

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 8
1 NOVEMBER 2018	PUBLIC REPORT

Report of:	Wendi Ogle Welbourn, Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cabinet Member for Education, Skills and University Councillor Ayres	
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EDUCATION REVIEW MONITORING REPORT

R E C O M M E N D A T I O N S	
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 contents of the report and the actions being taken 2. Support both Elected Members and Officers in their efforts to support and challenge schools to improve outcomes for children and young people in Peterborough. 	

1. ORIGIN OF REPORT

1.1 This report has been written by the Service Director (Education) at the request of the Committee and the Lead Member for Education.

2. PURPOSE AND REASON FOR REPORT

2.1 This report is offered to the Committee to inform Committee Members of the progress made on implementing the recommendations contained within the Education Review report previously presented.

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
- 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**

- 4.1 Following the publication and release of outcomes for 11 year olds in Peterborough schools in the 2016 National Curriculum tests and teacher assessments, the Leader of the Council commissioned a report to be undertaken to review the reasons for such poor outcomes and make recommendations as to how outcomes in schools might be improved.
- 4.2 The report was concluded in August 2017 and was reported to the Committee in September 2017.
- 4.3 The recommendations contained within the report were accepted by the Committee in full and they were endorsed by the Cabinet.
- 4.4 The Committee requested that there be periodic updates regarding the progress being made in implementing the Review recommendations. This report seeks to provide Committee Members with the third update following a report in January 2018 and a presentation made to the Committee in July 2018.
- 4.5 2018 provisional outcomes have been published and the challenges remain in both the primary and secondary sector. A full report on outcomes will be presented to the January Committee meeting once provisional data is finalised and the overall final position is known. Ofsted outcomes continue to perform well at a national level and are shown in the table below –

	% of Pupils in Schools Judged Good or better by Ofsted		% of Schools Judged Good or better by Ofsted	
	Peterborough	National	Peterborough	National
Primary	88.60%	88.90%	90%	89.30%
Secondary	100%	83.10%	100%	80.30%

Ofsted published position as at 20th October 2018

- 4.6 The report will cover the key strands of the report, outlining progress and suggested next steps in order to address the educational challenges that Peterborough faces. The action plan is a constantly changing programme that needs to develop in line with challenges and opportunities when they arrive.

Vision for Education in Peterborough

- 4.7 The emerging vision for education in Peterborough has been developed in the context of the changing landscape of Education and the role of the Local Authority. It can be outlined as being:
- We need to set the highest expectation for both the education leaders but also for local authority services. National averages are not what we need to aim for – we need to be better than our peers.
 - Every child has access to a great school place in their communities – they are all our children.
 - We must be able to look outside of the area and support best practice coming to the area.
 - The education system in Peterborough needs to be built upon true partnerships, working together for improvement. This means we know our strengths and weaknesses and everyone agrees on how we move forward together.
 - Every vulnerable and disadvantaged pupil receiving the support they need.

- Peterborough needs an education vision that will attract education professionals to the City ensuring a sustainable supply of good quality teachers, leaders and multi-academy trusts.
- We should be proud of what we do and the success we have together.

4.8 Having the highest aspiration is critical in ensuring rapid progress. The Education Review supports this vision well along with the requirement for change in the Local Authority.

Leadership of Education Services within the Local Authority

4.9 In February 2018, a joint Service Director was appointed to lead on Education for both Cambridgeshire and Peterborough. Both authorities have significant challenges and the role was brought in to be outward facing and support the develop of the school led system to reflect the changing role of the Local Authority as responsibilities for educational outcomes are shared across a wider range of stakeholders. Much of the updates in this report reflect the progress made since this appointment.

4.10 In order to understand the performance of education services provided by the LA in Peterborough, the Service Director undertook a survey of schools based on the former Audit Commission survey of the Local Authority which ran until 2008. The school survey was a collaborative tool that was designed to act as a source of evidence about schools' perceptions of the support they receive from their council and the statutory services provided locally for children and young people. The questions from the last survey in 2008 were updated to reflect legislative changes and to include a number of specific questions relevant to the local area.

4.11 The rationale for undertaking a survey was -

- There has been a significant change in relationship between the LA and schools in recent years including Academisation. There is a need to ensure schools and academy trusts understand our statutory role.
- We need an appropriate methodology to directly assess our performance rather than through the proxy of assessment outcomes.
- Local Authorities nationally have been through some challenging national reform including funding, SEND and accountability changes. It's a good opportunity to take the temperature of perception from schools of what we do, and think how we might address them.
- The survey results will give a baseline for considering the strategic direction for the council. It can also be rerun to see how perceptions change over a period.
- Opportunity to share with Councillors the challenges / successes the Education department has had.

4.12 The survey was undertaken in May 2018 and focused on schools only. The survey asked more than 60 questions, gathering both quantitative and qualitative feedback about the services delivered by CCC and PCC. It is intended to re-run this review annually. A similar survey has taken place with Early Years providers and this is currently being analysed.

