

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 6
10 MARCH 2022	PUBLIC REPORT

Report of:	Jonathan Lewis, Service Director Education	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Cabinet Member for Children's Services, Education, Skills and the University	
Contact Officer(s):	Jonathan Lewis	

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

RECOMMENDATIONS	
FROM: Jonathan Lewis, Service Director Education	Deadline date: N/A
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> Note the position of Education around Covid-19 and wider activities and comment on areas the committee may wish to review moving forward. 	

1. ORIGIN OF REPORT

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

2. PURPOSE AND REASON FOR REPORT

2.1 The purpose of this report is to outline the latest position on Education in Peterborough. The challenge of Covid-19 remains but the report also outlines other key progress in our continual focus on improving educational outcomes.

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

Education, including

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

2.4 This report links to –

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

3. TIMESCALES

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

Covid in Schools/Settings Update

4.1 At the time of writing this report, we have entered the final stage of the Covid-19 pandemic. On 21 February, with the release of the 'Living with Covid' guidance, routine testing for secondary age pupils and staff ended with the exception being pupils in special schools and alternative provision. With the ending of the legal requirement to isolate, Headteachers have been given additional powers to refuse entry in the latest DfE guidance -

If a parent or carer insists on a pupil attending your school where they have a confirmed or suspected case of COVID-19, you can take the decision to refuse the pupil if, in your reasonable judgement, it is necessary to protect other pupils and staff from possible infection with COVID-19.

4.2 On top of this, the Director of Public Health continues to have discretion to implement additional measures to contain outbreaks. This includes the use of face coverings and the use of regular lateral flow testing for a period of time.

4.3 The number of cases of Covid-19 peaked in the week commencing 17 January and there has been a steady decline since this time.

	Positive Cases – Staff and Pupils	Settings
W/C 3 rd January	234	75
W/C 10 th January	828	136
W/C 17 th January	1,445	147
W/C 24 th January	1,329	142
W/C 31 st January	884	122
W/C 7 th February	408	101
W/C 21 st February	109	47

4.4 With reduced testing, we expect these numbers to remain low with isolated outbreaks in schools. Schools will continue to keep measures in place to minimise transition.

4.5 The position on attendance and workforce available on 24 February is shown in the tables below:

% Attendance Summary	Peterborough	East of England	England
Overall Attendance	91.7%	92.5%	92.3%
Primary	94.6%	94.8%	94.7%
Secondary	89.6%	90.2%	89.7%
Special Schools	91.5%	87.6%	86.9%
Pupils with Education, Health and Care Plan	89.4%	87.9%	88.3%
Pupils with social worker	84.9%	86.0%	84.7%
Pupils Eligible for Free School Meals	90.3%	89.4%	89.8%

Existing Teaching Staff (Teachers & Teaching Assistants)	Peterborough
% Staff Unavailable for Work	5.8

- 4.6 At the peak of the pandemic, attendance in secondary schools fell as low as 75% and staff unavailable for work exceeded 11%.
- 4.7 Education recovery is likely to take a significant period of time. This year will see the first full year of examination and assessment since 2019. Morale is low in schools as the attrition of the last 2 years continues to impact. The strain on education leaders is significant and recruitment and retention challenges are significant at all levels. For the first time, the challenge of recruiting teaching assistants is becoming a challenge.
- 4.8 It is hugely important to recognise the response of the staff working in education throughout the City. Throughout the Covid pandemic, the City has been recognised as a beacon of excellence and everyone has gone beyond expectation to support our children and families. We should be exceptionally proud of how education has responded.

Education Reform

- 4.9 As we come out of the Covid-19 pandemic, we are expecting a significant level of change for education with the expected publication of a Green Paper on SEND reform and a White Paper for Education reform. We will report on the Government reform in future papers. There are also a number of key consultations either under way or complete that have implications on the role of the LA in education. These can be summarised as -

