CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
11 SEPTEMBER 2019	PUBLIC REPORT

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

REPORT OF THE SERVICE DIRECTOR FOR EDUCATION INCORPORATING PORTFOLIO PROGRESS REPORT FOR THE CABINET MEMBER FOR CHILDREN'S SERVICES, EDUCATION, SKILLS AND THE UNIVERSITY

R E C O M M E N D A T I O N S	
FROM: *Jonathan Lewis – Service Director (Education)*	**Deadline date:** 11 September

It is recommended that Children and Education Scrutiny Committee:

1. Notes the contents of the report and the actions being taken
2. Supports 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 and

- 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

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. The recommendations contained within the report were accepted by the committee in full and they were endorsed by the cabinet.

4.3 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 fourth update following a report in January 2018, a presentation made to the committee in July 2018 and the last update report in November 2018.

4.4 This 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. This report also gives an update on the senior education management structure at the council.

4.5 At the committee's request, the report will also cover the following –

- The provisional results for the 2018/19 academic year
- Headlines from the recent joint local area SEND inspection in Peterborough
- An update on the university
- Peterborough Pupil Referral Service
- Peterborough schools workforce
- Schools funding

4.6 **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 expectations 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 community – 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.

4.9 The original review of education developed a number of key themes for action and the progress against the key areas in the January 2018 action plan can be found in appendix 1. A number of the areas of this action plan are now complete and become business as usual, while a number are carried forward into the next iteration of the action plan which covers the academic year 2019/20.

4.10 Peterborough is a complex education landscape with a full range of school contexts, two diocesan bodies overseeing schools, a mixture of local, regional and national academy trusts and a number of schools remaining under local authority control. This has meant that as a local authority we have to work across a number of different partners to support the delivery of our statutory responsibility for delivering the best possible outcomes for children and young people in Peterborough. An updated action plan is presented in appendix 2 which sets the focus for the 2019/20 academic year and reflect the fact that the local authority cannot lead on every area but has a role to bring together strands of work to ensure there is a cohesive approach to education improvement across the city.

4.11 The key development since the last update report has been the development of strategic action plans led by primary and secondary leaders. There has also been some collaborative developments within the local authority maintained schools group. At the heart of all of pieces of work is a need to develop partnerships that make effective use of the capacity and expertise in the city alongside best practice from elsewhere. Across all the groups, there is a sense of urgency in the need to drive change.

4.12 The local authority sponsored both primary and secondary heads with additional capacity to work to deliver plans to drive improvement that works alongside this principle of building capacity. Their work has developed significantly the original findings of the education review, especially the strategic oversight of education.

4.13 The primary heads have focused on developing a collaborative improvement partnership based upon the principles used in other local authorities. Their work has included discussions with Tower Hamlets who were an early implementer of this school-led model. The emerging outline of their developing partnership is -

4.14 *VISION - where we should go and why*

Provide a support and development network for all schools in Peterborough which helps to raise the attainment and progress of pupils in all schools