4.13 The survey had 62 complete responses from PCC schools. Respondents were predominantly Headteacher/Principals (around 75%), however responses were also received from Executive Principals, CEOs, Governors/Board Members, School Business Managers and others. These included a range of Nursery, Primary, Infant, Junior, Secondary, Special, All Through and the Pupil Referral Service, as well as responses intending to represent wider Academy Trust.

4.14 Overall services provided by the Local Authority were judged to be adequate. The key areas of strength emerging from the feedback (using the questions asked in the survey) were identified as -

- The effectiveness of LA support for Education Safeguarding
- The effectiveness of LA support for looked-after children i.e. the Virtual School
- The LA's support for early years education
- Your LA's knowledge and understanding of your school
- The quality of payroll services provided by the LA

- The effectiveness of LA support for combating racism and the wider 'Prevent' agenda
 - The effectiveness of your LA's support for promoting pupil attendance
 - The effectiveness of the leadership provided by senior officers
 - The quality of your LA's financial information, including comparative data
 - The quality of financial support and advice provided by the LA
- 4.15 This feedback shows there are strong building blocks for supporting the key statutory function of the local authority. It is also pleasing to see recognition on vulnerable groups and areas of recent focus including attendance.
- 4.16 The weaker areas of services were identified as being –
- The effectiveness of LA support to schools in bidding for external grants
 - Your LA's support for the recruitment and retention of teachers
 - The efficiency with which statutory assessments of pupils with SEN are made
 - The quality of your LA's SEN strategy
 - Your LA's planning of SEN provision to meet identified needs
 - The clarity of your LA's rationale for the deployment of SEN funding
 - The effectiveness of your LA's co-ordination of the admissions process
 - Your LA's support to make you an effective purchaser of traded services, whether from the LA or from external providers
 - The effectiveness of LA support for meeting the needs of pupils with English as an additional language
- 4.17 These areas for concern will be fully considered as part of the wider review of education services. A full 'you said, we did' document is being prepared to address the detailed concerns raised in the survey. Following analysis of these results and the significant level of qualitative feedback that was given, the specific themes that emerge from the report as follows -
- **Leadership** – Schools still want PCC to provide leadership of Education system in Peterborough but some responses perceived a lack of PCC facilitating schools to work together. It was identified that PCC could do more to help build the local education community as this had slowed in recent years. Respondents noted the importance of PCC as leading and facilitating, rather than necessarily always providing services directly – an example quoted was the oversight of what is offered in terms of CPD in the entire system is necessary, and PCC might provide leadership in this area.
 - **Visibility in supporting schools and clarity on what PCC can deliver:** Responses accept the limited capacity of PCC but sought clarity on what it can offer (particularly with respect to secondary issues) and a focus on delivering those things well. Respondents perceived that PCC's support was becoming less visible in many areas, and that PCC could better support them in purchasing services, from PCC or elsewhere.
 - **School Improvement** - There was a focus on school improvement and respondents cited a lack of clarity about how far PCC's responsibilities for school improvement stretch, compared to that of schools/trusts etc. Clarity on this might help to drive the whole system forwards. It was identified that school improvement priorities set by PCC are too short-term focused, and not appropriate for all schools individually as one size did not fit all.
 - **Communication:** a common theme emerging was the request for better, more regular and consistent communication from PCC especially around key strategic developments and school improvement focus. Finding information from the LA was often problematic.
 - **Review the relationship with Academies:** Respondents noted this was an ideal opportunity to redefine the relationships between academies and the LA with a common purpose at the core. Questions are raised as to why joint working may have been more effective pre-academisation.
 - **Supporting Headteacher wellbeing:** PCC offer for Headteacher wellbeing was seen as being weak, particularly for secondary heads.
 - **Transparency of mainstream and SEND Admissions:** whilst respondents appreciated pressures on the service, they discussed the need for more transparency and communication around admissions policy and arrangements – both for schools and SEND parents getting the right advice they need in the admissions process.
 - **Alternative Provision options could be enhanced** – including support for dealing with low level behaviour in schools and avoiding the need for fixed term exclusions.