4.10 School attendance: improving consistency of support

- 4.11 The Government is consulting on changes to school attendance regulations. The consultation covers 4 areas:
- New duty requiring all schools to have an attendance policy and to include attendance improvement plans - Schools will need to have and communicate clear expectation to parents and pupils, to ensure that they have regard to schools' strategies for persistent absence reduction, and a clear escalation route for pupils not attending including support and sanctions. Trusts and maintained school governors will be tasked with new duties to ensure that they promote good attendance, and hold school leaders to account in their rigour regarding attendance strategies
 - Minimum expectation for council oversight – The proposals place a minimum set of expectations of LA services for attendance. It is proposed that there will be a regulatory framework for the most used sanctions (penalty notices) to improve consistency and fairness across England. There will be a requirement to work with schools to provide support and advice, taking a strategic oversight to prioritise the area's most in need of support and to do this there is a need for LAs to retain attendance experts. Early prevention is highlighted as an essential element to address the root causes of attendance issues and local authorities will have an important role in facilitating access to family support.
 - A clearer more consistent national framework for the use of attendance legal intervention, including a new regulatory framework for issuing penalty notices for absence. However the government wishes to promote a culture to ensure that supportive measures have been instigated first before legal sanctions by local authorities are instigated. Authorities will also face new minimum provision standards and an expectation to adhere to national thresholds for legal interventions to ensure a consistent approach taken across England.
 - Bringing the rules for granting leave of absence in academies in line with other state funded schools - To increase consistency there is the intention, subject to Parliament, to amend regulation 7 of the Education (Pupil Registration) (England) Regulations 2006, to apply the same rules on granting leaves of absence to all state-funded schools.

The consultation closes on 28 February 2022.

Children not in school

4.12 The government consulted last year on changes to regulation for children not in school. We are waiting legislation and funding to enable these changes to happen. The consultation response covered 4 areas –

- Proposal to place a duty on LAs to maintain a register of children of compulsory school age who are not registered at specified categories of schools (state or registered independent or Non-Maintained Special), with the register including some children educated under the Education Act (1996) s.19 arrangements (exceptional provision of education in pupil referral units or elsewhere), and those who are flexi-schooled.
- Parents should be under a legal duty to provide information to a register when their child is not in mainstream education. Specifications as to what data should be provided will be outlined in legislation, together with clear consequences when information is not supplied when requested by the LA. This does not mean that parents need state approval to educate their own children.
- Duty imposed on proprietors of specified settings providing a substantial amount of education to EHE children or children missing education within school hours to supply data to the register. This is to regulate unregistered schools.
- A duty on LAs to provide support to home educators if requested by the family. Having some form of statutory duty would signal to parents that home education as an approach to education is recognised as legitimate and supported by Government. This could include, for instance, offering advice to home educators, examination support, or support for home education groups.

Revised Behaviour in Schools Guidance and Suspension and Permanent Exclusions guidance

4.13 The Government is consulting on changes to its guidance on managing behaviour as detailed below:

1. Creating and maintaining high standards of behaviour – the guidance covers how to create and maintain high standards of behaviour, with a focus on developing a clear vision of what expected behaviour looks like and the strong leadership needed to implement this vision. This chapter draws upon the findings of Tom Bennett’s review ‘Creating a culture’ (2017) to provide practical guidance on how to create a whole-school environment in which pupils are more likely to behave well. It also addresses how all staff should explicitly teach and exemplify positive behaviour, to ensure pupils know what is expected of them and how to achieve it. There is guidance on developing and communicating the behaviour policy and the role and expectations of school leaders, staff, pupils and parents to help create and maintain behaviour standards in schools. This includes a specific section on how pupils with special educational needs and disabilities (SEND). The concept of a national minimum expectation of behaviour benchmarks behaviour expectations across schools in alignment with Ofsted’s good grade description for behaviour and attitudes. The guidance indicates how rewards and positive recognition should be applied consistently and clearly to reinforce the expectations and routines of the school’s behaviour culture.
2. After incidents of misbehaviour – the guidance covers how schools should respond robustly to incidents of misbehaviour in order to deter further incidents, restore order and protect pupils from further disruption or harm. It provides guidance on how schools can use sanctions lawfully. It also outlines how sanctions should be applied in a fair and consistent manner and the relationship between sanctions and pupils with SEND. There is comprehensive advice on removal rooms, how they should be used where necessary and the difference between a removal room and separation spaces. There is also information on the governance of removal rooms and what schools should consider when removing pupils with SEND or who are otherwise vulnerable.
3. Preventing recurrence of misbehaviour – this looks at how schools can prevent the recurrence of misbehaviour and reduce the likelihood of suspension and permanent exclusion. Along

with guidance on early intervention strategies that can help pupils better manage their behaviour, there is information on how schools can monitor and evaluate their behaviour policy. The section on in-school units (ISU) includes a definition, the aims of an ISU and what good governance of these units looks like.