MISSION - who we are, how we work towards our vision, what makes us unique

Make use of existing partnerships and extended links to a wider network to provide targeted support and development for all schools in Peterborough. Using these links, establish a sustainable programme which, either directly or through external partners, can provide leadership support, peer review, focused Continuing Professional Development (CPD) and recruitment support.
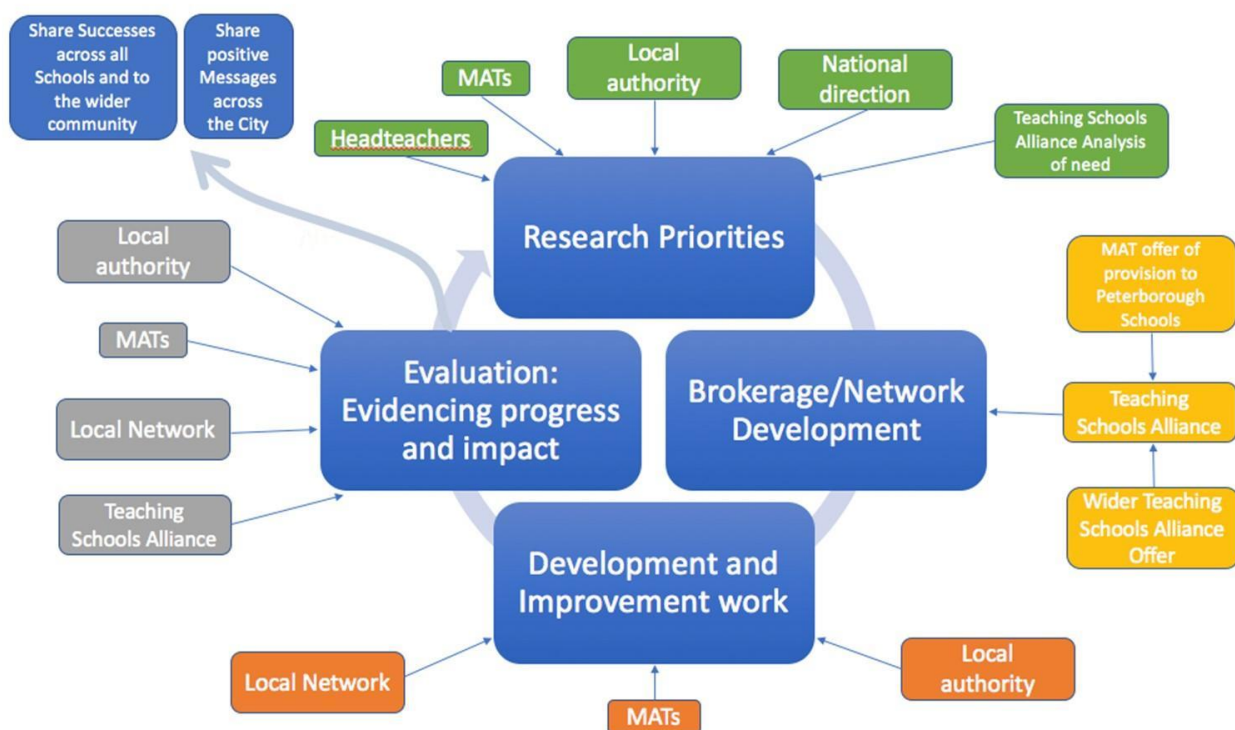
CORE VALUES - guiding principles of our work and how we operate

All stakeholders should actively support the partnership, either through receiving from or offering support to the partnership actions
- *Governors; Ensure the continuing long-term participation of all schools in the Peterborough Partnership through a school focus rather than a headteacher dependent involvement*
- *Local authority; Work with the networks within the partnership, providing support where appropriate for school improvement, data sharing, wider collaboration and sharing of good practice*

- *MATs; Support in the delivery of CPD and wider school support for schools beyond their own MAT (Multi Academy Trust) membership and encourage their schools to work closely in supportive relationships with appropriate partner schools in Peterborough beyond their own MAT*
- *Peterborough City Council; promote a positive culture of partnership across the city and support with engaging families and press in the promotion of successful partnership working for the success of the pupils in Peterborough*
- *Schools; Attend and/or deliver CPD activities as appropriate and provide supportive feedback on the development of CPD delivery*
- *Teaching schools; The two Peterborough teaching schools work together and engage with the wider network of teaching schools and MATs to target support in the delivery of CPD where needed. Also develop a culture of partnership working by engaging schools in additional networks and maintaining their provision.*

4.15   The focus for driving improvement is outlined in the diagram below. It has a focus on Peterborough supporting Peterborough but also understanding the different context we are working in.

4.16   In developing this partnership, the following milestones were identified -
- Year 1 - Establish a programme of CPD to all schools across Peterborough through the engagement of MATs, the local authority and teaching schools. Identify the area of 'responsibility' for each network/MAT and create a programme for delivery. Reach out to all schools and engage them in the support network.
- Year 2 - Engage those schools who have yet to take part in the partnership and develop a clear programme of support through the established networks which is easily accessible to all schools.
- Year 3 - Establish a self-sustaining model using the networks developed over the previous two years and extend the provision as required by the partnership members.

4.17   A series of actions to drive improvement were also developed by head teachers and these can be found in the education action plan in appendix 2.