- **Lack of coherent vision for vulnerable pupils:** respondents generally claimed to be unaware of any overarching vision or strategy for the delivery of services to support vulnerable learners.
- 4.18 Despite these challenges, schools were positive about the role of the Local Authority and were keen that we play a key role in leading and shaping the education landscape but we acknowledge further work is needed. The emerging strategy objectives identified later in this report reflect much of this feedback.
- 4.19 The feedback from the survey gives a good basis to consider how we review the services provided for Education. The appointment of a joint Director of Education between Peterborough and Cambridgeshire gives an opportunity to review services and potentially deliver more services on a shared basis. It was agreed in early 2018 by Members of both councils that a programme would be undertaken to explore opportunities for improving services and ensuring financial sustainability through greater sharing and integration of services (in various forms). The purpose of the project intended that any review of services should -
- Be outcomes focused, not organisation focused.
 - Reduce costs/increase income.
 - Meet future needs and manage demand.
 - Put people at the heart of a system that makes sense to them.
 - Lead change and innovation.
 - Use evidence and best practice to ensure what we deliver has the best chance of success.
- 4.20 The programme will look more closely at the opportunities for better outcomes from shared/integrated service delivery across the two Councils, with all areas of delivery considered. Any redesign has improving educational standards explicitly at its core and any change in service design should consider –
- Quality – any change should improve the quality of the services we provide.
 - Capacity – the new service should have sufficient capacity to support improved outcomes through reducing duplication or standardising processes.
 - Innovation – services should be evidence based and reflect best practice. Any design should allow for appropriate changes to become innovative.
 - Value for money – services should be cost effective but also add value in the services they deliver. This includes meeting any statutory obligation or legislation.
- 4.21 The programme has been split into four work streams to enable complimentary services to be considered alongside each other. These work streams are -
- School & Settings Improvement
 - including schools intervention and advice, early years, education safeguarding, recruitment and retention, governor services.
 - Vulnerable Pupils/SEND
 - including specialist services, statutory assessment team, SEND provision, Post 16 provision, virtual school, behaviour support, vulnerable children’s outcomes, SEND commissioning.
 - 0-25 Place Planning
 - including admissions and appeals, capital projects, school place planning, attendance and our strategic responsibilities for transport.
 - Service Infrastructure
 - including traded services, communication, data systems, effective use of schools data, senior management structures and administration support.
- 4.22 A Programme Board has been established to oversee the shared services programme comprising of the Service Director; Lead Elected Members from both PCC and CCC; representatives of HR and Finance. The key responsibilities of the group are to provide strategic direction, monitor delivery of objectives through work streams, provide challenge to ensure the best possible outcomes and act as sign off at key stages.

- 4.23 Significant gains in sharing services have already been made including collaboration around Early Years, a shared approach to governor services and proposals for shared posts between the two Virtual Schools.
- 4.24 A key component of the shared services programme is the reviewing leadership. A senior management review was undertaken in October to ensure service leadership is fit for purpose for the challenges of both authorities and there is appropriate skills and capacity to deliver the very challenging agenda. The proposal focused on the leadership of School improvement, capacity to deliver further reforms in SEND and ensuring both LA's work together to meet changes of school place planning which provides value for money and capacity. The outcome of this review will be shared in future meetings.
- 4.25 The focus for the LA must be on developing the school led system and working with academy trusts and teaching schools to enhance the capacity in the Education system. Only 46% of the schools in Peterborough remain maintained by the Local Authority so this need for partnership is essential. The LA needs to act as 'glue' to ensure educational outcomes are collectively improved.

Create a Strategic Board for Education, Further Education and Skills to drive forward improvements and develop further the school led system across the two authorities

- 4.26 Education partnerships are school led, area based organisations, working in new ways to raise standards and to minimise the current dangers of fragmentation and isolation with the education system. They represent the voices of their local schools through membership and consultation and seek to create a contemporary sense of the middle layer. They have differing ways of working with local authorities but all are committed to a local model that works 'beyond multi academy trusts' and beyond a narrow view of attainment and all are ambitious advocates of a school led, self-improving system.
- 4.27 Estelle Morris, a former Secretary of State for Education commented that "If you don't have a partnership in your area the system will be dominated by market forces. Some schools will lose out. There's got to be something in the area another set of rules that measures collective endeavour". It is important to recognise that the Local Authority alone is not responsible for the challenges and a strong partnership approach for Peterborough is needed. We have been reviewing the work of the Association of Educational Partnership (AEP) who represent 20 educational partnerships across England. They see the benefits of such arrangements as being:
1. *Collaboration is everywhere, but it is often inward looking* - there is a huge amount of collaborative working currently in the system, through Mats, teaching schools, clusters and federations. Often though there is no obvious structure to link them beyond their own groups. Education partnerships seek to share good practice between and beyond Mats and other local clusters and to provide the local glue in a fragmented landscape.
 2. *Place still matters* - our member organisations define themselves by where they are located. They recognise the continuing importance of local identity and a strong sense of place. Their commitment is to all local children and young people and all local schools.
 3. *Need new ways of working with local authorities* - strategic partnerships between local authorities and delivery partners are emerging across the system. We welcome these and understand that local authorities have system wisdom and understanding as well as structures for democratic accountability and links beyond education that still make them a vitally important part of the education landscape.
 4. *Unintended consequences leave too many behind* - it is in the interest of all local schools that we all have high standards, but an unintended consequence of the current, fragmented system is that some schools may prosper at the expense of others. Education partnerships believe strongly that all schools need to recognise their responsibilities to support high standards so that no schools in our localities are isolated or left behind.
 5. *Social, emotional and cultural capital is also our responsibility* - the broader aspects of children and young people's social, emotional and cultural development can be hard to maintain amidst pressures of curriculum reform and tightening budgets. Who ensures, for example, the quality of practical links with health and social services or the arts?

Education partnerships can provide a central 'go to' point , develop models of good practice and offer economies of scale to help all local schools in commissioning and providing the services and experiences that impact on young peoples' lives.