4. Responding to specific behavioural incidents – this provides guidance to schools on their authority to respond to misbehaviour and their duties relating to safeguarding and protecting the welfare of all pupils with clear reference to safeguarding guidance. It also includes advice on criminal behaviour and behaviour outside the school premises, building on the 2016 guidance. The guidance covers how schools should respond to incidents of sexual violence and sexual harassment, including the importance of addressing inappropriate behaviour to prevent it leading to a culture of unacceptable behaviours and an unsafe environment for children, in line with current safeguarding guidance. It also supports schools in addressing behaviour incidents which occur online. The guidance recognises headteachers' autonomy in setting a policy on mobile phones within their school. It outlines that any policy on mobile phones should take into account the need for phones to be used for reasons such as medical grounds or to enable children with SEND to access the curriculum.

- 4.14 The consultation closes on 31 March.

Education Improvement Area (EIA)

- 4.15 Peterborough has been announced as one of the 55 areas that Government has pledged will receive targeted support for schools. The areas are those with the lowest outcomes at the end of both key stage 2 and key stage 4, based on results between 2017 and 2019. At this time, there are no firm details on what support this will bring but the following have been mentioned in press releases –
- The 55 areas will be part of the £60 million “levelling up premium” Boris Johnson outlined in his Conservative Party conference speech last year.
 - There will be teacher retention payments - maths and science teachers will be handed £3,000 retention payments.
 - There will be a focus on attendance programmes which will help improve outcomes.
 - Government will consult on moving schools with “successive” ‘requires improvement’ ratings into academy trusts. There are currently no schools in this category in Peterborough.
 - The DfE will also encourage bids to run new 16 to 19 free schools – with EIAs prioritised for the new provision.
 - To drive improvement, councils running multi-academy trusts is an option being considered by the Government.

- 4.16 The Government aspiration is for 90% of children leaving primary school in England are reaching the expected standard in reading, writing, and maths by 2030. Peterborough is currently at 56% against a national average of 65%.

Household Support Grant - Free School Meal Vouchers

- 4.17 The final round of vouchers from the Household Support Grant was allocated to parents on the 11 February. This was the 8th round of vouchers we have allocated during the pandemic. In the first 3 rounds (under the Household Support Grant), we expect a total of 38,407 vouchers will have been allocated totalling of £740k. Feedback from parents has been positive and the team at the council have worked incredibly hard to ensure vouchers are allocated. We have dealt with over 12,000 contacts from parents over the last year. During this time, the number of eligible pupils has increased significantly and we have registered more parents for either 2 year old funding (early years), the early years pupil premium and the pupil premium. This can bring funding to primary schools of £1,345 and £995 for secondary schools.
- 4.18 The Government have not announced any further funding so vouchers for the holidays will now end.

Peterborough LASEND Revisit

- 4.19 Ofsted and the Care Quality Commission (CQC) carried out a virtual revisit on 24-26 January 2022. The lead inspector from Ofsted was accompanied by a CQC (Care and Quality Commission) inspector.
- 4.20 The purpose of the re-visit was to determine whether the Local Area had made sufficient progress in addressing the areas of significant weakness detailed in the Written Statement of Action (WSOA) identified during the inspection in June 2019. The original inspection report can be [found here](#).
- 4.21 The 5 areas of significant weakness were:
- Area 1 - Joint planning, including commissioning, and intervention are not sufficiently well established to make sure that all agencies and services play an active role in meeting the requirements of 2014 disability and special educational needs reforms.
- Area 2 - There is no quality assurance framework for the local area's work for children and young people with SEND. Intended outcomes for children and young adults are not targeted, measured or evaluated well enough to inform leaders about the impact of the work to implement the reforms effectively.
- Area 3 - The current arrangements for the Designated Clinical Officer (DCO) in relation to the implementation of the reforms do not allow the postholder to fulfil the obligations of the role sufficiently.
- Area 4 - Early support is well embedded for children in early years but does not follow through in all areas of the lives of children and young people as they get older. It takes too long for children, young adults and families to get the support they need.
- Area 5 - The provision for young people aged 18 to 25 is not sufficiently developed to make sure that young people have the full range of opportunities and support that they need as they move through into adulthood.
- 4.22 A range of focus groups and meetings were held over the 3-day programme which assisted the inspectors to make their judgements against each significant area of weakness.
- 4.23 The inspectors provided their initial findings and judgements at a feedback session on the third day but this currently embargoed. Inspectors will now draft a letter which we expect to be published in March.

