

Central Bedfordshire  
Council  
Priory House  
Monks Walk  
Chicksands,  
Shefford SG17 5TQ

**This meeting  
may be filmed.\***



**Central  
Bedfordshire**

**please ask for** Paula Everitt  
**direct line** 0300 300 4196  
**date** 14 January 2016

## **NOTICE OF MEETING**

### **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE**

Date & Time

**Thursday, 28 January 2016 10.00 a.m.**

Venue at

**Council Chamber, Priory House, Monks Walk, Shefford**

Richard Carr  
**Chief Executive**

To: The Chairman and Members of the CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE:

Cllrs Mrs A Barker (Chairman), G Tubb (Vice-Chairman), P A Duckett, K Ferguson, Mrs J Freeman, P Hollick, D McVicar, A Ryan, T Stock and B Walker

[Named Substitutes:

D Bowater, J Chatterley, B Saunders, D Shelvey, P Smith and T Swain]

Co-optees: Mrs Deans (Parent Governor), Mr Court (Parent Governor), Mrs Rowlands (Parent Governor), Mrs Main (Roman Catholic Diocese), and Mr Morton (Church of England Diocese)

All other Members of the Council - on request

**MEMBERS OF THE PRESS AND PUBLIC ARE WELCOME TO ATTEND THIS  
MEETING**

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# AGENDA

1. **Apologies for Absence**

Apologies for absence and notification of substitute members.

2. **Minutes**

To approve as a correct record the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 08 December 2015 and to note actions taken since that meeting.

3. **Members' Interests**

To receive from Members any declarations of interest and of any political whip in relation to any agenda item.

4. **Chairman's Announcements and Communications**

To receive any announcements from the Chairman and any matters of communication.

5. **Petitions**

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Annex 2 of Part A4 of the Constitution.

6. **Questions, Statements or Deputations**

To receive any questions, statements or deputations from members of the public in accordance with the Public Participation Procedure as set out in Annex 1 of part A4 of the Constitution.

7. **Call-In**

To consider any decision of the Executive referred to this Committee for review in accordance with Procedure Rule 10.10 of Part D2.

8. **Requested Items**

To consider any items referred to the Committee at the request of a Member under Procedure Rule 3.1 of Part D2 of the Constitution.

## Reports

<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
9	<b>Executive Members Updates</b>	* Verbal

To receive a brief verbal update from the Executive Members for:

- Social Care and Housing
- Education and Skills and
- Health

## Protecting Vulnerable Children

<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
10	<b>Child and Adolescent Mental Health Services (CAMHS)</b>	* 13 - 28

To receive a presentation on the Child & Adolescent Mental Health Services provided by the East London Foundation Trust and its plans for the future.

## Other and Cross Cutting

<b>Item</b>	<b>Subject</b>	<b>Page Nos.</b>
11	<b>Quarter 2 (July - September) 2015/16 Performance Report</b>	* 29 - 36

To consider the performance monitoring information for the second quarter of 2015/16.

12	<b>Draft Budget, MTFP and Capital Programme Reports 2016/17</b>	* 37 - 44
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To consider the draft Budget, updated Medium Term Financial Plan and Capital Programme pertaining to the Children's Services Directorate only. Information that is relevant to the other directorates will be considered in the other relevant OSC meetings. Members are requested to submit their comments, observations and recommendations in respect of the Executive's proposals with particular reference to the Children's Services Directorate proposals, to the meeting of the Executive on 09 February 2016.

Members are requested to bring their copies of the Executive report with them to the meeting (hard copies will not be provided). The report is available at the following website:-

- 13 **Traded Services to Schools & Academies – Proposed charges for 2016/17** \* 45 - 106

The report allows Members the opportunity to review the Council's charges for non statutory traded services to Schools & Academies for 2016/17, which will be presented to Executive on 9 February 2016. The Committee is asked to consider the Council's charges for non statutory traded services to Schools & Academies 2016/17; and submit its comments, observations and recommendations in respect of the Executive's proposals to the meeting of the Executive on 9 February 2016.

**Education and Skills**

- | <b>Item</b> | <b>Subject</b>  | <b>Page Nos.</b> |
|-------------|---|------------------|
| 14          | <b>Education Outcomes (Provisional) 2015</b><br><br>For Members to scrutinise the 2015 education outcome data and provide comment on how the Council (and Members as governors) can influence schools on their future approach to improving performance | * 107 - 136      |
| 15          | <b>New Lower School Places in Stotfold</b><br><br>To consider and make recommendations to the Executive on proposals to increase the number of lower school places in Stotfold.   | * 137 - 164      |
| 16          | <b>Annual Report of The Resilience Group for Schools and Other Settings (2014 -15)</b><br><br>To scrutinise the activity of the Resilience Group between September 2014 and August 2015 and pass comment to the Resilience Board.                       | * 165 - 176      |
| 17          | <b>Work Programme 2015/16 &amp; Executive Forward Plan</b><br><br>The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan.   | * 177 - 184      |

**Promoting Children's Health**

On this occasion no items have been identified for this area.

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**CENTRAL BEDFORDSHIRE COUNCIL**

At a meeting of the **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE** held in Council Chamber, Priory House, Monks Walk, Shefford on Tuesday, 8 December 2015

**PRESENT**

Cllr (Chairman)  
Cllr G Tubb (Vice-Chairman)

Councillors:	K Ferguson Mrs J Freeman P Hollick	Councillors:	A Ryan T Stock B Walker
Parental Co-optees:	Mr S Court Mrs G Deans Mrs E Rowlands		
Church of England Co-optee:	Mr D Morton		
Roman Catholic Co-optee:	Mrs F Image		
Apologies for Absence:	Cllrs	Mrs A Barker P A Duckett D McVicar	
Substitutes:	Cllrs	J Chatterley	
Members in Attendance:	Cllrs	M C Blair  Mrs A L Dodwell  C Hegley  J G Jamieson  P Smith M A G Versallion	Chairman of Audit  Deputy Executive Member for Social Care and Housing Executive Member for Social Care and Housing Leader of the Council and Chairman of the Executive  Executive Member for Education and skills
Officers in Attendance:	Mrs S Branagan  Mrs P Everitt Mrs S Harrison Mr G Jones  Mrs K Oellermann		customer relations manager  Scrutiny Policy Adviser Director of Children's Services Assistant Director Children's Services Operations Assistant Director - Commissioning & Partnerships

- CS/15/58. **Minutes**  
Agreed that the minutes of the meeting of Children's Services Overview and Scrutiny Committee held on 20 October 2015 be confirmed and signed by the Vice-chairman as a correct record subject to the following additions to Minute CS/15/50:-
- Recommended that
- 1) A simple KPI dashboard be made available to scrutiny alongside "plans on a page" against the core drivers of these KPI's. This would allow scrutiny more visibility on the information required to set an independent agenda ie scrutiny members would understand better what items it would like to increase focus on to maximise the value of the meeting.
  - 2) A member identified that whilst the national position on GCSE results was positive for CBC, against our Statistical Neighbours we had fallen 2 places to 9th out of 11.
- CS/15/59. **Members' Interests**  
None.
- CS/15/60. **Chairman's Announcements and Communications**  
The Chairman reminded Members of the LGA Scrutiny Training on Friday 11 December, 2015 and requested all Members of the Committee attend this event. Members were asked to note the change of the next meeting date to take place on Thursdays 28 January 2016.
- CS/15/61. **Petitions**  
None.
- CS/15/62. **Questions, Statements or Deputations**  
None.
- CS/15/63. **Call-In**  
None.
- CS/15/64. **Requested Items**  
None.
- CS/15/65. **Executive Member Update**  
The Executive Member for Social Care and Housing reported on several meetings and events she had attended including budget preparations. Members were advised that budget papers would be available on 23 December 2015 and drop-in sessions for Members to meet with officers and Executive Members and raise any concerns were planned. A Member briefing on Children's Services performance was also planned early in the New Year.
- A Member queried how the Executive would resolve tension where the Council could no longer financially support services. The Executive Member advised that opportunities to review other ways of funding services were being explored, which included opportunities to jointly commission services.



The Executive Member for Education and Skills commented on concerns regarding the capital schools programme and advised the Committee that the Board of BEMAT had appointed a new Chairman and Chief Executive. He also advised the Committee that the Regional Schools Commissioner had recruited staff to lead on school improvement and that 47 of the 158 schools in Central Bedfordshire had signed up to the Education Vision. A letter would be sent to those schools who had not yet indicated their support. An update in relation to the Education Vision and its work streams would be presented at the next Committee meeting.