4.18   In the secondary heads group, they set the principles of development of the action plan that it must include:

- What capacity we have in the Peterborough system (including at school level) and where we need to look externally to support.
- The sustainability of any activities and how the teaching schools may meet need moving forward beyond initial stage.
- The level of financial support is required to deliver effectively and options for where this might be sourced.
- For each area of activity in the plan, what other stakeholders do we need to engage to ensure success?
- For each of the activities, who is best to lead overall and the strands and what is a realistic timescale for achievement. What are the key milestones, dependencies and success measures?
- How the plan interacts with the work of the primary heads and how it could come together into a single plan for Peterborough
- Process of reporting back to key stakeholders including PPSS (Peterborough Partnership of Secondary Schools) and Children and Education Scrutiny Committee.

4.19   The actions they have agreed to consider are included in the education action plan in appendix 2.

4.20   The Peterborough CEO Forum (of which the local authority is a member) are meeting in September to look at how to move forward these proposals. Both primary and secondary have identified actions and these are outlined in appendix 2.

4.21   In conjunction with these developments, the local authority has also been working more closely during the spring and summer term to develop a new approach to supporting the schools which remain maintained under local authority control. The following principles were shared with heads in February 2019 -

- The council is fully committed to schools remaining maintained and we will do everything we can to support your improvement.
- The local authority is here to provide challenge and support and we want to help you deliver better outcomes.
- We want to build our own approach like a MAT where we work together to improve and can provide the services and support you need.
- We want to offer you an enhanced offer above to encourage you to remain part of an effective local authority family.
- We don't want any school to become isolated and this group can work together.
- We have small teams but we want you to help us shape the offer from September which is unique to maintained schools.

4.22   The group has met three times over this period and the outcomes form part of the action plan in appendix 2.
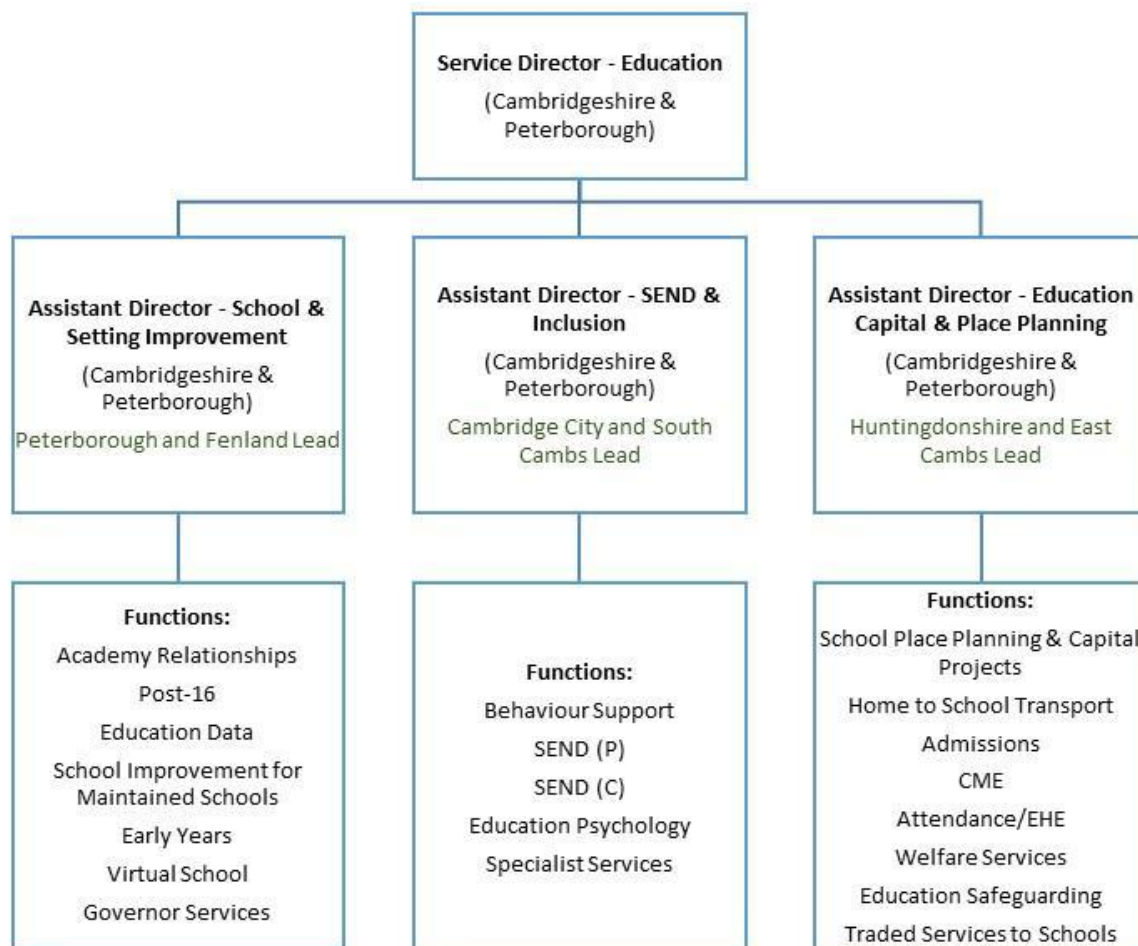
4.23   **Ensuring a Fit for Purpose Local Authority**