6. *Partnerships need a national presence and voice-* although emerging widely across the country, and despite often being the commissioned provider for school improvement, there is not yet enough understanding within central government of the work we all do. Having an association therefore provides an opportunity to share ideas, challenge emerging practice and act as champions for the necessary changes in national policy that will support our work.

- 4.28 Previously, Peterborough had a school improvement board but the arrangements lapsed in 2016 with the end of funding. It is proposed to review this board and develop a new strategic leadership arrangement to be in place for January which will own the challenge of Peterborough. Officers continue to work with education leaders to define these arrangements. It had hoped that the DfE support Sub-regional School Improvement Boards would be a vehicle but these have been removed with the end of the Strategic School Improvement Fund. Primary and Secondary schools each need their own forums to drive improvement but there must be oversight at a higher level where performance from early years into higher education is owned by all the key stakeholders. Cambridgeshire is currently exploring a similar model but given the challenges in Peterborough, it is not proposed this is joined together at this stage.
- 4.29 It is proposed the Area based partnership for Peterborough consists of the LA (including political leads), Ofsted, Diocesan bodies, early years, teaching schools and key leaders from schools, MATs and the community. It is proposed there is an independent chair to challenge schools and the LA on their performance. There are some excellent models which are being explored in the AEPA including one in Tower Hamlets 'THE Partnership' which has focused on improving schools through CPD and a centrally commissioned approach. The partnership delivers on behalf of the LA the following educational improvement areas
- Data protocols
 - Peer support for Heads
 - Peer to Peer Reviews
 - Professional Partners
 - Targeted intervention grants
 - Subject Networks
 - Future Heads programme
- 4.30 We have also been looking at the arrangements in Lincolnshire where the Local Authority works solely on a commissioning basis for its school improvement.
- 4.31 Internally, we have re-establishing the Education Performance Clinic to provide greater insight in performance and challenge to officers on progress. Officers are held to account for the challenge and support they are providing to improve schools. The meeting will be attended by the Leader of the Council, Lead Member for Education, Chief Executive, Executive Directors – People and Communities and the Chair of the Children and Education Scrutiny Panel. The first meeting is due to take place in November.

Review structures and support arrangements for governance in Cambridgeshire and Peterborough to ensure effective challenge and support arrangements are in place to drive school improvement

- 4.32 Schools succeed or fail on the quality of their leadership. Whilst the focus of this is often on the Headteacher, the role of the governing body, trust board or local governing body are critical in ensuring effective leadership. The focus of governance is to provide effective challenge and support arrangements to leaders in schools including their role in supporting Headteacher wellbeing. Peterborough has had real challenges in filling governor vacancies and ensuring we have the right skills to support highly effective schools. Governors need to have a range of skills including HR, finance, property, education and legal, as well as links to the community of the

school.

4.33 Actions which have been undertaken in this area include -

- Linking Peterborough's governor services with Cambridgeshire has allowed a wider offer and joint opportunities. This includes an enhanced shared training programme and the development of annual governor conference. The first conference led to 6 new governors being appointed into schools. We are also beginning to share governors between the authorities for issues such as investigation and to provide additional capacity / challenges to governors.
- Reinvigorated our governor reference group. This a group of experienced governors who support the LA in improve governance in schools and help schools where governance is not strong. Membership of this group has expanded significantly and are being used to help develop this part of the action plan. They also provide challenge to the LA on their strategic proposals for improvement.
- A survey of governing bodies has been launched to identify where gaps exist in skills and where schools currently have vacancies. Once this information is collated, we intend launching a targeted recruitment campaign based upon skills and we have asked schools to identify where they have gaps in skills e.g. finance, HR, education etc.
- A series of excellent short videos have been developed to encourage people to become a governor by comparing the role to one of a superhero. These will be circulated via social media and wider in coming weeks. We will also be doing some talking heads outlining the role and its importance.
- We have worked with our recruitment partner to expand www.teachpeterborough.gov.uk to allow schools to advertise governance vacancies. The site holds information on the school and also links to social media.
- In the late autumn, we intend working with businesses across Peterborough to support the challenges in our schools and it is hoped that they can contributed skilled individuals to support the development of strong governance in every school in Peterborough. We are also going to have an internal marketing campaign to encourage PCC staff to become governors.

4.34 Future activities include -

- A Chair of Governance network event is being established to encourage mutual support and sharing best practice.
- We are looking to set up a governor observation process to allow governors to observe other governing bodies to widen their understanding and experience of governance and reflect on their own practice.
- Following the merging of our governor team with CCC we hope to provide additional capacity to enhance our knowledge of and challenge to governing bodies. This will include reviewing governing meetings and minutes and having focused intervention where we believe governance is not strong.
- Encouraging more governors to become National Leaders in Governance (experienced governors to provide support to governing bodies that need additional support) and create a wider pool of high quality governors who can provide short term support where weaknesses are identified i.e. a wider range of governors to become members of interim executive boards when they are required.