A report on Skills, Vocations and GCSE's was also being placed on the Executive forward plan and the Committee would be invited to comment on the proposals before Executive. A Member Briefing on the changes to GCSE and A levels would be provided to Committee Members before 28 January 2016.

A Member stressed the importance of dovetailing education and skills and the Council having its own strategy to ensure students developed the core academic skills required by employers. The Executive Member advised that guidance had been provided on the manner in which the Council works in partnership with schools and more details would be provided to the Committee in the Spring.

In response to a query the Director reassured the Committee that Department for Education Regulations in relation to the sharing of schools data were strictly adhered to.

#### **NOTED the update**

CS/15/66.

#### **Q2 Children's Services Budget Monitoring**

The Director introduced the Q2 budget monitoring report and drew attention to the current forecast revenue outturn for Children's Services, which was £1.282m overspent.

In response to questions from Members regarding the overspend of Agency Staff and the desire to recruit more in-house social workers, the Director advised that the Council had been successful in its recruitment of social worker staff which had seen vacancy rates reduce from 50% to 18% with a significant saving of £1.5-£2m. In response to a query regarding retention of social workers, the Assistant Director advised that a career development programme had been successfully implemented. Central Bedfordshire had achieved a good reputation and was confident for the future.

In response to a Member query the Assistant Director advised it was hard to evidence a correlation between the supporting families programme and the numbers of children taken into care. The Director also advised that the health and wellbeing of staff was paramount and reasons for absence were monitored.

#### **NOTED the update**

**CS/15/67. Annual Safeguarding Children's Board Report (LSCB)**

The Chairman of the Safeguarding Children's Board introduced the LSCB Annual Report 2013/14 and explained the functions of the board.

The Chairman drew the attention of Members to several key aspects of the report including the excellent working arrangement of partners in seeking out vulnerable children. The East London Foundation Trust had been given a place on the Board and an audit had been undertaken on the mental health referral hub. An on going challenge was to ensure the voices of children were heard and that lessons from national and local serious care reviews were shared and improvements implemented. Performance in relation to child assessments had been monitored and sought reassurance that those children placed outside of the Central Bedfordshire area were safeguarded.

The numbers of private fostering arrangements remained low and was a concern to the Board. A new sub group of the Board had been set up to specifically to collect the views of children. Also of concern were delays in setting up a single point of contact for service users. Some partners had been slow to sign up to new arrangements.

Learnings from three serious case reviews would be published in the New Year and the Board would ensure actions were implemented. The Board would also focus on the readiness of the Police to deal with reports of cultural abuse and children in other dangerous settings.

In light of the report Members queried the following:-

- Whether an assessment had been undertaken of the training delivered to other agencies. The Chairman advised that LSCB training was shared with all board Members and their agencies and full details were outlined in the annual report. A performance sub group looked at key measures including Police and Health data and early help had been key in reducing the numbers of looked after children.
- The joint working arrangements that existed with adults and the supporting families programme existed and if vulnerable children at risk were known to the Board. The Chairman advised the key strategic boards communicated regularly and information was passed on regarding children at risk.
- Whether a children's charter had been considered. The Assistant Director advised that a children's pledge existed, however, there was a need to refresh this. The Corporate Parenting Panel would undertake this piece of work.
- Whether a Key Performance Indicator could be introduced to capture the happiness or effectiveness of safeguarding a child in care. The Safeguarding Board's Voice of the Child sub group had been tasked with finding a measure for this. Through Public Health, schools survey young people about their resilience and wellbeing and it was feasible to collate information on children on protection plans and in care.

**RECOMMENDED**

- 1. That the Children's Pledge be circulated to the Committee.**
- 2. That the Committee's thanks be extended to the Safeguarding Children Board.**

**3. That the Board's Annual Report 2014/15 be submitted to the Children Service OSC in October 2016.**

CS/15/68. **Customer Relations Annual Report**

The Customer Relations Manager introduced the Customer Relations Annual Report 2013/14 that enabled the Council to review important customer feedback identify how practices might be improved. In light of the report a Member queried whether complaints were received about agency staff and how they compared to CBC staff. In light of a Member query the Customer Relations Manager advised that data did not distinguish between CBC and agency staff but all complaints were followed up.

**RECOMMENDED that the report be welcomed and future reports be provided to Committee in a more timely way.**

CS/15/69. **Overview of the Ofsted Inspection Process**

The Director of Children's Service delivered a presentation that outlined the framework used by Ofsted to inspect services for children in need of help and protection, children looked after and care leavers.

In light of a query the Director advised that preparations in readiness for inspection were continually reviewed and audits of services had been carried out. A peer review had been programmed for next year to challenge the Council's view and predicted inspection outcome.

**RECOMMENDED**

- 1. That the key performance indicators identified in the presentation be considered by the Committee separately.**
- 2. That a dashboard of key performance indicators be created to allow Scrutiny to identify good and poor performance and be a critical friend.**

CS/15/70. **5 Year Plan Performance Monitoring**

The Leader of the Council delivered a presentation that outlined the 5 Year Plan key priorities agreed by Members. Views were specifically sought on key performance metrics for Social Care Health and Housing that would open into Key Performance Indicators, targets and milestones. In the first instance a lead metric had been proposed and the Leader welcomed feedback on these or suggestions to improve them.

Members discussed the following points in detail:-

- The importance of measuring the quality of jobs and improved earnings of residents, this had a knock on effect on family life and whether Central Bedfordshire was a great place to live and work.
- The importance of demonstrating plans were in place to achieve driver or lead metrics followed by a lag metrics dashboard.
- The benefit of including a skills metric for schools and colleges on the variety and quality of courses on offer and reputation.
- The addition of a measure for the support provided to disabled young people who were not in education, employment or training (NEET) and to measure NEETs for 16-24 years.

- The addition of an overarching measure on protecting the vulnerable.

**RECOMMENDED**

**1. That the Committee fully support the key measures for Education to achieve:-**

- a. **Top 25% quartile nationally for GCSE 5A\*- C grades; and**
- b. **Top 15% nationally for Not in Education, Employment and Training (NEETs), subject to the inclusion of a measure for children with a disability or learning disability.**

**2. That a copy of the presentation be circulated to Members of the Committee.**

CS/15/71. **Work Programme 2014/15 & Executive Forward Plan**

The Vice-chairman invited Members to propose items for the work programme and advised the following items would be added:-

- Partnership vision update (Jan)
- Regional Schools Commissioner (March)

A briefing was requested before the next meeting to consider good practice in schools that achieve excellent outcomes for children.

**RECOMMENDED that the work programme be approved subject to the amendments details in the minutes above.**

(Note: The meeting commenced at 10.00 a.m. and concluded at 2.05 p.m.)

Chairman .....

Dated .....

# Bedfordshire CAMHS

## Child & Adolescent Mental Health Services

### Central Bedfordshire Council Children's Services Overview & Scrutiny Committee 28<sup>th</sup> January 2016

Dr Graeme Lamb  
Consultant Child & Adolescent Psychiatrist / Clinical Director Children's Services,  
East London NHS Foundation Trust (ELFT)



April 2015, ELFT became the new provider of mental health services across Bedfordshire

- Adult & Older People's Mental Health Services
- Adult IAPT
- Rehabilitation & Recovery
- &
- CAMHS

# Current Bedfordshire CAMHS

## Tier 3 Services

- 3 Generic CAMH services
  - Bedford CAMHS
  - Mid Bedfordshire CAMHS
  - Dunstable CAMHS
  
- 3 Countywide Specialist CAMH services
  - Home Treatment Team
  - CAMHS Learning Disability Team (CLDT)
  - Early Intervention Child Looked After Service (EI CLAS)

## Tier 2 Services

- CHUMS
- Open Door
- Sorted
- Relate

# Bedfordshire CCG

## Priorities for new CAMHS

- An integrated service / Close working with key partners
- Single point of access to CAMHS
- Focus on early intervention
- Improving input from children, young people and families
- Community-based delivery / increased Outreach



# Bedfordshire CCG

## Priorities for new CAMHS

- Single assessment process
- Reduced waiting times and no internal waits
- Quick response to Mental Health crisis
- Vulnerable groups (eg LD, YOT) dedicated resource
- Management of Demand vs Resource