Education Service Structure

- 4.24 It has been challenging to recruit into Local Authorities in the current climate, but I am pleased to announce the following appointments for two joint senior leadership roles across Cambridgeshire and Peterborough -
- 4.25
- **Assistant Director School and Settings Improvement** - Carley Holliman will be joining us on 18 April 2022 as Assistant Director, School and Settings Improvement. Carley was previously an Executive Headteacher at the London Borough of Brent and has a track record of school improvement. Aside from her Headship experience, she has previously worked in a Local Authority, Schools company and as programme lead and facilitator with Ambition School Leadership.
 - **Assistant Director, Education Capital and Place Planning** - Fran Cox will be joining us on 8 April 2022 as Assistant Director, Education Capital and Place Planning. Fran joins us from London Borough of Hackney where she worked as an Assistant Director providing strategic leadership across school organisation, capital, SEND and Inclusion services. Fran has previously worked as an Assistant Psychologist, Educational Commissioner and Senior

Education Officer and led the School Organisation Model change in Bedford from a 3-tier system to a 2-tier system.

- 4.26 Hazel Belchamber, our current Assistant Director, Education Capital and Place Planning, retires after 34 years in local government including the last 4 years in Peterborough. I wish to put on record my gratitude for the professionalism and hard work that Hazel has brought to the Authority and wish her well in her retirement.

High Needs and Early Years Funding / Maintained Schools Financial Position

- 4.27 As part of the budget papers for Joint Scrutiny, the schools budget proposal was shared. The proposed budget for the City Council has now been signed off by the Education Skills Funding Agency (ESFA).
- 4.28 On 23 February we consulted Schools Forum on our High Needs Block and sought agreement from them on our early years funding arrangements. The key highlights of these proposals are:
- The funding for high needs increased by 8.9% for 2022/23 to £41.86m (around a £3.4m increase). The national level for increases was set at 8% and this reflects national pressures on high needs funding across the country. We have also received a supplementary grant of £1.49m to fund the additional costs of the increases in national insurance and other pressures.
 - Key investment areas for the high needs block are –
 - Increase our banding funded system for high needs pupils – bands have increased from 8.9% to 16.5% based upon need.
 - Continued investment in our hub system in the city which provides advice, expertise and in cases places for pupils with specific needs.
 - £990k investment in meeting higher needs in our 5 special schools. We have also commissioned more spaces.
 - Investment in developing our behaviour support team – to work with families and schools to manage challenging behaviour.
 - Additional capacity in our autism support team and our portage service (supporting under 5 children).
 - Provision for further placements in independent provision where needs cannot be met in the City.
 - Doubled the level of funding for SEND in early years provision below the level of an Education, Health and Care Plan (to £400k)
 - Early years funding rates have been increased with the core 3 and 4 year old funding hourly rate increasing by 17p an hour (to £5.22). 2 year old funding has increased by 21p an hour to £5.78. However our overall budget decreased by £12,000 to £17.5m as a result of fewer pupils accessing their entitlement. We have allowed £200k in the budget proposals for clawback for lower numbers for this term. We have passed on fully the hourly rates to providers as their financial context is perilous and we want to protect provision (our strategy sits in ensuring sufficiency of the sector).
- 4.29 As well as our role in leading the budget setting process for education, we also oversee the financial position of the 28 maintained schools in the City. This takes place through quarterly monitoring of the school devolved financial accounts. They all have their own bank account and use individual accounts software. At the end of the financial year, their accounts are consolidated into the overall council position.
- 4.30 In Peterborough, to prevent schools generating excessive balance, we operate a 'Balance Control Mechanism' to ensure funding is spent on those children which generated that funding. When schools exceed the agreed levels of retained balance, the funding is removed and invested into maintained schools school improvement activities. The balance control mechanism criteria for 2020-21 was as follows:
- School balances cannot exceed 8% of their Individual Schools Budget (ISB) share.
 - Revenue balances over this threshold will be clawed back.

- There will be no distinction between committed and uncommitted balances for the purpose of applying the Balance Control Mechanism.

A panel, consisting of Schools Forum members from the relevant phase, was established to review any appeals prior to the balances being clawed back.