4.24   A senior management review was undertaken in Autumn 2018 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 focus of the review was to -

- Develop a model of leadership within the local authority that can best support improving educational outcomes across Peterborough and Cambridgeshire.
- Establish a single strategic leadership structure that is fit for purpose to realise the potential benefits of joint delivery of education services across Peterborough and Cambridgeshire.
- Introduce an explicit place-based strategic focus, alongside the existing service delivery focus.
- Introduce a higher profile to the assistant director role in the local education system, to improve system leadership and the capacity of the senior management team as a whole.

- Facilitate innovation and providing a platform for further development of integrated services across the two local authorities, and breaking down silos in existing service delivery.
- Strengthen our capacity to enhance value for money across the directorate through better strategic resource planning and delivery of change.

4.25 The proposal focused on ensuring the effective leadership of school improvement across all schools, adding capacity to deliver further reforms in SEND and ensuring both local authorities work together to meet changes of school place planning which provides value for money and capacity. The new management structure can be found below –

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                    Service Director - Education
                    (Cambridgeshire &
                    Peterborough)

  Assistant Director -        Assistant Director - SEND &      Assistant Director - Education
  School & Setting            Inclusion                        Capital & Place Planning
  Improvement
  (Cambridgeshire &           (Cambridgeshire &                (Cambridgeshire &
  Peterborough)               Peterborough)                    Peterborough)
  Peterborough and            Cambridge City and South         Huntingdonshire and East
  Fenland Lead                Cambs Lead                       Cambs Lead

  Functions:                                                   Functions:
  Academy Relationships                                        School Place Planning & Capital
                              Functions:                       Projects
  Post-16
                              Behaviour Support                Home to School Transport
  Education Data
                              SEND (P)                         Admissions
  School Improvement for
  Maintained Schools          SEND (C)                         CME
  Early Years                 Education Psychology             Attendance/EHE
  Virtual School              Specialist Services              Welfare Services
  Governor Services                                            Education Safeguarding
                                                               Traded Services to Schools
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4.26 Following an internal appointment process the following appointments have been made –
- Hazel Belchamber was appointed to the role of Assistant Director – Education Capital and Place Planning.
- Toni Bailey has been appointed to the role of Assistant Director – SEND & Inclusion with effect from 3 September 2019.
- Despite advertising the role three times, we have been unable to recruit to the roles of Assistant Director for Schools and Setting Improvement. Options for filling this role from January 2020 are currently being considered.

4.27 **Provisional Results – 2019**

4.28 As previously requested by the scrutiny committee, an early view of the 2019 results are outlined below. All of the results are drawn from a local authority system called Nexus that looks at provisional data submitted by schools and from early assessment marking. Errors, remarks and removing pupils who do not count in the final results (principally new arrivals and some SEND pupils) are not yet reflected so the 2019 results are provisional and will change. In the past this has added up to 3% on the provisional figures but this varies from year to year. The figures for comparison are the final figures reported at this time last year. No formal national comparisons are available at this time.