# ELFT CAMHS Service Model

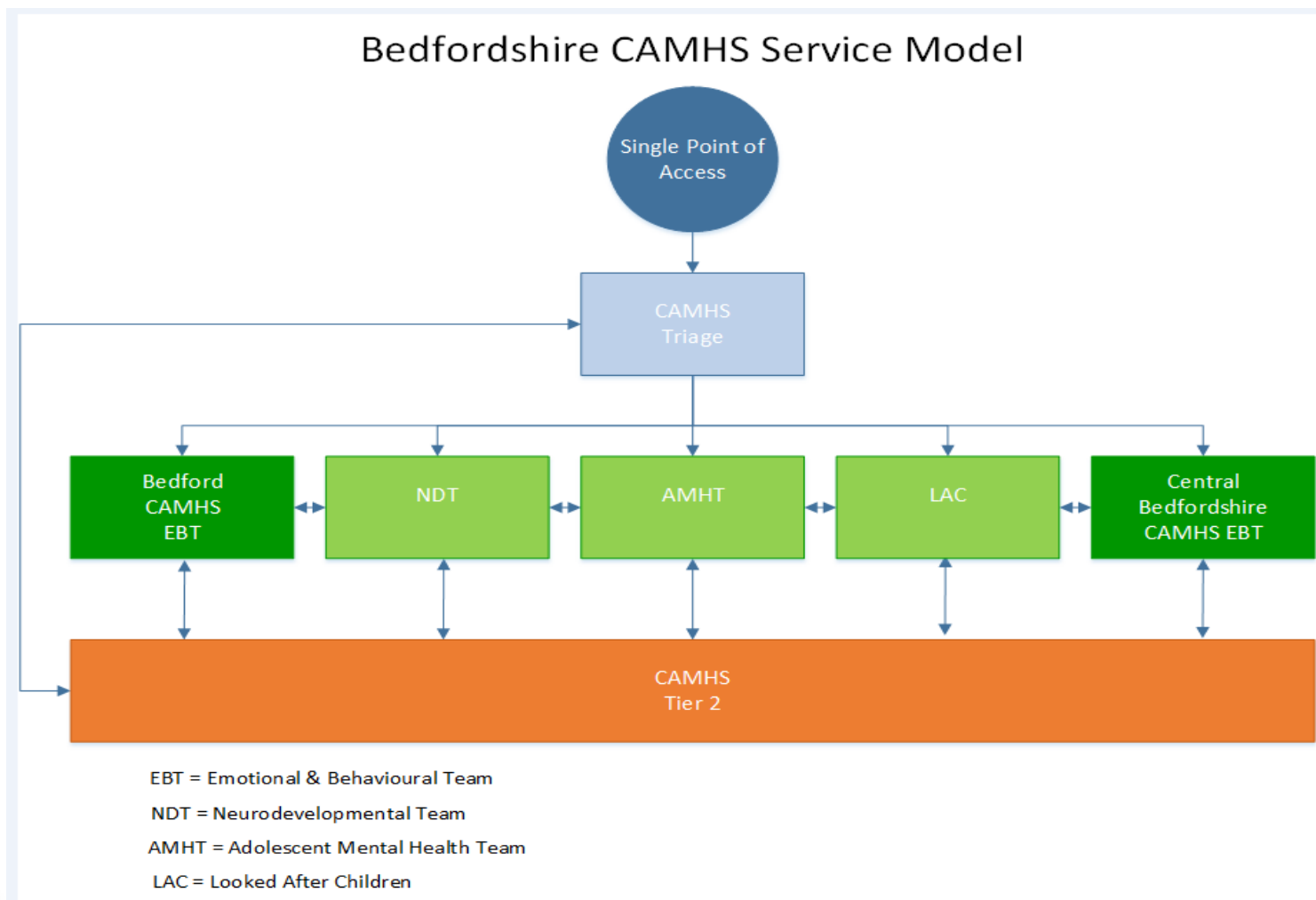
- Working across Tiers 1 to 4
- Supporting Universal Services (Tier 1)
- Subcontracting Third Sector services (Tier 2)
- Providing Targeted services to the most vulnerable (Tier 2/3)
- Providing Specialist services (Tier 3) for the most complex (Tier 3)
- Close working relationships with in-patient services (Tier 4)

# ELFT CAMHS Service Model

- Single Point of Access
- Stepped Model of Care
- Evidence Based Care Pathways
- Integrated Service Provision
- Goal Based Outcomes
- Clinically Led



# Proposed Bedfordshire CAMHS



# Emotional & Behavioural Teams

**Bedford Emotional & Behavioural (E&B) Team** will be based in Bedford town

**Central Bedfordshire Emotional & Behavioural (E&B) Team** will be based in Dunstable with satellite sites across county

- Will provide an assessment and treatment service for CYP with emotional and/or behavioural difficulties, unless already managed within one of the three countywide specialist CAMHS teams.
- Each team will:
  - include a Paediatric Liaison service to provide input to the local catchment area hospital
  - will support the work of targeted CAMHS staff embedded within partner agencies teams, including Youth Offending Service, and Special Schools.

# NDT, AMHT & LAC

## **Neurodevelopmental Team (including CLDT):**

- a comprehensive multi-disciplinary neurodevelopmental assessment and treatment service, in partnership with local Community Child Health providers
  - **LD/Autism:** an assessment and treatment service for CYP presenting with ASD and/or moderate to severe LD with comorbid mental health problems.
  - **ADHD:** an assessment and treatment service for CYP presenting with significant symptoms of ADHD

## **Adolescent Mental Health Team (including HTT):**

- a MDT for 13-18 years, providing assessment and treatment to young people with developing severe mental health problems including mental illnesses.

## **Looked After Children (LAC) Team:**

- Multi-disciplinary targeted CAMHS team to provide mental health input to CYP in care.

# Future in Mind

- Sept 2014  
CYP Mental Health & Well-Being Taskforce
- March 2015  
Report Published
- 5 year Transformation Plan



# Future in Mind

5 key themes:

- Promoting resilience, prevention and early intervention
- Improving access to effective support - a system without tiers
- Care for the most vulnerable
- Accountability and transparency
- Developing the workforce



# Transformation Funds

Key objectives for this additional funding are to:

- Build capacity and capability across the system
- Roll-out the CYP-IAPT (Children & Young People's Improving Access to Psychological Therapies) programmes
- Develop community Eating Disorder services
- Improve Perinatal care
- CAMHS Schools Link Pilot

# Managing Service Redesign

- **CAMHS Project Board**

- to oversee changes from current services model to newly commissioned service, including representatives from ELFT, BCCG and Local Authorities

- **CAMHS Project Team**

- to operationalise change process

- Initial Phase (Sept – Nov): Gap Analysis

Workshops with our senior CAMHS clinicians and managers to understand what the gaps are and what needs to be done to address these

- Current Phase (Dec – Apr): Mobilisation

Work-streams to address identified needs

Finance / Staffing / Clinical Model / Premises / Informatics / Communications

- Aim for new service model in place by 1<sup>st</sup> May 2016

# Managing Transformation Funds

- Bedfordshire CCG and Luton CCG working together to produce local Transformational Plans with local stakeholders
- Held a series of workshops to identify key target areas within Bedfordshire focussing upon
  - Eating Disorders service
  - Perinatal services
  - Improving early intervention in Crises
  - Early intervention / Prevention
  - Improving CAMHS Schools links – Bedfordshire one of 15 CCGs selected to join pilot programme
- CYP MHWB Services Transformation Steering Group
- Initial (Yr 1) Transformation Plan agreed by NHS England

# Thank you for your time

Contact Details:

Dr Graeme Lamb

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07971 088773

Central Bedfordshire Council

Children's Services Overview and Scrutiny

28 January 2016

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**Quarter 2 (July – September) 2015/16 Performance Report**

Report of Councillor Carole Hegley Lead Member for Children's Services

Advising Officers:

Sue Harrison, Director of Children's Services  
[sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk)

Karen Oellermann, Assistant Director, Commissioning and Partnerships  
[karen.oellermann@centralbedfordshire.gov.uk](mailto:karen.oellermann@centralbedfordshire.gov.uk)

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**Purpose of this report:** The report highlights Quarter Two (July – September) 2015 performance for the Children's Services Directorate.

**RECOMMENDATIONS**

The Committee is asked to:

1. Consider and comment on Quarter Two performance.

1. The Council's framework for performance management supports the delivery of the Council's priorities.
2. The following provides an overview of the performance position for Quarter Two. This is supported by the detailed performance information provided in Appendix A.

**Quarter 2 Performance Summary**

3. 85% of schools and colleges are good or outstanding – which is good performance. Ofsted publish a similar indicator which does not include colleges or sponsored Academies which are yet to be inspected. This shows Central Bedfordshire compares well to statistical neighbours and national averages - as at 31 August 2015, 85% of Central Bedfordshire schools are good or better and the Statistical Neighbour Average was 84% and England 84%.