Create robust and effective system to collect and analyse data that is easily accessible and interpreted across the education system

4.35 Ensuring schools have access to high quality data and management information is absolutely key in ensuring schools know their performance promptly and make appropriate changes. Actions in this area include -

- Two working group meetings have been held with primary heads from Cambridgeshire and Peterborough to develop a new approach to managing data. This generated lots of new ideas which are included in this section of the report. We are planning to meet in the new year to review assessment systems and standardising assessment for key year groups across both local authorities.

- All primary schools in Peterborough were given access the Nexus Perspective Lite system. This enabled them to get a robust national comparison for their 2018 KS2 outcomes in July and also a calculated progress figure ahead of the DfE publication. This meant that immediate action could be taken to identify gaps in teaching instead of waiting for published data in the autumn.
- Secondary schools shared their early results data with Cambridgeshire and Norfolk. This has enabled them to compare and seek best practice. We have recently negotiated to open this data sharing up to include Suffolk and Essex.
- A school on a page approach to data has been re-instigated to ensure that data is shared effectively with governors in a common and consistent format. The original version of this tool ended in 2015. Essentially, all the schools data and its context is shared with comparator information both to Peterborough and National. This is currently being prepared and will be shared after half term. We hope this will save leaders time in preparing information and also ensure discussion focuses on challenge and increases governor understanding of data.
- There is a significant capacity gap within our performance team to provide the information the Education directorate needs to effectively undertake their role. A meeting was held with performance teams in both CCC and PCC and a proposal for moving forward has been agreed. Challenge has been made around the capacity to deliver timely and effective data support for schools and officers.
- A new workforce analysis tool has been created to enable schools to compare their workforce data against all other schools in Peterborough and Cambridgeshire. This includes information such as average salaries, pupil:teacher ratios, sickness levels and vacancies.
- Primary schools in Peterborough have all shared their 2019 predictions via an electronic portal to the LA. The current outcomes were shared at an LA level back to heads in a meeting on the 5th October. There is now an agreement to share data three times a year for all key year groups. The projected outcomes will be used to target support and offer collective support from the group.

4.36 Future activities in this area include –

- A full review of the 2018 Key Stage 2 Question Level Analysis outcome from the governor Analyse School Performance (ASP) system. This looks at where children didn't perform well on particular questions within the assessments and we hope by identifying trends, we can help schools identify changes needed around teaching practice and commission effective CPD to address any shortcomings.
- We are developing a families of schools methodology to encourage schools of like type to work together based upon their performance and socio-economic circumstances. This will include identifying best practice and potentially linking schools that need additional support which aren't necessarily local schools.
- Ensuring that for the 2019 results are promptly analysed and ready for governors at the start of September.
- Developing a business case to invest in infrastructure and additional capacity to provide higher level data support. We will also be looking at other local authorities approach to ensure our practice around data is strong.

Schedule in regular meetings with Ofsted Senior HMI / Develop joint training programme with Ofsted

4.37 Ofsted have a key role to play in judging the improvement in the city. Most schools are inspected on a three to five year cycle and Ofsted look holistically at a school – its data, what they see in the classroom, the quality of leadership and governance.

Actions to date include –

- Paul Brooker, Regional HMI (Her Majesty Inspector) for the East of England for Ofsted, attended our governor conference on the 16th June.
- A meeting was held in September with Peterborough's Senior Ofsted HMI to review provisional outcome data for Peterborough schools (both academies and maintained). A series of actions were agreed and the Education Action plan was shared. In this academic

year, two Ofsted inspections have taken place in Peterborough and both schools inspected retained their 'good' Ofsted grade.

- In order to address the concerns around attainment, we have agreed two joint conferences with Ofsted in the Autumn term:
 1. The Importance of the Curriculum - Ofsted have announced that there will be a shift of emphasis within their inspection framework from September 2019, with greater focus placed on wider aspects of education, including the curriculum, and the outcomes judgement being replaced by a "Quality of Education" judgement. The conference will explore and examine this change, enabling our schools to be well prepared for it and to gain a thorough understanding of its implications, especially in relation to the curriculum and its importance in preparing children and young people for the next stage of their education. The conference has been made available to all schools in Peterborough. It is important we are responsive to changes in the school system and this conference will help facilitate this.
 2. Good Schools Delivering Good Attainment – this will be a focused workshop targeted at good schools where standards at the end of Year 6 have remained below average even where rates of progress are good. 4 HMI will be joining 16 schools to share their knowledge and experience with us: Discussion will focus on successful strategies employed to date, aimed at raising standards of attainment.

We will continue to work with Ofsted to support our improvement journey.

Improve recruitment and retention of teachers across the county

4.38 The TeachPeterborough website was introduced in 2015 in response to the recruitment challenges in the city, especially in competing with other authorities for attracting teachers to roles. Since the site was created, there have been nearly half a million page views on the site. 872 jobs have been advertised and we have had 4,287 job applications initiated since the site went live. The ratio of applications to jobs since the start of the site has been around 5:1 which is competitive compared to other recruitment sites but this number has been declining in recent years as the content has not been updated and currently application ratio sits around 2.5:1. As a result, we have formed a working group with Headteachers and Teaching Schools to refresh the information and restructure the site to try and increase the number of applications. Each school has a profile page and these are being reviewed and updated. The website was a pioneer in the schools recruitment process but now needs to develop to keep pace with the very challenging recruitment market.