	2019 Provisional	2018 Published	Change
Early Years - Good Level of Development (% pupils achieving)	67.0%	66.8%	+0.2%
Phonics (at the end of year 1) - % Pupils meeting expected check level	77.1%	76%	+1.1%
Key Stage 1 – Reading - % Pupils meeting expected standards	66.9%	67.8%	-0.9%
Key Stage 1 – Writing - % Pupils meeting expected standards	61.8%	62.1%	-0.3%
Key Stage 1 – Maths - % Pupils meeting expected standards	69.9%	71.7%	-1.8%
Key Stage 2 – RWM Combined - % Pupils meeting expected standards	54.5%	54%	+0.5%
Key Stage 4 - English and Maths (Basics Measure) Pupils Achieving a 4+	57.1%	57.1%	0
Key Stage 4 - English and Maths (Basics Measure) Pupils Achieving a 5+	32.9%	36.4%	-3.5%
KS5 – A-level - Overall Pass rate	98.5%	98.2%	+0.3%
KS5 – A-Level - % A* - B Grades	47.0%	44.7%	+2.3%

4.29   Within the GCSE results, all individual subject measures for English and maths increased apart from 5+ maths which saw a 3% reduction. The GCSE provisional data only includes secondary school data (and not those pupils in special school or alternative provision). The 2018 figure is the equivalent figure collected from schools on the day of GCSE results collection and not the final published figure (to allow comparison). The final results are subject to remarks and removing pupils new to the country.

4.30   Provisional results for rural schools will be presented in the upcoming data reporting over the autumn / spring once validated. There is no reliable progress data to date – this is calculated during the autumn by the DfE so we cannot report on this measure at this stage.

4.31   **Joint Local Area SEND Inspection in Peterborough**

4.32   Between the 10th and 14th June 2019, Ofsted and the Care Quality Commission (CQC) conducted a joint inspection of the local area of Peterborough to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014. The inspection involved interviews with children and young, parents and carers and officers from Peterborough City Council and the Cambridgeshire and Peterborough Clinical Commissioning Group (CCG).

4.33   Inspectors identified a host of strengths in the services provided and also a number of areas for improvement.

4.34   The strengths are included in the Ofsted report, such as:

- The co-production of plans and services is well established. Children, young people, parents, carers and professionals work well together to improve services.
- Leaders use a variety of methods and opportunities to engage with families. Family Voice (the parent carer forum) and the Special Educational Needs and Disabilities Independent

Advice and Support Service (SENDIASS) are particularly active in challenging the work of local area leaders.

- Special educational needs coordinators, staff at the schools with specialist SEND hubs, and members of Family Voice are very active in providing a range of training for staff in schools. As a result, staff are becoming better informed and more confident to pick up early indications of SEND.
- The 'Big Youth Shout Out' programme successfully puts children and young people at the heart of developments.
- The new SEND strategy and provision for short breaks are good examples of meaningful and thorough co-production between professionals and parents and carers.
- Supported internships offer an increasing number of young people with SEND paid employment.
- Children and young people with complex health conditions get good support from the well-established children's community nursing service. This is supporting children and young people's attendance and participation at school.

4.35   Some of the areas for development identified by inspectors included:-

- Leaders have not implemented the 2014 reforms quickly enough. Since 2016, progress towards implementing the reforms has gained momentum, but there is still a lot to do to make sure that the reforms are implemented fully and effectively.
- The role of the designated clinical officer (DCO) is not developed well enough to support the health requirements of the 2014 SEND reforms. The time and resources available for the DCO to make sure that health professionals play an active and equal part in improving provision and outcomes are too limited.
- Despite services being available, many parents and carers are not clear about what support is available to them. Effective communication is a continual source of frustration for parents, carers and leaders.
- The quality and range of provision for 18- to 25-year-olds lag behind that for younger children and young people.
- It takes too long for EHCP plans to be updated following the annual reviews.
- There is a gap in joint commissioning in health and education services to meet the particular needs of young adults. In particular, the provision for 16- to 18-year-olds with the most complex health needs is not organised well enough.