4. The Academy of Central Bedfordshire Alternative Provision was inspected for the first time on 16 June 2015 and was judged as Good.
5. Oak Bank School was inspected on 7 July 15 and was judged Outstanding.
6. All Saints Academy was inspected on 8 July 2015 and was judged to have Serious Weaknesses (the inspection report was published on 25 September 2015). The Academy's current position has been raised with the Regional Schools Commissioner to ensure the Academy makes the required improvements.
7. Performance data across safeguarding measures is good at the end of Quarter 2 2015/16.
8. Child protection reviews completed within timescales have achieved the 100% target in Quarter 2. 2014/15 performance has now been validated and published, and at 99.2%, Central Bedfordshire is ranked 4/11 against Statistical Neighbours and 37/152 nationally. (Statistical Neighbour average 92.3%, National Average 94% in 2014/15.)
9. 83.5% of referrals have led to the provision of a social care service – with performance above the increased target of 80%. This indicator reflects the proportion of referrals that go on to further social care input, in most cases this will be to start an assessment. Detailed analysis of completed referrals has shown that assessments are started where needed and continue to focus correctly on the right children who need our services. This is a local measure – national and statistical neighbour comparator data is not available.
10. 88.8% of children's social care assessments have been completed within 45 working days. Whilst this is just below the target of 90%, this is good performance. In 2014/15 Central Bedfordshire was ranked 9th best out of 152 local authorities with 96.7% of all assessments completed within 45 days. The national average was 81.5% and the Statistical Neighbour average was 84%.
11. Children are placed in their permanent home without undue delay which is particularly important in enabling very young children to form positive emotional attachments. The average timescales from entering care and moving in with adoptive family for the 3 years ending 30 September 15 was 514 days. Whilst this is 57 days above the nationally set target, the timings remain in the best interests of the child and the adoptive family. This is 110 days below the comparator average for 2011/14 and, Central Bedfordshire continues to compare well to other local authorities. With more adoptions planned and shorter timescales in most cases it is expected that improvements will be apparent in future

months. 2014/15 comparator data will be published the new year but an exact time has not yet been released by the DfE.

### **Council Priorities**

12. The quarterly performance report ensures that progress on the delivery of the Council's priorities is monitored e.g.
  - Improving Education and Skills
  - Protecting the Vulnerable; improving wellbeing

### **Corporate Implications**

#### **Legal Implications**

13. This report considers a number of performance indicators against those of previous years as such there are no specific legal implications in respect of this report.

#### **Financial Implications**

14. There are a number of performance indicators within the full corporate suite that have a financial link.
15. It will be important to consider any financial implications in addressing ongoing areas of under performance.

#### **Risk Management**

16. Areas of ongoing under performance are a risk to both service delivery and the reputation of the Council. Regular quarterly monitoring of performance supports effective risk management.

#### **Staffing (including Trades Unions)**

17. Not applicable.

#### **Equalities Implications**

18. This report highlights performance against a range of indicators which seek to measure how services impact across all communities in Central Bedfordshire, so that specific areas of underperformance can be highlighted for further analysis.
19. As such it does not include detailed performance information relating to the Council's stated intention to tackle inequalities and deliver services

so that people whose circumstances make them vulnerable are not disadvantaged. The interrogation of performance data across vulnerable groups is a legal requirement and is an integral part of the Council's equalities and performance culture which seeks to ensure that, through a programme of ongoing impact assessments, underlying patterns and trends for different sections of the community identify areas where further action is required to improve outcomes for vulnerable groups.

### **Public Health**

20. The report includes performance against measures which contribute to Council priorities including the following:
  - Protecting the Vulnerable; improving wellbeing

### **Community Safety**

21. The Council has a statutory duty to ensure that across all of its functions it does all that it reasonably can to reduce crime and disorder. The use of this performance data by Children's Services enables us to monitor indicators that may indicate community safety concerns for children and young people that the Council needs to address.

### **Sustainability**

22. Not applicable.

### **Procurement**

23. Not applicable.

### **Appendices**

24. The following Appendix is attached:

Performance Report Appendix A Quarter Two 2015/16



Performance Report Appendix A Quarter Two (July – September) 2015/16

Children’s Services Overview and Scrutiny

Report comparison - Depends on the nature of the indicator		Performance Judgement		
		Direction of travel (DoT)	RAG score (Standard scoring rules unless the indicator specifies alternative scoring arrangements)	
<b>Seasonal</b>	Compared to the same time period in the previous year	↓	Performance is reducing	<b>R</b> RED - target missed / off target - Performance at least 10% below the required level of improvement
<b>Quarter on Quarter</b>	Compared to the previous quarter	↔	Performance remains unchanged	<b>A</b> AMBER - target missed / off target - Performance less than 10% below the required level of improvement
<b>Annual</b>	Compared to one fixed point in the previous year	↑	Performance is improving	<b>G</b> GREEN - Target achieved

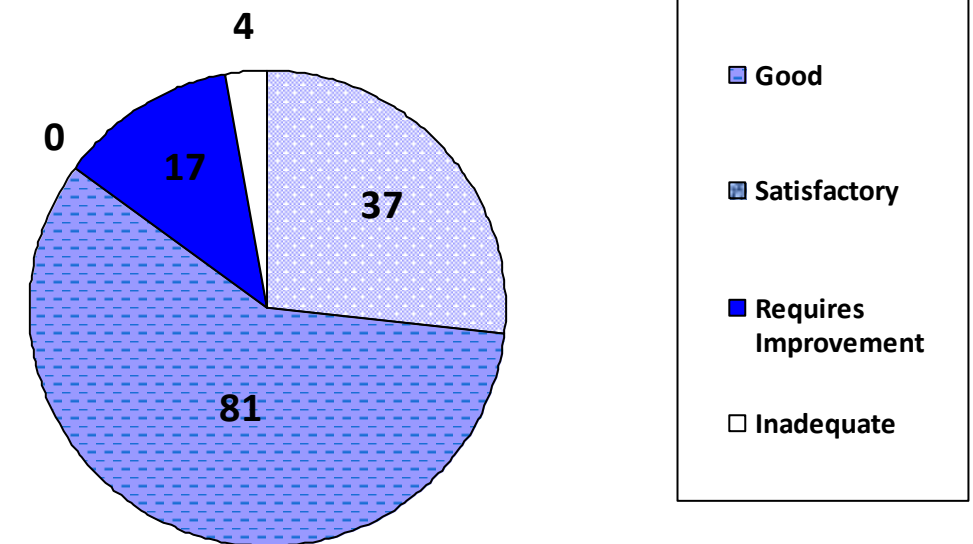
Overview of performance

Ref	Indicator	Performance will be reported:	Performance information being reported this quarter	
			Time period	Performance
<b>Improved educational attainment</b>				
<b>B4 MTP</b>	Published Ofsted school and college classifications	<b>Quarterly</b>	Quarter 2 2015/16	↑ <b>G</b>
<b>Promote health and wellbeing and protect the vulnerable</b>				
<b>C8a MTP</b>	Percentage of referrals of children leading to the provision of a social care service	<b>Quarterly</b>	Quarter 2 2015/16	↑ <b>G</b>
<b>C9a MTP</b>	Percentage of children’s social care assessments within 45 working days of start	<b>Quarterly</b>	Quarter 2 2015/16	↓ <b>A</b>
<b>C10 MTP</b>	Percentage of child protection cases which should have been reviewed during the year that were reviewed	<b>Quarterly</b>	Quarter 2 2015/16	↔ <b>G</b>
<b>C11 MTP</b>	Average time in days between a child entering care and moving in with its adoptive family, for children who have been adopted	<b>Quarterly</b>	Quarter 2 2015/16	↑ <b>R</b>