4.39 Future actions in this area are:

- Development of a marketing programme to support teacher recruitment including the use of social media during the key recruitment timeframes i.e. April / May via Facebook to target key demographic individuals.
- Our teaching schools are both running 'Get in to Teaching' events in November on the 12th November (Teach East) and the 15th November (Paragon). Both events seek to attract graduates to become teachers and find other routes into teaching for suitably qualified individuals. We need to create a sustainable supply of teachers to deal with our increasing pupil numbers and the need to improve the quality of teaching in the school. Our pupil:teacher ratios are higher than national and similar local authorities. We have particular challenges around teacher numbers in primary and shortages in certain subjects in secondary (physics, computer science being two examples)
- The TeachPeterborough website will be further developed to allow the rich continuing professional development (CPD) offer in Peterborough to be found in one place including the ability to book courses online. This development is to create a focal point for teachers to show career routes and make sure we retain and develop the very best teachers.
- Teaching schools are a key strand of the Department for Education strategy for school to school support. We have two effective teaching schools in the city and we need to ensure the teaching schools understand the challenges of the city and are effectively

commissioned to help improvement. They are a key partner for improvement. We also need them to help develop their capacity and access to schools.

- Develop a workforce charter which reflects the DfE review of teacher workload and provides a stimulus to attract teachers to come and work in Peterborough and helps retain teachers thinking of leaving the profession.
- We are currently reviewing the options around extending the success internship programme from Cambridgeshire into Peterborough. The teacher internship is a two year programme that is an alternative route to Qualified Teacher Status.
- Developing Leadership programmes including additional support for Headship needs to be considered. We are working with Ambition School Leadership (ASL) to support the development of some pilot programmes in senior leadership development and the Service Director for Education has been invited to join the national executive leader development group for ASL.

Emotional health and wellbeing of children and young people in and out of education and to develop a strategic approach to improving the attainment of vulnerable learners

4.40 Both areas are the focus on the 'Vulnerable Pupils Group' which is developing an action plan to look at how to best support these groups and accelerate outcomes. However, other key actions in this area include -

- Drive on improving vulnerable pupils take up on the pupil premium. Currently each pupil signed up to the free school meal process receives £1,320 in primary and £935 in secondary. Our analysis comparing our level of deprivation to other local authorities shows that overall we are around the 42nd most deprived LA in the UK but our free school meal take up suggests we are only recording numbers that correlate to around 62nd most deprived. This gap means that we are losing a significant amount of take up of the grant and schools are losing resources. We intend sharing the Education Welfare Benefits team excellent work in Cambridgeshire into the Peterborough area and have a targeted campaign with parents on getting sign up to their entitlement. Parents only need to provide some basic details including their national insurance number to claim and they don't have to take up the free school meal entitlement.
- Supporting with behaviour in schools – there is ongoing challenges in the city around behaviour which can escalate and has an impact on wider learning in classrooms. We are looking to share the 'Cambridgeshire Steps' behaviour management with schools. It is a therapeutic approach to behaviour managements, with an emphasis on consistency, on teaching internal discipline and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. A taster session is being planned in the autumn to allow schools to review the approach.
- An open forum was held on 26th September with leaders from education, social care and early help to review the challenges faced in terms of supporting children with challenging contexts. A wide ranging discussion took place and it was agreed to review the interaction between all services and how we can work more effectively together to help de-escalate challenges cases and ensure that schools are supported. A further forum will be held to see where changes can be made.

Examine pupil mobility in schools against the wider national and local context

4.41 The context of Peterborough in terms of its pupil mobility is significant. It is a key challenge we face and

- Further analysis of 2018 outcome data will focus on challenge and how to address the changes in mobility especially with the impact of leaving Europe. The Peterborough EAL strategy was launched in 2013 and ran until 2017. Its impact needs reviewing and the need to support EAL learners revisited. A new strategy will also need to be developed which has a key focus on transient groups.