- 4.31 This mechanism was relaxed for the end of the last financial year in light of Covid and balance reached £4.2m. The current financial position shows an expected revenue balance across maintained schools of £2.8m. The financial position may be slightly overstated this year due to the pay award for non-teaching staff not yet being finalised. Currently 5 schools have an excess balance above the allowed level. We have one school currently forecasting a small year end deficit. Our financial team are working with the schools on their plans to return to balance next financial year.

Ofsted Outcomes

- 4.32 Ofsted inspections based on the Education Inspection Framework, resumed in the summer half-term of 2021. Since then, five primary schools (four LA maintained and one Academy) have been inspected. One Secondary Academy has also been inspected.
- 4.33 Eye, Oakdale and Old Fletton all had a Section 8 inspection and remained as Good. Peakirk-cum-Glinton had a Section 5 inspection following the issue of the Formal Warning Notice by the Local Authority. The school's overall effectiveness judgement changed from Good to Requires Improvement. Whilst this is disappointing, the decisive and timely action taken by the LA was praised and the school have responded well to the need to improve. A full and comprehensive programme of challenge and support was in place prior to the inspection and will continue for at least the remainder of this academic year so that we challenge and support the school to make the improvements required at a rapid pace.
- 4.34 Lime Academy Watergall has also been inspected under Section 5 as this was the first inspection since conversion. The report is not yet been published. Hampton Gardens had its first inspection as a new school (under Section 5) and received a good outcome.
- 4.35 For Primary Schools the Overall Effectiveness Judgements are currently:

Grade	Number of schools	Percentage
Outstanding	4	7%
Good	45	75%
Requires Improvement	9	15%
Inadequate	2	3%

For Secondary Schools the Overall Effectiveness Judgements are currently:

Grade	Number of schools	Percentage
Outstanding	3	25%
Good	8	58%
Requires Improvement	1	8%
Inadequate	0	0%

Phonics Screening Check (PSC)

- 4.36 As shared in a previous meeting, improving phonics (and indeed literacy) outcomes, is a key priority. The impact of Covid has meant the in person teaching of phonics has been compromised. As a result, the Government is closely monitoring phonics outcomes and pupils who missed the phonics screen check in year 1, were undertaken this autumn to monitor progress.
- 4.37 Our data can be seen in the table below. Local Authority results stayed fairly constant last year but also continues to show improvement over 2019. It shows that the hard work of schools and the additional six months of learning before the PSC in 2020 and 2021 helped to mitigate some

of the impact of the pandemic. However, overall outcomes remain too low with more than 1 in 5 pupils not reaching the required standard by December of Year 2. There is also a wide variety of outcomes achieved by individual schools.

	June 2019 (Year1)	December 2020 (Year2)	December 2021 (Year 2)
Local Authority	77%	76.5%	77%
National *	82%	78.4%	79.5%
Gap	-5%	-1.9%	-2.5%

4.38 These results can be further analysed below.

December 2021 Year 2 PSC outcomes	Number of schools
90% +	11
80-89%	19
70-79%	18
60-69%	6
50-59%	2
Less than 50%	1

4.39 Our focus is to -

- Reduce such wide variations between schools.
- Share effective practice which works.
- Challenge and support schools to aim higher and narrow the gap to national and some schools to build on current success to go even further.
- Ensure more pupils reach the expected standard sooner.

4.40 We are working hard across maintained schools and academies. Our key actions to improve are –

- Aiming High / Aiming Higher Programmes – for schools in and around national average who we are working with to improve further.
- Phonics Champions – we have identified schools who consistently perform well and they are working with other schools to develop their phonics offer.
- Targeted projects with seven schools funded by the Opportunity Area – we have received funding from the DfE to fund and train in new phonics schemes to drive immediate improvements.
- Our school improvement team are challenging leaders on their whole school approach to improving phonics outcomes.
- Promotion of other sources of support and guidance e.g. The English Hub and EEF.

Wider School Improvement Focus

4.41 Alongside the work we are doing with intervention (as previously outlined) and phonics, we also have a focus on both English, Maths and disadvantage. Our areas of work are -

4.42 English

- Comprehensive CPD offer for teachers and leaders which does include a coverage of assessment and moderation so that teachers are clear of the nationally agreed standards in reading and writing at KS1 and writing at KS2.
- Promotion of the support and funding available from the English HUB (<https://newwaveenglishhub.co.uk/>)
- Targeted support to schools where we have particular concerns or via the traded offer.
- Continued partnership work with the National Literacy Trust focusing on reading. The NLT has provided thousands of books for disadvantaged pupils throughout the pandemic.
- Work is underway to hold a Writing Conference in the Autumn of 2022 as this is the subject the overwhelming majority of schools report has been most negatively impacted by the pandemic.
- Seven schools so far are taking part in a curriculum project with Haringey Education Partnership. This covers a knowledge rich curriculum for History, Geography and RE and includes focus on high quality text and a rich vocabulary. We expect this, over time, to also have a positive impact on pupil outcomes in reading. (<https://openingworlds.uk/>)