Improved Education and Skills

B4 MTP Published Ofsted school and college classifications* (Published inspection outcomes during the quarter as shown by the figure in brackets)															
Ofsted category	Unit	2012/13 Outturn	2013/14 Outturn	2014/15 Outturn	2015/16				Latest comparator group average	N/A	Report comparison	Quarter on quarter	Performance Judgement	↑	G
					Qu 1	Qu 2	Qu 3	Qu 4 / Outturn							
<b>Total</b>	Number	Schools: 137(8) College: 1(0)	Schools: 136 (10) College: 1(0)	Schools: 137 (7) College: 1(0)	Schools: 137 (5) College: 1(0)	Schools: 138 (4) College: 1(0)									
<b>Outstanding</b>	Number	38 (1)	37(1)	36(0)	36(0)	37(1)									
<b>Good</b>	Number	73 (3)	77(5)	80(6)	80(2)	81(2)									
<b>Satisfactory</b>	Number	21 (0)	4(0)	0(0)	0(0)	0(0)									
<b>Requires Improvement</b>	Number	5 (3)	18(4)	20(1)	19(2)	17(0)									
<b>Inadequate</b>	Number	1 – Special Measures (1)	1 – Special Measures (0)	1-Special Measures (0) 1-Serious weakness (0)	2-Special Measures (1) 1-Serious weakness (0)	2-Special Measures (0) 2-Serious weakness (1)									
<p><b>Comment:</b></p> <p>Overall the proportion of schools being classified as good or outstanding has remained stable over the last three years. In Quarter two published inspection outcomes show that 85% of schools and colleges are either 'Good' or 'Outstanding'.</p> <p>The Academy of Central Bedfordshire Alternative Provision was inspected for the first time on 16<sup>th</sup> June 2015 and was judged as Good.</p> <p>Oak Bank School was inspected on 7 July 15 and was judged Outstanding.</p> <p>All Saints Academy was inspected on 8<sup>th</sup> July 2015* and was judged to have serious weaknesses. We have been keeping up to date with the Academy following inspection, and are discussing it with the Regional Schools Commissioner.</p> <p>*Inspection report published on 25<sup>th</sup> September 15.</p>															

Published Ofsted Inspections



Protecting the Vulnerable : improving wellbeing

C8a MTP		Percentage of referrals of children leading to the provision of a social care service (Cumulative)																			
Unit	Good is	2013/14	2014/15						2015/16						Latest comparator group average	N/A	Report comparison	Quarter on quarter	Performance Judgement	↑	G
		Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3	Qu 4	Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3	Qu 4	Outturn							
%	High	72.5	75	81.7	81.1	82.6	84.5	84.5	80	76.8	83.5										

**Comment:**

This indicator reflects the proportion of referrals that go on to start an assessment, which is generally indicative of further social care input. In 2015/16 the target was increased to 80% to show that assessments are started where needed and continue to focus correctly on the right children who need our services.

Recording issues were identified in Quarter 1 and corrective action was taken, as a result Quarter 2 performance (at 83.5%) is now on track.

This is a local measure so no comparator information is available.

C9a MTP		Percentage of children's social care assessments within 45 working days of start (N14 variant) (Cumulative)																			
Unit	Good is	2013/14	2014/15						2015/16						Latest comparator group average	86.0 NFER (2013/14)	Report Comparison	Quarter on quarter	Performance Judgement	↓	A
		Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3	Qu 4	Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3	Qu 4	Outturn							
%	High	86.8	90.0	92.8	93.6	94.8	96.2	96.7	90.0	92.8	88.8										

**Comment:**

Although the target was not achieved in Quarter 2, this is good performance when compared to the national average of 81.5% (2014/15). To address this lower performance, a weekly report of assessments in progress that have hit a 30 day trigger is being sent to teams to highlight assessments that may go over timescales. This has resulted in 97% of assessments being completed within 45 days in October. The service is confident of future improvement.

In 2014/15 Central Bedfordshire was ranked 9<sup>th</sup> best in the country for this measure with 96.7% of all assessments completed within 45 days The average for Statistical Neighbours was 84% within 45 days, (our performance consistently exceeded this in 2014/15).

This indicator demonstrates that the majority of assessments are completed without delay which leads to timely identification of appropriate services for children in need.

C10 MTP		Percentage of child protection cases which should have been reviewed during the year that were reviewed																	
Unit	Good is	2013/14	2014/15					2015/16					Latest comparator group average	94.0 NFER (2013/14)	Report comparison	Quarter on quarter	Performance Judgement	↔	G
		Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3	Qu 4	Outturn	Target (Outturn)	Qu 1	Qu 2	Qu 3							
%	High	100	100	100	100	100	100	99.2	100	100	100								

**Comment:**

Performance remains on target. Reviews are a key element in delivering Child Protection Plans and effective reviews should ensure the provision of good quality interventions to keep children safe and protected. This target should remain on 100%.

C11 MTP		Average time in days between a child entering care and moving in with its adoptive family, for children who have been adopted															
Unit	Good is	2013/14	2014/15				2015/16				Latest comparator group average	624 NFER (2011/14)	Report comparison	Quarter on quarter	Performance Judgement	↑	R
		Outturn	Qu 1	Qu 2	Qu 3	Qu 4 / Outturn	Qu 1	Qu 2	Qu 3	Qu 4 / Outturn							
Days	Low																
<b>Target</b>		547	532	517	502	487	472	457	441	426							
<b>Actual</b>		542	541	523	512	539	522	514									

**Comment:**

Our performance continues to improve and demonstrates that children are placed in their permanent home without undue delay which is particularly important in enabling very young children to form positive emotional attachments.

The target set by Government continues to reduce reflecting the national aspiration for shorter adoption timescales. Our average time improved in Quarter 2, although this remains above target due to extended intervals in previous periods. Timeliness of adoption in Central Bedfordshire remains better than our Statistical Neighbour average, which we expect to continue (2015 data should be published by the DfE in the new year).

Of the 44 children adopted in the past 3 years, 5 of those that took the longest to be placed were in the first year. It is expected that over the next 12 months this indicator will improve as those young people are no longer included and the majority of future planned adoptions achieve shorter timescales.

There are a number of adoption order applications in process, and these are expected to lead to adoptions in the near future. Overall children are matched and placed within expected timescales, however some children with complex needs do take longer, to ensure the best interests of the child and family. In addition, the new Court of Appeal Guidance in Adoption cases has led to birth parents responses being considered in more detail, which can impact on this measure too.

This indicator was introduced by the Department for Education (DfE) based on a rolling 3 year cohort. Targets are set nationally by the DfE. Because this is a rolling 3 year average the figure includes activity from previous years. Our performance in the past 2 years has improved significantly but the indicator takes longer to show the improvement because of the longer timescales.

**Central Bedfordshire Council**

**CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
28 January 2016**

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**Draft Budget 2016/17 and Medium Term Financial Plan**

Report of Cllr Richard Wenham, Executive Member for Corporate Resources  
([cllr.richard.wenham@centralbedfordshire.gov.uk](mailto:cllr.richard.wenham@centralbedfordshire.gov.uk))

Advising Officers: Charles Warboys, Chief Finance Officer  
([charles.warboys@centralbedfordshire.gov.uk](mailto:charles.warboys@centralbedfordshire.gov.uk))

**This report relates to a non-Key Decision**

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**Purpose of this report**

1. The report allows Members the opportunity to review the Council's draft Budget for 2016/17 and Medium Term Financial Plan, which was presented to Executive on 12 January 2016.
2. The report proposes the draft Budget for 2016/17 and updates the Medium Term Financial Plan (MTFP) approved by Council in February 2015. The Financial Settlement for local government was released on 17 December 2015.
3. The announcement covers many complex areas of funding and in the short time available before publishing this report, it has not been possible to reflect this.
4. The Financial Settlement was very significantly worse for Central Bedfordshire than had been anticipated both in absolute and comparative terms. Whilst the full details have still to emerge and will require careful analysis, on the face of it the loss of Government funding support is 94% over the life of the Medium Term Financial Plan or £28.1M in cash terms. Moreover, the greatest reductions are in the early years of the Plan.
5. Therefore, it will be necessary to identify proposals for responding to this dramatic reduction in funding support from Government over and above the proposals contained in the draft Budget/updated MTFP once the full details of the Settlement have been fully assessed.
6. What is clear is that Government has made the assumption in its financial modelling that councils will raise council tax by both the 2% precept earmarked for adult social care and an assumed 1.75% for inflation in each of the next four years.

7. This is in addition to the significant efficiencies contained in the draft Budget/updated MTFP.

### **RECOMMENDATIONS**

The Committee is asked to:

1. **consider the Council's Draft Budget for 2016/17 and Medium Term Financial Plan; and**
2. **submit its comments, observations and recommendations in respect of the Executive's proposals to the meeting of the Executive on 9 February 2016.**

### **Executive Summary**

Members are requested to bring along the following papers issued for the meeting of the Executive on 12 January 2016 to this Committee meeting:

1. Draft Budget 2016/17 and Medium Term Financial Plan 2016/17 – 2019/20.

### **Council Priorities**

8. The Council approved the Medium Term Financial Plan (MTFP) for 2015/16 to 2018/19 in February 2015. The MTFP has been updated and extended to 2019/20 and an initial draft Budget for 2016/17 prepared, reflecting further changes in funding, including the impact of the Local Authority Financial Settlement announced in December 2015 and new cost pressures and offsetting efficiencies.
9. The Council's priorities are:
  - Enhancing Central Bedfordshire.
  - Great Resident Services.
  - Improving education and skills.
  - Protecting the vulnerable; improving wellbeing.
  - Creating stronger communities.
  - A more efficient and responsive Council.