4.36   Inspectors were encouraged that many of the areas they identified for improvement were already known to leaders and that steps are being taken to address these, although it is too early to see the impact.

4.37   These changes include:

- A new IT system which will make it easier for parents and professionals to coordinate the EHCP (Education Health and Care) plan process, leading to fewer delays.
- A refresh of the local offer website which provides details of all the services that children and young people with SEND can access.
- A new governance board which will provide accountability across all partners and ensure rapid progress continues.
- A new quality assurance role to monitor and evaluate the quality of SEND implementation.
- Appointment of an assistant director with responsibility for SEND implementation - this will be a joint role with Cambridgeshire County Council.

4.38   As a result of the inspection, the city council and CCG have been asked to write a written statement of action, to address the areas identified for improvement. The majority of authorities in the Eastern Region have been asked to do the same following their own inspections.

4.39   Whilst a challenging inspection, the inspectors' findings are fair and the council, CCG and our partners are focused on meeting the recommendations where our resources allow. As outlined in the later section in funding, making the changes that are needed within the funding that we have available is undoubtedly challenging.   In the letter to the Secretary of State for Education,

we have identified that we don't receive the funding that we need from the government to provide SEND services and we are not alone in this as many other councils are painting a similar picture.

4.40   A full report on our written statement of action will be brought to the committee in November.

4.41   **Update on the Peterborough University**

4.42   The University of Peterborough is a key feature of the devolution deal agreed with central government and is critical for the growth of the local economy and in addressing skills shortages. There is a long-standing ambition between public sector partners, employers and the residents of Peterborough and surrounding areas to have a university in the city. It is envisaged that the university will offer technical qualifications to meet the needs of local businesses as well as collaborative delivery models working with industry shaping the degrees/high level apprenticeships on offer.

4.43   Peterborough is a cold spot for higher education and skills. Data/evidence from the Cambridgeshire and Peterborough Economic Review and the Hatch Regeneris' Skills Strategy Evidence Base Report underpins the commitments made in the Combined Authority's Skills Strategy - both confirm the need for a University of Peterborough and the intent of the Cambridgeshire and Peterborough Combined Authority (CPCA) to act as the prime investor to help bring it to fruition. As a devolution priority, the CPCA continues to seek to support the establishment of a new university in Peterborough with a course mix driven by local employer demand for skills in both public and private sectors, encouraging apprenticeships. The project is seeking to develop the UK-first university "hybrid" model that sees technical learning embedded within the curriculum. The aim is to offer a range of learning models which best meet the needs of employers and students, including higher level degree apprenticeship programmes, two-year degrees and work placements, including via local businesses supporting sandwich courses. This blended learning approach using a range of flexible teaching methods is seen as key to attracting students of all ages.

4.44   A report was previously brought to the Scrutiny Committee in March 2019 and since this time there has been much progress and changing focus. In order to ensure all the objectives for this new university are met, the CPCA undertook a three month period of "review and reflect" regarding progress so far, the changes that have occurred in the university marketplace, the challenges ahead and the best way forward to deliver the best possible result.

4.45   The review established that there is a robust plan in place for a University for Peterborough and recommended that Peterborough City Council and Cambridgeshire & Peterborough Combined Authority should consider which academic provider they are partnered with to deliver the university. The Combined Authority has issued a Prior Information Notice and Expression of Interest which will test the market for early interest. A detailed selection process for the new academic partner will take place over the autumn.

4.46   Further findings of the review included:
- The robust plan in place will deliver a Peterborough University on time on the Bishop's Road site on the Embankment. That means 2,000 students by 2022 in an iconic building.
- The plan will allow the delivery of a curriculum that meets the needs of both students and employers, and with new and progressive delivery models, such as degree apprenticeships and two-year degree programmes.
- The plan includes strategies to potentially raise the amount of revenue and capital funding currently available for the project (£13.83M from the Combined Authority) to as much as £20M.

4.47   To support the next stage of delivery, consultancy firm Mace have been selected to deliver on the Combined Authority's Action Plan. They bring a multi-disciplinary team with a wealth of experience in the delivery of university projects around the UK including most recently the successful delivery of the University of Northampton.