4.43 Mathematics

- A comprehensive CPD offer for teachers and leaders which does include a coverage of assessment and moderation so that teachers are clear of the nationally agreed standards in mathematics at KS1. This draws heavily on traded services linking with the Maths Team from Cambridgeshire.
- Promotion of the comprehensive CPD offer from the Cambridge Maths Hub which is high quality and at no cost to the schools. <https://cambridgemathshub.org/2021-22-programmes-and-work-groups>

4.44 Disadvantage

- Thirteen primary schools are engaged in a programme entitled “Making the Difference for the Disadvantaged Pupils in Peterborough”. This is in partnership with the LA, EEF and Norwich Research School and supports schools in developing a robust, evidence-based pupil premium strategy.

Early Years Sufficiency

4.45 We continue to monitor the development across the city and the take up of early years provision to ensure that we maintain a sufficient supply of early years and childcare. The potential impact on some of the early years provision operating from community spaces from the Community Centre review that is currently taking place is still unknown. We will continue to monitor this and are in communication with colleagues who are involved with this piece of work.

4.46 Although there has been a closure of the pre-school which operates from Welbourne Primary School at the end of the half term, data is still showing we have sufficient provision in place and there is work ongoing to ensure that needs continue to be met. Discussions are being had with Thomas Deacon Education Trust to develop and open a new provision on the Welbourne site from September 2022. There are also plans for a new pre-school to operate from the Hodgson Centre in Werrington increasing additional capacity. The new development currently underway in Stanground is planned to be operational from September 2022, and interviews for a provider to deliver from the Sir Henry Newman School site are due to take place shortly.

Holiday Activities and Food Programme (HAF)

4.47 The programme provides opportunity for children and young people aged 5-16, who are eligible for benefit related school meals, to access engaging and enriching activities which must also

include a meal as well as elements of nutritional education, during the Easter, Summer and Christmas holidays.

- 4.48 The offer has to be;
- **Easter** – 4 days of 4 hours per day
 - **Summer** – 4 weeks of 4 days per week for 4 hours per day
 - **Christmas** – 4 days of 4 hours per day
- 4.49 We have seen an increase in both those providers wishing to come on board and deliver the programme as well as the number of children/young people attending:

Easter 2021- offered across 19 sites ; 777 places available ; 582 children attended
Summer 2021 – offered across 35 sites; 1190 places available; 1051 children attended
Christmas 2021 - offered across 28 sites; 1076 places available; 898 children attended

- 4.50 Feedback from children, parents, and providers has been very positive and demonstrates the impact this opportunity has had. The DfE have confirmed that the funding to deliver the programme will be available for the next three years. Work is therefore now underway to prepare for the 2022 delivery with two provider briefings having already been held with applications and allocations being reviewed shortly.
- 4.51 We will be looking at increasing the places available during each holiday period and look at the promotion of the programme to increase take up. The programme is marketed by the providers themselves, via schools who are encouraged to share the information with their eligible families, by the local authority directly through their channels and all HAF provider details are held, and published, on the Peterborough Families Information Service.
- 4.52 There are a wide range of provider types who have joined the programme which allows for a variety of opportunities, dependent on age and interest, as well as demand across the city.

Approach to Sex Education and PHSE Curriculum

- 4.53 In September 2020, Relationships Education and Health Education became statutory in primary schools. Relationships and Sex Education (RSE) and Health Education became statutory in secondary schools. Schools were given some leeway, with a ‘soft landing’, due to the pandemic. They were told to focus initially on implementing the areas most needed by pupils as part of the recovery curriculum but were expected to have everything in place by the start of the summer term 2021.