These priorities are reflected in the budget proposals included in this report.

### **Corporate Implications**

### **Legal Implications**

10. See Executive papers.

**Risk**

11. See Executive papers.

**Financial Implications**

12. See Executive papers.

**Equalities Implications**

13. See Executive papers.

**Timetable Milestones**

14. The key milestones in the timetable for Council to agree its budget in February 2016 are set out in the below:

**Timetable Milestones**

<b>Date</b>	<b>Body</b>	<b>Outcome</b>
Early January 2016	Public	Budget papers made available to Public and Public Consultation commences
12 <sup>th</sup> January 2016	Executive	Considers Draft Budget and MTFP
14 <sup>th</sup> January 2016	Sustainable Communities Overview & Scrutiny	Consideration of efficiencies and savings and draft budget proposals
25 <sup>th</sup> January 2016	Social Care, Health & Housing Overview & Scrutiny	
28 <sup>th</sup> January 2016	Children's Services Overview & Scrutiny	
2 <sup>nd</sup> February 2016	Corporate Resources Overview & Scrutiny	
9 <sup>th</sup> February 2016	Executive	Recommends Final Budget & MTFP
25 <sup>th</sup> February 2016	Council	Approves Budget & MTFP
29 <sup>th</sup> February 2016	Council	Reserve Council Meeting in case of delay in receiving notification of other precepts.

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Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE  
28 January 2016

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**Draft Capital Programme 2016/17 – 2019/20**

Report of Cllr Richard Wenham, Executive Member for Corporate Resources  
([cllr.richard.wenham@centralbedfordshire.gov.uk](mailto:cllr.richard.wenham@centralbedfordshire.gov.uk))

Advising Officers: Charles Warboys, Chief Finance Officer  
([charles.warboys@centralbedfordshire.gov.uk](mailto:charles.warboys@centralbedfordshire.gov.uk))

**This report relates to a non-Key Decision**

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**Purpose of this report**

1. The report allows Members the opportunity to review the Council's draft Capital Programme, which was presented to Executive on 12 January 2016.

**RECOMMENDATIONS**

The Committee is asked to:

1. **consider the Council's Draft Capital Programme 2016/17 to 2019/20; and**
2. **submit its comments, observations and recommendations in respect of the Executive's proposals to the meeting of the Executive on 9 February 2016.**

**Executive Summary**

Members are requested to bring along the following papers issued for the meeting of the Executive on 12 January 2016 to this Committee meeting:

1. Draft Capital Programme 2016/17 to 2019/20.

**Council Priorities**

2. The Council approved the Capital Programme for 2015/16 to 2018/19 in February 2015. The Capital Programme has been updated and extended to 2019/20.

3. The Council's priorities are:

- Enhancing Central Bedfordshire.
- Great Resident Services.
- Improving education and skills.
- Protecting the vulnerable; improving wellbeing.
- Creating stronger communities.
- A more efficient and responsive Council.

These priorities are reflected in the budget proposals included in this report.

### **Corporate Implications**

#### **Legal Implications**

4. See Executive papers.

#### **Risk**

5. See Executive papers.

#### **Financial Implications**

6. See Executive papers.

#### **Equalities Implications**

7. See Executive papers.

### **Timetable Milestones**

8. The key milestones in the timetable for Council to agree its budget in February 2016 are set out in the below:

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**Timetable Milestones**

<b>Date</b>	<b>Body</b>	<b>Outcome</b>
Early January 2016	Public	Budget papers made available to Public and Public Consultation commences
12 <sup>th</sup> January 2016	Executive	Considers Draft Capital Programme
14 <sup>th</sup> January 2016	Sustainable Communities Overview & Scrutiny	Consideration of the Draft Capital Programme
25 <sup>th</sup> January 2016	Social Care, Health & Housing Overview & Scrutiny	
28 <sup>th</sup> January 2016	Children's Services Overview & Scrutiny	
2 <sup>nd</sup> February 2016	Corporate Resources Overview & Scrutiny	
9 <sup>th</sup> February 2016	Executive	Recommends Final Capital Programme
25 <sup>th</sup> February 2016	Council	Approves Capital Programme
29 <sup>th</sup> February 2016	Council	Reserve Council Meeting in case of delay in receiving notification of other precepts.

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Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

28 January 2016

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**Traded Services to Schools & Academies – Proposed charges for 2016/17.**

Report of Cllr. Richard Wenham, Executive Member for Corporate Resources (cllr. [richard.wenham@centralbedfordshire.gov.uk](mailto:richard.wenham@centralbedfordshire.gov.uk)) and Cllr. Mark Versallion, Executive Member for Education & Skills (cllr. [mark.versallion@centralbedfordshire.gov.uk](mailto:mark.versallion@centralbedfordshire.gov.uk) )

Advising Officers: Charles Warboys, Chief Finance Officer ([charles.warboys@centralbedfordshire.gov.uk](mailto:charles.warboys@centralbedfordshire.gov.uk))

**This report relates to a non-Key Decision**

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**Purpose of this report**

1. The report allows Members the opportunity to review the Council's charges for non statutory traded services to Schools & Academies for 2016/17, which will be presented to Executive on 9 February 2016.

**RECOMMENDATIONS**

The Committee is asked to:

1. **consider the Council's charges for non statutory traded services to Schools & Academies 2016/17; and**
2. **submit its comments, observations and recommendations in respect of the Executive's proposals to the meeting of the Executive on 9 February 2016.**

**Corporate Implications**

**Legal Implications**

2. See Executive paper.

**Risk**

3. See Executive paper.

**Financial Implications**

4. See Executive paper.

**Equalities Implications**

5. See Executive paper.

**Timetable Milestones**

6. The key milestones in the timetable for Council to agree its charges for non statutory trade services to Schools and Academies in February 2016 are set out in the below:

**Timetable Milestones**

<b>Date</b>	<b>Body</b>	<b>Outcome</b>
28 <sup>th</sup> January 2016	Children’s Services Overview & Scrutiny	Consideration of charges for non statutory services to Schools & Academies.
2 <sup>nd</sup> February 2016	Corporate Resources Overview & Scrutiny	
9 <sup>th</sup> February 2016	Executive	Recommends charges to full Council.
25 <sup>th</sup> February 2016	Council	Approves charges for 2016/17

**Appendices**

Appendix A – Executive Paper, Statutory and Traded Services to Schools & Academies 2016/17

Appendix B - Statutory and Traded Services to Schools & Academies booklet.

Appendix C – Year on Year Changes to charges.

Central Bedfordshire Council

EXECUTIVE

09 February 2016

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**Traded Services to Schools & Academies – Proposed charges for 2016/17.**

Report of Cllr. Richard Wenham, Executive Member for Corporate Resources (cllr. [richard.wenham@centralbedfordshire.gov.uk](mailto:richard.wenham@centralbedfordshire.gov.uk)) and Cllr. Mark Versallion, Executive Member for Education & Skills (cllr. [mark.versallion@centralbedfordshire.gov.uk](mailto:mark.versallion@centralbedfordshire.gov.uk) )

Advising Officers: Charles Warboys, Chief Finance Officer ([charles.warboys@centralbedfordshire.gov.uk](mailto:charles.warboys@centralbedfordshire.gov.uk))

**This report relates to a non-Key Decision**

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The report proposes the revised 2016/17 charges for Traded Services to Schools & Academies for non statutory services.

**RECOMMENDATIONS**

Subject to any recommendations from Overview & Scrutiny, the Executive is asked to recommend to Council to:

- 1. Agree the charges for 2016/17 for non statutory services to Schools & Academies**

**Overview and Scrutiny Comments/Recommendations**

1. The proposed 2016/17 charges for Traded Services to Schools & Academies for non statutory services were taken at the Children's Services Overview & Scrutiny Committee (OSC) on the 28<sup>th</sup> January 2016 and the Corporate Resources OSC on the 2<sup>nd</sup> February 2016 for comment.
2. The comments made by the Overview & Scrutiny Committees are attached at Appendix A.

**Background**

3. The Council's Charging Policy states that 'All Fees and Charges will be reviewed annually and adjusted as necessary in line with the Council's charging policy.'

4. The Fees & Charges Policy was approved by Council in November 2014. It states that 'All fees and charges should be reviewed on a more fundamental basis at least every 3 years, where it will be necessary to examine all the factors set out in accordance with good practice guidance i.e. the CIPFA Practical Guide for Local Authorities on Income Generation (Fully revised 2008).' This is currently being undertaken on a rolling basis.
5. Whilst not specifically mentioned in the Policy, traded services to Schools/Academies for non statutory services are the equivalent of Fees & Charges to the public and non Schools organisations, but to a restricted audience.
6. As such, for 2016/17, it is considered appropriate to take the charges for traded services to Schools/Academies for non statutory services to the Executive for recommendation to full Council.
7. The Chief Finance Officer has advised that the inflation rate to be applied in line with the Corporate Budget Strategy is 1%.