4.48   The next milestones in the project are -

Action	Timescale
Run a university delivery partner selection process to confirm the best choice of academic partner. Agree with the selected academic partner a UoP Delivery Plan to 2030.	June-Nov 2019
Site assessments and planning preparation and permissions.	June 2019-March 2020
Engage consultants to work alongside CPCA to co-develop and deliver an outline business case for approval at CPCA Board in October 2019. This will specify curriculum, delivery modes and buildings.	June-Dec 2019
Run procurement competition for design and build contractors. Agree prospectus for the university outlining how the proposed curriculum and delivery models influence the spatial planning for the site.	Jan-June 2020
Develop the outline business case into a full business case to enable approval to award contracts to develop and build the new university buildings.	Jan-June 2020
Construction, design and planning.	July-Dec 2020
Mobilisation and capital build.	Jan 2021–Summer 2022
Doors open for students.	September 2022

4.49   A further update will be brought early in the new year or as any further progress becomes clear.

4.50   **Peterborough Pupil Referral Service**

4.51   The Peterborough Pupil Referral Service (PPRS) has seen a significant increase in the number of pupils accessing its provision over the last 5 years. Despite these pressures, comparing the provision against other authorities nationally, suggests that Peterborough has more alternative provision places per pupil than the majority of other local authorities. There has been dialogue between schools and the Local Authority for some time about longer term plans to reduce demand.

4.52   The PPRS has operated independently of the city council since November 2017, after it was agreed that an independent governing body could take over its management. In effect, the service was able to operate in the same way as a school, with a governing body.   However, the service has been taken back into local authority control, after an Ofsted inspection found the overall effectiveness of the service to be inadequate.

4.53   Key issues identified in the report were –

- Over time, leadership capacity has become overstretched as the range of services provided has grown.
- The three centres operate as separate units. A lack of coherence across the provision results in inequalities in pupils' experiences.
- Middle leaders do not have access to all the information they need to help them make the improvements required.
- Governors have an overgenerous view of the quality of education that the service provides because some information given to them is inaccurate.
- The quality of teaching, learning and assessment, especially for the most able pupils and pupils with special educational needs and/or disabilities (SEND), is uneven across key stages, centres and subjects.
- Too many pupils stay on part-time programmes for too long and so they do not make the progress they should.
- The number of pupils placed on fixed-period exclusions is too high. Leaders are not precise enough in identifying improvement strategies to keep pupils in school.

- Arrangements for safeguarding the high proportion of pupils on part-time provision are inadequate.
- Attendance records are inaccurate. There is insufficient leadership oversight of the attendance information held by administrators.
- Leaders have not ensured that all staff are effective in using the agreed restraint procedures or the designated 'calm' rooms appropriately. This means that, potentially, vulnerable pupils are unsafe.

4.54   Strengths were identified in terms of breadth of study offer, relations between students and staff, progression of pupils when they left and support for the vulnerable non-excluded pupils groups the service supports.

4.55   Since the inspection, a Cabinet Member Decision Notice was issued in July to reverse the delegation of responsibility to the governing body and the governing body has been stood down.

4.56   A new management committee will be put in place in the autumn and immediate line management of the PPRS has reverted to the Service Director for Education. The service has focused on addressing the weaknesses outlined in the report and the local authority will be working with the Department for Education to support the school to join an academy trust within nine months (as required by legislation). The future of the additional services the PPRS provides for the local authority will be considered as part of the academisation process. Updates will be provided in future reports.

4.57   **Schools Workforce**

4.58   One of the key areas of the new Ofsted Framework is the focus on the quality of education judgement. This is strongly influenced by the staff in schools, who contribute to what children learn on a daily basis. Our workforce is a key issue identified in our action plan and Peterborough has many challenges around attracting and retaining teachers. In 2015, Teach Peterborough was set up to support this challenge and this has been hugely successful in creating a national platform for attracting teachers from elsewhere in the country.