Sex Education

- 4.54 Sex Education is a very small subset of what is taught in PSHE. At primary level the [DfE](#) give a definition of sex education: ‘how a baby is conceived and born’. At secondary level schools are required to make their own definition of sex education, taking into account the overlaps with the science curriculum. These definitions are crucial, as once a school has defined sex education in their policy, parents/carers then have the right to request that their child is excused from those elements – commonly known as the ‘right to withdraw’. This right lasts until the term before a child reaches their 16th birthday, when they have the right to request sex education and override the wishes of their parent.
- 4.55 Support was provided to both primary and secondary schools in Peterborough on developing their Relationships Education and RSE policies. This work was made possible through PCC’s Education budget. All schools had access to briefings and policy models to support this development. 20 Peterborough Primary schools attended a briefing, 8 schools who did not attend the briefing acknowledged receipt of the documents (and a recording of the briefing), 36 schools (some of whom also attended the briefing) had access to the documents through their licence to the Primary Personal Development Programme, (see below). 8 Peterborough secondary schools attended the secondary briefing.

- 4.56 Some Peterborough primaries have bought in provision, e.g guidance/delivery of parent/carers consultation and communication, CPD for staff, to support whole school development. Several primaries in Peterborough requested additional support with their communication with parents, due to concerns with a religious or cultural basis. Work with the Joint Mosque Council was initiated to develop understanding about the curriculum and school's duties. This work, although being successful in building understanding with the group of people directly involved, did not complete its goal of producing a shared statement about RSE before it became statutory.

PSHE Curriculum

- 4.57 For primary schools, The Cambridgeshire PSHE (Personal, School, Health Education) Service offers a licence to a full PSHE programme from EYFS to Y6. This is called the Primary Personal Development Programme. The licence is renewed annually. 50 Peterborough Primaries have bought a licence at some point and 28 schools have a current licence. Having up-to-date resources and support for whole school development across the range of PSHE topics is of great benefit to primaries, who can adapt this programme to meet the needs of their pupils. Cambs PSHE Service is very open to discuss how more schools might purchase a licence and ways in which wider support e.g. provision of PSHE leaders' network meetings, might be developed.
- 4.58 For secondary schools, the PSH Service offers a range of services to secondaries which are sometimes purchased. We are currently working on a package of curriculum development and staff training at City of Peterborough Academy.
- 4.59 Cambs PSHE Service is fully traded. Schools in both Cambridgeshire and Peterborough choose to purchase our resources and provision.

Joint SEND Strategic Action Plan – Phase One Interim Report

- 4.60 The Joint SEND Strategy sets out our vision, principles and priorities to ensure that we are working together effectively to identify and meet the needs of children and young people with Special Educational Needs and/or Disabilities (SEND) from birth to the age of 25.
- 4.61 There are three themes in the Strategy and these are reflected in the action plan:
- **SEND is everybody's business** - embedding the vision of the SEND Strategy into the practice of everyone who works with children and families in ways that strengthen families
 - **Identify and respond to needs early** - a holistic and joined up early identification of and graduated response to needs
 - **Deliver in the right place at the right time** – improving outcomes for children and young people through making best use of resources, ensuring a graduated response and high quality local support and provision
- 4.62 A Phase One Action Plan was developed in March 2021 to address a number of priorities highlighted in the strategy. The main intents/themes are as demonstrated in the images below:

	Phase 1 Intents	Expected outcomes	Success measures	Linked work
SEND is Everybody's Business	1. There is a shared vision and expectation that children and young people with Special Educational Needs and Disability (SEND) are everybody's business not the concern of the few.	<ul style="list-style-type: none"> All services who are in contact with children and young people with SEND and their family demonstrate that special educational needs and disability is their business. 	<p>Increased uptake of the SEND Pledge</p> <p>Analysis of parent carer views shows improved satisfaction</p> <p>Analysis of children and young people's views shows improved satisfaction</p>	<p>SEND Transformation Strategy and action plan</p> <p>Communications Strategy and action plan</p> <p>All Age Autism Strategy and action plan</p>
	2. Parents, young people and carers say that they are listened to and have improved confidence that everybody provides timely communication and clear signposting to local support.	<ul style="list-style-type: none"> On-line information about SEND is easy to find, useful, up to date and includes those without an Education Health and Care Plan. It is a one point entry spanning Local Authority, Health, Early Years, schools, colleges, trainers and employers Communication is excellent because services, including the Local Authority, Health, Early Years settings, schools, colleges, trainers, and employers, offer a wide range of ways to engage children, young people and parent carers and each other as partners. 	<p>Data analysis of the online Local Offer shows increased use of information and resources.</p> <p>Terms of reference and meeting notes for decision making Boards and Governance Groups shows parent carer and young people's involvement in key strategic decision making.</p>	<p>SEND Commissioning Strategy and action plan</p> <p>Learn Together school facing Information review and update</p> <p>Transforming Care Strategy and action plan</p>