#### **Pricing for 2016**

8. For the majority of services there will either be a 1% increase for 2016/17, or prices will be held at the 2015/16 price where charges are in line with the current cost of provision.
9. Some charges have been rounded to the nearest £5 or £10 so the percentage increase might be higher.
10. Where a charge is shown as a N/A increase, this is because it is a new service introduced in 2016/17.
11. Insurance service charges reflect a legislative increase from 6% to 9.5% for Insurance Premium Tax.
12. See Appendix C for a schedule of changes.

#### **Approach to Reviewing Charges.**

13. As mentioned above at paragraph 4, all Fees and Charges should be reviewed on a fundamental basis at least every 3 years.
14. For Schools Trading this was undertaken for 2014/15. The next review of these charges will be due in 2017/18.

#### **Reason/s for decision**

15. To agree the charges for 2016/17 as part of delivering a balanced budget for 2016/17 and identify resource requirements for the medium term.



16. To support Schools & Academies to improve education in line with Council Priorities.

### **Council Priorities**

17. The Council Priorities are:

- Enhancing Central Bedfordshire.
- Great Resident Services.
- Improving education and skills.
- Protecting the vulnerable; improving wellbeing.
- Creating stronger communities.
- A more efficient and responsive Council.

### **Corporate Implications**

#### **Legal Implications**

18. The Council has various powers to charge for aspects of the services it provides. The general rule is that when it is carrying out a statutory duty the Council can only make a charge where there is specific power to do so. Section 93 of the Local Government Act 2003 provides that when the Council is providing a discretionary service, it may charge for the service, provided the person receiving the service has agreed to its provision. Overall the income from such charges must not exceed the current full economic cost to the Council of the provision.

19. Charges to Schools are at direct cost only as the Council can take a share of the Education Support Grant (ESG) funding to cover the Corporate overhead costs for statutory services.

20. For Academies, there is a charge of 10% management fee to cover Corporate overheads as we do not receive funding from the ESG.

#### **Financial Implications**

21. These are contained in the report.

#### **Equalities Implications**

22. Where appropriate, Equalities Impact Assessments will be carried out for proposals.

#### **Conclusion and next Steps**

23. If recommended by the Executive, the proposed charges for 2016/17 will be presented to Council at its meeting of 25th February 2016 for approval.

**Appendices**

Appendix A – Overview & Scrutiny Comments

Appendix B - Statutory and Traded Services to Schools & Academies booklet.

Appendix C – Year on Year Changes to charges.



## **Services to Schools & Academies 2016/17**

# Statutory and Traded Services to Schools & Academies

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### Value Added Tax (VAT)

A number of services provided to Academies will be subject to VAT. The prices shown in this booklet exclude VAT.

Academies are able to reclaim VAT so the overall impact of applying VAT should not impact financially.

Any queries relating to VAT should be addressed to the Council’s VAT Officer:

Connie Bentley

Telephone Number: 0300 300 4554

E-mail: [connie.bentley@centralbedfordshire.gov.uk](mailto:connie.bentley@centralbedfordshire.gov.uk)

## LTA / Maternity Pool – (New contract period 2014 to 2017).

### **What is it?**

The Bedfordshire Schools' Scheme governed by a Management Forum is self-funding, which means that it relies upon the premiums collected from schools to pay for the claims made against the scheme for sickness and maternity leave.

### **Who can join?**

The scheme is open to all Bedfordshire Lower and Nursery schools and those agreeing to participate will be required to remain in the pool for the full three-year contract period, (2014 – 2017). Premiums will be set annually and will be based on recent overall scheme claims history.

For full details of the terms and conditions of the scheme, please contact:

LTA Administration on 0300 300 6148

The Management Forum members have agreed that there will be a charge per pupil based on the Full Time Equivalent (FTE) pupils on October Census plus an administration charge.

### **What does it cost?**

The initial cost for 2016/17 is estimated to be £28.00 per pupil plus an administration fee of 3.2%. The actual cost for 2016/17 will be set by the LTA Forum and will be advised to schools when agreed, (approximately February 2016).

## Insurance Scheme for CBC Schools

**Please Note Academies cannot participate in the insurance scheme for CBC schools but can choose to access a separate insurance framework arrangement provided by Zurich Municipal. Details are available from the CBC Insurance Team – e-mail: [insurance@centralbedfordshire.gov.uk](mailto:insurance@centralbedfordshire.gov.uk)**

### **2016/17**

The Council arranges insurance for a wide range of risks and Schools may participate in or make alternative arrangements that are acceptable to the Council.

This document, replacing the existing 'Safehands' scheme, outlines the insurance cover and the costs being made available to Schools for the year ending 31 March 2017.

Ralph Gould  
Head of Financial Control

## Responsibilities for Insurance

Schools funding includes delegated money for insurance and Governing Bodies are required to formally review on an annual basis the adequacy of the insurance arrangements.

Where the Council's insurance is not bought back then schools must demonstrate cover relevant to the Council's insurable interests, under a policy arranged by the Governing Body, that is at least as good as the relevant minimum cover arranged by the Council.

**Schools opting to purchase insurance cover other than that offered by the Council must, prior to 1 April 2016 provide evidence to the Council that the appropriate level of cover has been arranged.**

The Council can charge a school with expenditure incurred by the Council in insuring its own interests in that school. This will occur when funding has been delegated but the school has failed to demonstrate that it has arranged cover at least as good as that which would have been arranged by the Council.

For schools that have not elected to arrange their own cover, Head Teachers must provide prompt notification to the Chief Finance Officer of all risks, properties or vehicles which are required to be insured by the authority and of any alteration affecting existing insurance.

The Chief Finance Officer will supply Head Teachers from time to time with information as to risks and levels of insurance cover put in place by the Central Bedfordshire Council to enable them to advise him/her of any variations in the level of cover that should be provided. Head Teachers must promptly notify the school's insurers or Chief Finance Officer as appropriate in the form specified of any loss, liability, damage or other event likely to lead to an insurance claim.

## Insurance Scheme for Schools – What is included?

- **Employers Liability**

Covering legal liability in the event of death, injury or disease sustained by staff, volunteers or governors in the course of school duties.

- **Public Liability**

Including Governors liability - covering legal liability in the event of accidental death or injury to third parties and loss or damage to their property i.e. failure to educate, bullying and dyslexia claims.

- **Officials Indemnity**

Including Governors liability - covering legal liability for financial loss in the event of a wrongful act committed by staff, volunteers or governors in the course of providing school services.

- **Libel and Slander**

Covering legal liability for libel and slander committed by staff, volunteers or governors in the course of official duties.

- **Fidelity Guarantee**

Covering loss of school money as a direct result of fraud or dishonesty by a member of staff.

- **Material Damage**  
Providing full reinstatement cover following loss or damage to school buildings and contents against the perils of Fire, Lightning, Explosion, Aircraft impact, Riot, Civil Commotion, Earthquake, Subterranean Fire, Storm, Flood, Escape of Water, Sprinkler Leakage. The cover extends to damage caused by acts of terrorism.
- **Business Interruption**  
Providing up to 36 months cover for increased cost of working when damage to premises interrupts normal school activities.
- **Money Insurance**  
Covers loss of official and unofficial money subject to policy conditions.
- **Personal Accident**  
Benefits policy for staff, volunteers and governors who are injured in the course of official duties. Claims are met on a “no fault” basis.
- **Engineering Inspections/Insurance**  
Covering statutory inspection of boilers and lifts.

## The Optional Insurance

### Cover available includes:

- **Annual off-site activities cover**  
An annual policy which provides cover whilst undertaking the supervision of pupils enrolled at a participating school, when they are walking, or travelling by other means, in an organised group, directly to and from their home addresses and the participating school.
- **Ad hoc off-site activities cover**  
Covers offsite activities for those not in the annual scheme. Requires completed proposal form for each activity or journey.
- **Public Liability - Parent/Teachers Association, (PTA)**  
Covers the liabilities of the PTA/Friends of the School for any activities which they arrange independently of the school both onsite and offsite.
- **Hire of Premises**  
Covers the liabilities of non-profit making individuals and groups who do not have their own appropriate level of public liability cover.
- **Motor Insurance**  
Provides comprehensive cover for school-owned vehicles insured through Central Bedfordshire.
- **Works in Progress**  
Provides cover for contract works on school premises where the contractor’s public liability indemnity is less than £10m.

