previously discussed restructure of Education Services has now been completed.</li> </ol>	

### 1. ORIGIN OF REPORT

- 1.1 This report is offered at the recommendation of the Assistant Director (Education) to update and inform the committee.

### 2. PURPOSE AND REASON FOR REPORT

- 2.1 This reported is presented to confirm to the Committee that the Education Services restructure has been completed.
- 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.
- 2.4 This report links to the Corporate Priority: Improve educational attainment and skills
- 2.5 This report links to the Children in Care Pledge: Support children in care to have a good education

### 3. TIMESCALES

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

4.1 On 5th January 2017 the committee were apprised of the likely changed statutory duties of the local authority in relation to education, and the proposals for a restructure of the Education Services division.

It has been the policy of the last three governments to change the role and responsibilities of local authorities in relation to their work with schools. Along with reforms to promote the financial and governance independence of schools, there have been reforms to limit the statutory responsibilities of local authorities. In addition, other more recent reforms have been more prescriptive about the roles of local authorities and how those roles are to be discharged.

The present government has also introduced changes to education funding that have reduced funding received by local authorities for its statutory roles. In addition, general local government funding has reduced substantially while service demands have increased.

As a result, it has been necessary to review what the local authority needs to do to discharge its statutory functions for education services, how it is organised to do this, and how it pays for these.

The fundamental approach is that, as the champion of children and families in Peterborough, the authority will continue to promote the best possible education, with a particular focus on disadvantaged children and families.

The statutory duties of Education Services in relation to schools are:

- The provision of school and pre-school places;
- Buildings and Asset Management;
- Admissions to Schools;
- Home to School Transport;
- SEND referral and assessment;
- The Local Offer SEND 0-25;
- Being the champion of children and families, especially the most vulnerable, including the Virtual School for Children in Care;
- Promoting good school attendance;
- Functions in relation to the exclusions of pupils from schools;
- Monitoring and moderation of national curriculum testing and assessment EYFS, Y1, Y2 and Y6;
- Intervening, in conjunction with the Regional Schools Commissioner, in local authority maintained Schools Causing Concern.

4.2 The statutory duties as outlined in that report remain unchanged.

4.3 As a result of national economic and education policy, it is confirmed that a restructure of the Education Services division has now been completed.

4.4 Consultation with professional associations and unions commenced on 24th April 2017, and with staff on 26th April 2017. This consultation concluded on 26th May 2017 and the outcome was released to staff and others on 7th June 2017. All suggestions and comments offered via consultation were acknowledged and considered. The vast majority of these were implemented in the final restructure.

4.5 As a result of the restructure, the Schools Infrastructure and Early Years Quality and Sufficiency Teams have remained unchanged.

4.6 The Special Educational Needs and Inclusion Team has been restructured to better reflect best practice. There is now a much sharper focus on statutory assessment and monitoring and a reshaping of specialist services for visual and hearing impairment. Please note the structure chart attached to this report as Appendix 1.

- 4.7 Within SEN/Inclusion, a process that began more than 12 months ago to de-centralise services in response to new legislation and SEN reform has continued. Services are moving from “school-facing” to “parent and child focused”, which means schools taking more responsibility for the services they need to provide to pupils rather than relying on a centralised pool of local authority SEN staff.
- 4.8 Improving educational attainment for vulnerable children and young people, including those with special educational needs (SEN), is a key priority for the council as it strives to improve outcomes and life chances for all children and young people in Peterborough. The changes made to SEN and Inclusion Services are proposed in the spirit of this aspiration. The intention is to ensure that service provision matches local need, as well as national requirements, in the interests of better outcomes for children and young people with SEN.
- 4.9 The changes implemented are in line with Peterborough’s Inclusion Strategy and the SEN and Inclusion Service Action Plan. The intention of the the change is to further develop services that put children and young people at the centre of commissioning and delivery and ensure that schools have the knowledge, resources and support required to directly meet the day to day needs of children and young people with SEN. Specifically this involves a move away from centralised and/or process-driven services to family-facing services that support but also challenge settings in the interests of better outcomes for children and young people with SEN.
- 4.10 The team has been restructured based upon the experience and learning from the last two years following implementation of the new Code of Practice. The implications of this new legislation require a service that is primarily focussed upon, and responsive to, children, young people and their families rather than the statutory administrative process. This demands particular skills and experience that have been invested in the development of Education, Health and Care Plan (EHCP) Coordinators. These posts work directly with families and settings. The proposals confirm the current increase in the numbers of permanent EHCP Coordinators.
- In addition, the increased complexity and demands upon the service have required a review of the management support and structure within the team. The changes confirm the requirement for two deputy posts to oversee the ‘assessment’ and ‘monitoring’ arms of the service. A new role has been created to lead the service that better reflects the increased complexity and responsibility of the role.
- 4.11 **Sensory and Physical Support Service**
- The needs of the service have developed over a period of time along with a number of posts being vacated which led to incremental service changes.
- In order to align Sensory and Physical Support Services within the scope of one management role has led to the creation of a new role.
- The duties of the Lead Teacher of the Deaf are incorporated into the role of Head of Specialist Teaching Services (Sensory and Physical Support Service).
- 4.12 The School Improvement Team has been restructured to better reflect the changed statutory duties and the national policy of supporting a self-improving schools system, with school improvement activity led by schools themselves rather than by local authorities. The local authority retains the duty to intervene in schools causing concern where they are maintained by the local authority. The number of schools maintained by the local authority is diminishing, and it is anticipated that within 12-18 months there will be very few maintained schools, the vast majority by then having converted to become academy schools.
- 4.13 The School Improvement Team is renamed as the School Standards and Effectiveness Team. Its statutory duties are:

- to intervene in maintained schools causing concern;
- to monitor and moderate national curriculum assessments for pupils aged 5 years, 7 years and 11 years;
- to promote good school attendance;
- to act as the champion for children and families;
- to provide a Virtual School for Children in Care;
- managing the administration of the exclusion of pupils from schools;
- building effective relationships with and supporting the Standing Advisory Council for Religious Education
- providing statutory monitoring of Elective Home Education, intervening where appropriate.
- identifying and intervening or reporting safeguarding concerns, particularly in relation to unregistered schools
- brokering relationships to support continuous improvement

4.14 In addition, this team will also fulfil the non-statutory duties of:

- acting as professional advisers to the Chief Executive, Corporate Director, Leader of the Council, Cabinet Members, Scrutiny Committee members and Elected Members;
- reporting to elected members and others regarding standards and achievement in Peterborough schools;
- identifying evidence based interventions and access to these to support continuous improvement in partnership with Teaching Schools and other appropriate agencies/organisations;
- monitoring and reporting to appropriate forums the effectiveness of schools as judged by the outcomes of OFSTED and other inspections;
- liaison with and reporting to the Regional Director (OFSTED);
- liaison with and reporting to the Regional Schools Commissioner and her staff;
- building effective relationships with academy schools and multi academy trusts and maintained schools, including special schools and the PRS;
- acting as the Appropriate Body for newly-qualified teachers on a traded basis and as an adviser to the Teach East School-Centred Initial Teacher Training organisation;
- providing advice, guidance, support, challenge and clerking services to school governing bodies and trust boards via service level agreements;
- providing support and advice to governing and academy trust boards in relation to Headteacher Appraisal, on a traded basis;
- providing advice, guidance and challenge to schools on a traded basis;
- acting as champion and facilitator of the Peterborough Vision for Reading (formerly the Reading Strategy) and managing the National Literacy Trust hub in Peterborough.

4.15 The structure for the School Standards and Effectiveness Team is attached for the committee as Appendix 1. Strategic oversight will be provided by the Assistant Director (Education) and operational leadership from the Senior Advisers, Attendance Team Manager and Governor Services Manager.

4.16 The Assistant Director (Education) will line manage the Heads of Service of the 3 other teams within Education Services and also provide strategic oversight for those teams.

## 5. CONSULTATION

5.1 Consultation has taken place with the following:

Elected members via the Children and Education Scrutiny Committee;  
 Elected Members via the All Party Policy Forum;  
 Professional Associations and Trades Unions of affected staff via ECNF;  
 All members of staff within Education Services;  
 Schools via workshops and group meetings.

## **6. ANTICIPATED OUTCOMES OR IMPACT**

- 6.1 It is expected that, as a result of this report and the associated discussion, members will have a greater awareness of the roles, functions and structure of Education services, especially in respect of the SEN/Inclusion and School Standards and Effectiveness Teams.

## **7. REASON FOR THE RECOMMENDATION**

- 7.1 To raise awareness amongst members of the committee.

## **8. ALTERNATIVE OPTIONS CONSIDERED**

- 8.1 Various other structures were considered, but dismissed as either impractical or unaffordable.

## **9. IMPLICATIONS**

### **Financial Implications**

- 9.1 Savings to staffing budgets:

The restructure to the SEN/Inclusion Service is not driven by the need to make savings, but to produce a structure which more accurately reflects the changed role of the LA in this area, the requirements of the revised legislation and a desire to move to a position of best practice to reflect this reform. As such, the financial impact of these changes is largely cost neutral.

- 9.2 The restructure to the School Improvement Service has been driven by changes to the role and statutory duties of the LA in respect of schools. It also reflects a diminished income received by the LA, an increasing number of schools converting to academy status and, therefore, the need to make savings.

- 9.3 In the financial year 2017/18, the savings accumulated by this restructure amount to a total of £229,584 from the School Improvement Team staffing budget and a reduction of 6 posts from the team.

- 9.4 For many years, this team has operated within a traded service environment and has earned income. Given that the number of staff has been reduced, the capacity to earn such income in the future is diminished as a consequence. The projected income from traded services for the 2017/17 financial year shows a likely reduction of at least £95,541.

- 9.5 The net saving, therefore, is £134,043 for 2017/18.

- 9.6 If the structure were to remain unchanged for the 2018/19 financial year, the full year saving on staffing compared to the previous structure would be £331,633. There would, however, be a consequent loss of income earned and so this figure is gross rather than net. The net saving is projected to be £236,092.

### **Legal Implications**

- 9.7 No implications for contracts or terms and conditions of employment.

### **Equalities Implications**

- 9.8 No implications.

### **Rural Implications**

- 9.9 No implications

**10. BACKGROUND DOCUMENTS**

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

- 10.1 “The Future Shape of Peterborough City Council Education Services - Formal Consultation Outcome” Version 5 - 05 June 2017

**11. APPENDICES**

- 11.1 Appendix 1 - Structure Charts