	Phase 1 Intents	Expected outcomes	Success measures	Linked work
Identify and respond to needs early	1. Integrated systems work together effectively and everybody is confident in the part each service plays. Each have access to the resources, tools and professional development that they need to be effective.	<ul style="list-style-type: none"> Needs are identified as early as possible and addressed effectively in 0-5 early years, or with SEN Support at school age and above. All services work in an integrated way to assess needs, produce a clear and consistent Education, Health and Care Plan (EHCP) where necessary; and review the Plan annually. Children and young people feel well prepared and supported towards greater independence, community inclusion and meaningful employment. All transitions to the next phase in education, and adult Health and Care services are well-managed and smooth. 	<p>Analysis of parent carer views shows improved satisfaction</p> <p>Analysis of children and young people's views shows improved satisfaction</p> <p>Improved EHCP data around participation of services and outcomes.</p> <p>Tribunal cases show evidence of effective decision making by LA.</p> <p>Improvement in the availability and uptake of Internship and Apprenticeships</p> <p>Decrease in NEET (Not in Education, Employment or Training) data.</p>	<p>The All-age Autism Strategy and action plan</p> <p>The Social Emotional and Mental Health (SEMH) Strategy and action plan.</p> <p>The Graduated Approach to Provision action plan and SEN Support Toolkit.</p> <p>Preparation for Adulthood Strategy and action plan (check)</p> <p>SEND Quality Assurance framework</p>
	2. There are good opportunities from the earliest years for independence, community inclusion, being healthy and employment so that children and young people with SEND are actively engaged in their communities.			

	Phase 1 Intents	Expected outcomes	Success measures	Linked work
<p>Deliver in the right place at the right time</p>	<p>1. Strategic planning, including joint commissioning, is informed by local area information, and sufficiency and forecasting data</p>	<p>Local area needs are understood, and data is presented in a way that is quick and easy to understand. This allows parent carers and young people to be included in decisions about commissioning (setting up) provision for Cambridgeshire.</p>	<p>Improved school attendance and exclusion data.</p> <p>More children and young people have their needs met locally, which has a positive impact on resources.</p>	<p>The Commissioning Strategy and Action Plan</p> <p>The All-age Autism Strategy and action plan</p> <p>The Social Emotional and Mental Health (SEMH) Strategy and action plan.</p>
	<p>2. Children and young people and their families can access high quality and appropriate local options to meet their needs in a timely way</p>	<p>There is a fair, transparent and flexible offer of universal, targeted and specialist provision to meet need across Cambridgeshire. Access routes and expectations are clear.</p> <p>The Local Authority and Health have transparent and effective systems in place to ensure that all provision for which they are responsible is of high quality.</p>	<p>Increase in number of schools and settings recorded as Good or Outstanding by Ofsted.</p> <p>Improved quality assurance data.</p> <p>Analysis of POET data shows improved parent carers' and young peoples' satisfaction in provision from services across Education, Health and Care services.</p>	<p>The Graduated Approach to Provision action plan and SEN Support Toolkit.</p> <p>SEND Quality Assurance framework</p>

4.63 An interim report has been produced to reflect the progress achieved against the Phase 1 Intents. The full report can be found in appendix 1.

5. CONSULTATION

5.1 Where appropriate, we have shared relevant information with education settings or parents.

6. ANTICIPATED OUTCOMES OR IMPACT

6.1 The actions outlined above have provided support for pupils, families, schools and early years settings. There is a significant amount of work to be undertaken to fully understand the ongoing impact the situation has had on pupils. We are currently reviewing our education strategy for the next 3 years following feedback from schools.

7. REASON FOR THE RECOMMENDATION

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

8. ALTERNATIVE OPTIONS CONSIDERED

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

9. IMPLICATIONS

Financial Implications

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

Legal Implications

9.2 None.

Equalities Implications

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

Rural Implications

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

Carbon Impact Assessment

- 9.5 The report contains no proposals for changes to service delivery and therefore there is no decision to take which may impact carbon emissions of the council or the city.

10. BACKGROUND DOCUMENTS

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

- 10.1 Links to key documents are outlined in the report.

11. APPENDICES

- 11.1 Appendix 1 - Phase One SEND Strategy Update report - PCC

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