4.59   Each year in November, the Department for Education (DfE) undertakes a workforce census to capture the characteristics of staff in schools. The statistics include:
- Teachers' salaries
- Qualifications
- Sickness absence levels
- Number of teaching vacancies

4.60   We have developed a tool to allow schools to compare themselves against national norms for their workforce and other similar schools in Cambridgeshire and Peterborough. We hope that heads and their governance arrangements review these and ensure appropriate action (where necessary) is taken.

4.61   Appendix 3 gives an overview of this data (the tool is available to members on request) and the key findings are –
- There has been a 9% increase in our total school workforce since 2014, compared to a national increase of only 1%. This shows the rapid growth Peterborough has experienced compared to other parts of the country. However the most significant change is a near 5% increase in the number of full time equivalents in our schools in the space of one year from 2017 to 2018.
- The number of teachers has grown significantly with an increase of 107 since 2018 and a 10% increase since 2014. Nationally the number of teachers has declined by 0.5%.
- Our ratio of teaching assistants to teachers remains slightly above national with 0.7 TA to every teacher.
- The increase in our teacher cohort has seen our pupil teacher ratio fall below the national picture for the first time with now 17.5 children per teacher. This is hugely positive and shows the success we have had recruiting and training teachers but it still shows a huge gap on other comparable authorities. However, Newham, in a similar context, has 15.7

pupils per teacher.

- Peterborough has less teachers from minority ethnic groups than the national average which suggests further work is needed to encourage a representative workforce. This will be considered. The teaching assistant role however has a greater proportion and this may create an opportunity for those with degrees to train to become teachers.
- There remains a higher proportion of higher level teaching assistants than compared to national and this reflects in the relatively lower level of teachers with qualified teacher status.
- Pay for teachers remains below national and has fallen below the East of England level in 2018. This is a concern in a competitive market nationally and reflect the challenges of funding we are facing.
- Sickness rates remain higher than national, around 1.5 days more per FTE. This has been increasing over time and reducing the level of sickness must be a focus moving forward. The cost of supply cover are significant (£2.1m if every day sickness was covered) but there is also an impact on pupils in terms of continuity and understanding each pupils needs.

4.62   Although not reported at a school or local authority level, the DfE also produce vacancy data by subject for secondary schools at the national level. The key shortage areas are (shown in order of highest shortage) –
- Information technology
- Commercial / business studies
- Science – all areas
- Mathematics
- Design and technology
- English

These areas closely coincide with the subject shortage areas we face in Peterborough.

4.63   In Peterborough, our school centred initial teacher training offer, Teach East, has been working hard to address shortfalls in specialist teachers with significant success. Our teaching schools have also supported second subject teaching and developing teaching in these shortage areas. The challenge of retention in teaching remains a critical issue.

4.64   **Schools Funding**

4.65   On the 22nd July, a letter was sent to the then Secretary of State for Education outlining the funding challenges in Peterborough. A copy of this letter can be found in appendix 4.

4.66   A response was received from the new Secretary of State for Education on the 15th August 2019. The letter recognised the budgeting challenges that schools are facing and the fact the new Prime Minister had committed to additional funds for schools. This would be part of the spending round due to be completed in September.

4.67   Information was also given on the challenges around SEND funding and the recent call for evidence. The Minister gave a commitment around a full consideration of levels of funding and how the system operates to make sure '*the funding system for children and young people with special educational needs and disabilities (SEND) is working effectively to get money to the right place at the right time*'.

4.68   Our request for a meeting with the Secretary of State was declined however. A meeting was held with Shailesh Vara MP on the 2nd August with the Cabinet Member for Education, the Committee Chair for Education in Cambridgeshire and the Leader of the Council. Mr Vara has written to Nick Gibb, Minister of State for School Standards, to request a meeting so the funding challenges of Peterborough can be shared.

5.   CONSULTATION

5.1   Not applicable

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 for the need for improvement and to 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   Existing resources will be used for the actions outlined in the document. Any emerging cost from the SEND Written Statement of Action will require separate approval 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 Action Plan Review
        Appendix 2 – Education Action Plan Academic Year 2019/20
        Appendix 3 – Peterborough School Workforce Census
        Appendix 4 – Letter to the Secretary of State for Education re. Peterborough School Funding

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