- As a result of low outcomes for Peterborough in phonics and reading outcomes in Peterborough for 2018, we are offering a targeted Improving Phonics Programme for schools in Peterborough, Wisbech and Fenland. Phonics outcomes for 2017/18 show that whilst some Peterborough schools have seen good improvement at end of Y1 and end of KS1, 29% of schools have outcomes which are more than 10 percentage points below national average. For end of KS1, 25% of schools continue to have outcomes which are more than 5 percentage points below national average. In order to address this, we have looked at good practice in Peterborough schools and also looked at the good practice in the London Borough of Newham. Advisers and headteachers from both Peterborough and Cambridgeshire have visited schools in Newham (high EAL, high mobility and high social deprivation) to discuss leadership and observe teaching. The key strands identified as making the greatest difference in low-achieving schools relate directly to leadership of phonics: monitoring of teaching and learning, robust assessment and tracking, and parental engagement and support. As a result we have organised a programme designed to provide both challenge and support to identified schools in Peterborough, Wisbech and the Fenland areas of Cambridgeshire. The programme is split into three elements –
 - Autumn Term Meeting for Phonics Leaders: analysis of phonics data for groups; action planning for 18/19; target setting for 2018/19; current assessment and tracking of phonics learning; identifying support needed for leadership and/or teaching.
 - A conference (provisional date 8th February) for Headteachers, Phonics Leaders and Early Years Leaders where good practice will be shared by schools from the London Borough of Newham and from Peterborough/Cambridgeshire schools.
 - Early Summer Term Meeting for Phonics Leaders and Early Years Leaders: following up on actions from the conference; reviewing action planning; reviewing teaching and learning; preparing for phonics screening checks; transition planning
- Academic Review – An approach has been made to the University Of Cambridge Faculty Of Education to commission PHD level research into understanding the complexity of mobility on pupil outcomes and make suggestions for how these could be improved through teaching practice. It is hoped the research can commence in the late autumn term.
- Supporting first language teaching for Children with English as an Additional Language (EAL) – In the summer term a meeting was held with supplementary schools in Peterborough (including schools from the Latvian, Lithuanian, Polish and Portuguese communities). Supplementary schools offer this range of educational support (language, core curriculum, faith and culture) outside the school day and within the context of a specific ethnic, national, faith or physical community. They are established and managed by community members, generally on a voluntary basis. As community-based organisations they act as crucial information and advocacy points for adults as well as children. There are 3,000-5,000 such schools in England. Given the challenges of Peterborough and the rapidly changing context of the city, we are keen to support these schools as they our aim to enhance the 'life chances' of children by increasing their confidence and self-esteem. The meeting covered how the LA might support the group of schools including with areas such as safeguarding and accessing training the council offered. Having a strong education focused supplementary offer outside of school supports our schools through creating access points with parents but also the opportunity to sit first language GCSE exams which support the overall outcomes of the city e.g. Polish GCSE outcomes are some of the strongest in region. In order to provide strength in this area, we have encouraged the group to look at models of sustaining supplementary schools such as the one operating in Northamptonshire (Association of Northamptonshire Supplementary Schools) which gives each schools a legal and social framework to work in and ensure that member are DBS checked, offer training courses in Safeguarding, First-Aid and Effective Teaching. They also broker affiliated to the National Resource Centre of Supplementary Education (NRCSE). We hope to look at the Integrated

Communities Innovation Fund to help establish a partnership of which the LA hopes to be a partner.

Monitor progress of the SEND action plan following inspection in March 2017 in Cambridgeshire and prospective inspection in Peterborough.

- 4.42 At the start of October, we undertook a 4 day SEND Peer review through the Local Government Association to support our understanding of progress since the SEND reforms were introduced. In developing the scope we asked the team to review our self-assessment of progress, gather feedback on how well the new arrangements and strategies have been delivered, identify areas for further attention and any innovative process we are undertaking. We are awaiting the final report from the reviewers but the headline responses are –
- It is clear that the reviewers observed us to be an open and honest system where leadership and relationships are good. The team felt we were compliant but need to work on the quality and consistency of work and ensure robust governance that reflects SEND being everyone's business.
 - They were impressed with our parent carer forum (Family Voice) and the creative methods they have employed to involve parents and carers.
 - They were impressed with some of the innovations we have delivered e.g. Hubs.
 - They observed that we had worked at pace to ensure compliance with reforms, we now needed to embed what we have done using the strategy as a springboard and focus on the key priorities.
 - They noted that our data systems do not lend themselves to ensuring we have regular real time data that informs our priorities now and in the future.
 - They want us to involve our schools more in the design and delivery of services.
 - We need to develop a good communication plan that ensures regular communications with all stakeholders and a robust workforce strategy.
- 4.43 The final report will be circulated to the committee and an action plan will be developed to address the areas of concern.
- 4.44 In October, we launched our joint consultation (with Cambridgeshire) seeking views on our draft strategy for supporting children and young people with special educational needs and disabilities (SEND). The strategy has been co-produced by professionals, parents, carers and young people from Cambridgeshire and Peterborough. It sets out how both local areas will work to support children, young people and their families with SEND in future. It is built upon a shared belief that considering and providing for the needs of children and young people with SEND should be 'everyone's business', with the aim of providing high quality multi-agency services which will enable children and young people to thrive. Our shared vision is for young people to:
- Lead happy, healthy and fulfilled lives, having choice and control over decisions about their health, education, employment, friendships and relationships.
 - Achieve in line with, or better than, expectation in their early years, school, further education and training.
 - Successfully participate in the community and access meaningful occupation employment and life-long learning opportunities.
- 4.45 We also have a key piece of work under way to look at the sufficiency of our offer for SEND pupils and how this might need to change in the future. Significant amounts of data has been collected and a model has been developed to show future demand. There are severe financial pressures in this area, particularly around our support for young people post 19, and we have to ensure we have the right provision locally to meet the needs of children and young people in their community.

Further areas supporting improvement in Peterborough

- 4.46 Following the 2018 KS2 results, two meetings have been held with Primary Heads to look at how the system can work differently together to ensure improved outcomes moving forward. There has been good attendance from all schools (regardless of status) and a number of actions already outlined in this report have taken place. However at this early stage, the following actions / lines

of review will be developed further during the rest of this academic year to hopefully impact sustainably on outcomes in Peterborough:

- Review of the allocation of admissions places to reduce mobility of pupils including discouraging parents to move schools in year.
- The LA support for bids for Nursery Capacity Funding – a fund set up to allow nursery provision linked to schools in challenging communities to be developed. This will allow early engagement in schools of parents targeted at the most vulnerable
- Transparent sharing with schools for planning and decision making. Updated demographic forecasts have been developed and will be shared with schools.
- A focus on the 'key' marginal schools and their cohorts with targeted interventions for those identified including involving social care and early help to support.
- Reviewing schools who over the past 3 years have had a lower conversion rate of attaining reading, writing and maths into the combined measure in the KS2 league table. Support and interventions will then be targeted at supporting these schools.
- Review how schools set their pupil targets including a consideration of the tools available which provide aspirational but realistic target for the children of the city.
- Review our approach to supporting the moderation of writing outcomes with the use of outside advisors from other authorities to lead seminars or surgeries looking at specific borderline children.
- A citywide Y6 teacher workshop to help provide support and challenge on outcomes and set the highest expectations for improvement.
- A focus on supporting Maths in Year 4 /5 including a CPD programme in the areas identified in this year's KS2 papers where Peterborough performed below national expectations.
- Ensuring the Primary Headteachers in Peterborough have up to date training on what good practice / pedagogy is in order for them to give effective feedback / take action.
- Use of teaching schools to target (not offer) support to head teachers and governors. Have to actively refuse.
- LA to work with teaching school to agree best practice list in agreement with schools and monitor use.
- The development of a curriculum peer review process to ensure children in Peterborough are getting the right teaching and knowledge to ensure they can succeed in the national assessments.

4.47 Further meetings are planned for the autumn to take forward these actions.

4.48 In addition to the actions outlined previously, the Local Authority is taking the following actions to support improved attainment:

- A Senior Adviser from PCC has joined the board of The Cambridge Maths HUB and is ensuring that schools are increasingly aware of the training opportunities available via the HUB. Securing further engagement from Peterborough schools is a key priority for the HUB in 2018-19. The aims of the maths hub is to improve maths achievement at all levels, increase maths participation, improve students problem solving ability, developing student fluency alongside conceptual understanding and supporting the recruitment and retention of maths teachers.
- Maths subject teams from Cambridgeshire and Peterborough are working together and recently held a schools subject leader forum to support this practice.
- Letters of Concern are being sent to LA-maintained primary schools (Headteachers and Chairs of Governors) where levels of attainment and rates of progress are not good enough – they will be expected to produce actions to bring about rapid improvement, and these actions will be monitored and reported upon. Where appropriate the Assistant Director will chair termly or half termly monitoring/accountability meetings where schools causing concern are Maintained schools
- Letters of Concern are being prepared for CEOs of Academy Trusts where the LA believes that outcomes are not as good as they should be. These will also be shared with the RSC and OfSTED

- Working with a group of schools from Kings Lynn to share their practice. They are in a similar context and have exceptional outcomes. We are also seeking to organise a visit to schools in Bradford in similar context.
- Publicising the good practice and support that is happening in Peterborough Schools. A proforma has been shared with schools to enable this to be easily reported and shared. There is outstanding practice and this is often lost when national comparisons are made.

Next Steps

4.49 Overall, there has been much progress to take forward the challenge of education in Peterborough but further work is required. The review has focused on areas for development and the actions have been taken forward. The next step is to put these formally into a strategy for improvement which the board outlined in 4.28 of this report suggests. This will include key milestones and measurable outcomes. Improving educational outcomes in Peterborough need to be owned by everyone and getting strong leadership essential.

5. CONSULTATION

5.1 All schools, Elected Members and relevant Officers have been consulted, and details of the Review outcomes have been published.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 That the Committee continues to support Officers and others to continue the work which has begun, noting that this is long term and will not necessarily have immediate impact upon outcomes.

7. REASON FOR THE RECOMMENDATION

7.1 To raise awareness amongst Committee Members and ask for their support for future actions to be taken as appropriate.

8. ALTERNATIVE OPTIONS CONSIDERED

8.1 None

9. IMPLICATIONS

Financial Implications

9.1 The financial implications of the proposals are currently being considered. Existing resources will be used for the majority action but there may be further costs resulting from the need to seek additional support. Separate approval will be sought if this is the case.

Legal Implications

9.2 None

Equalities Implications

9.3 None

Rural Implications

9.4 The challenges in rural schools are included as part of the overall consideration of the actions in the report. A report on rural schools outcomes will be shared in January.

10. BACKGROUND DOCUMENTS

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

10.1 “Peterborough City Council Education Review” by Cllr Lynne Ayres, August 2017.

11. APPENDICES

11.1 Appendix 1 - Education Review Action Plan (January 2018)