## **Legal Expenses – Insurance and Helpline**

Sometimes schools become involved in legal issues which result in significant expenditure. School governing bodies are now responsible for responding to most employment claims that may arise, (e.g. unfair dismissal or discrimination). They may become involved in contractual disputes which result in litigation. To provide cover against such incidents, the Council has negotiated a policy of legal expenses insurance and advice to which schools can subscribe.

## **What will the CBC Schools Insurance Scheme cost?**

The Council sources a large insurance programme and benefits from competitive rates which are reflected in this scheme. To participate in the Schools Insurance scheme for 2016/17 you must complete and return the application form attached, (Appendix A1).

We do ask that you give a commitment to positively work towards reducing your risks.

**All schools will be invoiced and the costs are detailed in Appendix A – Application for CBC Insurance for Schools.**

**Please send your application form to us by 18 March 2016.**

## **How to contact us**

If you have any further questions about the scheme please contact:

Insurance Team

Telephone Number: 0300 300 6200

E-mail: [insurance@centralbedfordshire.gov.uk](mailto:insurance@centralbedfordshire.gov.uk)

Fax Number: 0300 300 8215

## **Inspiring Music, (Central Bedfordshire's Music Service) – Continuing Service**

Inspiring Music is the Music Service of Central Bedfordshire, offering tuition and music making opportunities in schools and in the community.

Inspiring Music's vision is to help people at all stages of life to participate in and enjoy music, supporting individuals in reaching their full potential in developing musical skills.

The Inspiring Music website provides information on some of the musical opportunities available to families and schools, and provides a forum for community and other groups to publicise what they do.

To find out more, visit: [www.inspiringmusic.co.uk](http://www.inspiringmusic.co.uk)



The following termly charges for lessons will apply from 1<sup>st</sup> April 2016:

School Type		Payments Made by Direct Debit	All Other Payment Methods
		Price per term from April 2016 £	Price per term from April 2016 £
Lower/Primary, Middle & Upper / Secondary schools and community lessons, (including Academy Schools).	Group	92.00	95.00
	Individual 20 minute	138.00	143.00
	Individual 30 minute	206.00	214.00
	Individual 40 minute	274.00	285.00
Non Local Authority schools	Group	98.00	101.00
	Individual 20 minute	152.00	158.00
	Individual 30 minute	228.00	237.00
Music Centres	Full membership	81.00	83.00
	Part membership	54.00	56.00
South Beds Sinfonia	Membership	36.00	37.00
South Beds Youth Voices	Membership	54.00	56.00

**Direct Debit is our preferred payment method.**

If you do not currently pay for your invoices by Direct Debit and wish to set up this arrangement a mandate can be downloaded from our website: [www.inspiringmusic.co.uk](http://www.inspiringmusic.co.uk), (under the Sign up for Lessons, Payment Method tabs.)

Alternatively, a direct debit mandate can be sent to you by calling Inspiring Music on 0300 300 6604 or emailing us at: [inspiring.music@centralbedfordshire.gov.uk](mailto:inspiring.music@centralbedfordshire.gov.uk).

## Schools Network Service – Services available until 31<sup>st</sup> March 2017

The Schools Network Service provides internet and related services to all schools, academies and UTC's in Central Bedfordshire. Our first year of the current two year contract to 31st March 2017 brought performance improvements. During our second year we will continue to work with your school to meet and exceed your internet requirements.

The service includes:

### Wide Area Network Services

- Uncontented, (non-shared), dedicated internet connection to your school.
- Network monitoring and issue resolution.
- Schools network advice and guidance for developing and enhancing your wide area network and services using this facility.
- Central Bedfordshire is part of the National Education Network, (NEN), and e-Safety issues can be dealt with efficiently and quickly.

## Access to online curriculum resources

(Sourced by Central Bedfordshire Council on behalf of schools and academies.)

- Learning packages including Myths and Legends, CookIt and Risks & Rewards.
- Copyright-free photo banks.

## Access to IT tools and utilities

(Sourced by Central Bedfordshire Council on behalf of schools and academies.)

- Admin e-mail.
- Firewall.
- Filtering to current approved standards.
- Anti virus for all computers in school.
- Anycomms Plus, (Secure Data Transfer).
- XPorter, (Automatic extract of data from schools' management information system to Central Bedfordshire Council).

## What does it cost?

<b>Schools Secure Network</b>	<b>2016/17 Charges £</b>
We provide a full range of internet connection speeds, to discuss your needs, please contact us.	
Our standard annual charges are as follows:	
Lower/Primary, Nursery, & Special Schools up to 100 pupils < 10mb	2,800.00
Lower/Primary, Nursery, & Special Schools up to 100 pupils 10mb	3,100.00
Lower/Primary, & Special Schools 100-150 pupils < 10mb	3,100.00
Lower/Primary, & Special Schools 100-150 pupils 10mb	3,600.00
Lower/Primary, & Special Schools 150-249 pupils <10mb	3,300.00
Lower/Primary, & Special Schools 150-249 pupils 10mb	3,900.00
Lower/Primary Schools 250+ pupils <10mb	3,500.00
Lower/Primary Schools 250+ pupils 10mb	4,200.00
Middle Schools up to 500 pupils 20mb	7,500.00
Middle Schools 500+ pupils 20mb	7,700.00
Upper/Secondary Schools up to 1000 pupils 100mb	10,900.00
Upper/Secondary Schools 1000+ pupils	11,900.00
We also provide a range of non standard bandwidths – please contact for pricing and availability	

For more information or any queries regarding the Schools Network contact:

Jeremy Wood, Network Services Manager

Telephone Number: 0300 300 5661

E-Mail: [jeremy.wood@centralbedfordshire.gov.uk](mailto:jeremy.wood@centralbedfordshire.gov.uk)

## Educational Psychology, Special Educational Needs (SEN) and Disability (SEND) – Continuing Service

Educational Psychology, Special Educational Needs, (SEN) and Disability, (SEND), provide a core statutory service at no additional cost for children and young people:

- With complex needs requiring ongoing multiagency involvement, who currently meet Central Bedfordshire’s guidance for SEN at Stage 2 and who are highly likely to meet indicators for statutory assessment.
- Who are in the process of undergoing statutory assessment.
- Who have existing statements of SEN or Education, Health and Care Plans and where there is a continued concern, or a significant change in need or circumstances.

The following activities can be provided by the service at an additional cost to individual schools and partnerships requiring support that does not fit core service indicators:

- Consultation with staff, parents and young people around specific concerns/ issues.
- Formal assessment of individual pupil needs.
- Staff training on all aspects of SEND including social and emotional development, mental health/ wellbeing and inclusion.
- Staff support, e.g. Solution Circles, Circle of Adults, group supervision, staff mentoring.
- Group and individual support for young people where there are concerns around their emotional and social development e.g. social skills, emotional intelligence, Circle of Friends and/or their learning.
- Support for project work, research and evaluation.

### What does it cost?

<i><b>Educational Psychology, Special Educational and Disability</b></i>	<b>2016/17 Charge School £</b>	<b>2016/17 Charge Academy £</b>
Educational Psychologist daily rate	531.00	582.00
Hourly rate	88.00	97.00
Individual Pupil Assessment	265.00	291.00
Advisory Teacher daily training rate	531.00	582.00
Hourly training rate	88.00	97.00

For more information, please contact your allocated Educational Psychologist or Foundation Stage Advisory Teacher.

## Governor Services – Continuing Service

A core programme for governor training will include face to face courses via

### **Subscription A:**

- Taking the Chair
- Induction modules
- Health and Safety in a school/academy setting
- Ofsted updates
- Understanding Performance data –Early Years Foundation Stage, (EYFS), lower and primary phase specific courses
- Governors' Visits
- Support and challenge; developing your role
- Safeguarding/Child Protection
- Special Educational Needs, (SEN)/vulnerable learners
- How do we support vulnerable learners in our schools?
- Appraisal of the Head Teacher's Performance
- Finance Induction, (maintained schools only)
- Understanding the roles and responsibilities of an academy governor
- Promoting British Values through Spiritual, Moral, Social and Cultural, (SMSC) development.
- Pupil Premium and other funding
- Recruiting and appointing a new school leader
- School organisation

The subscription will also include access to:

- E-learning opportunities through Governors' E-Learning, (GEL).

### **Subscription B:**

Offers access to e-learning opportunities through GEL.

Training courses can also be booked on an ad hoc basis; details will be published online and 2 hard copies of a summary booklet will be sent to schools.

- Advice on a range of governance issues or signposting to specialist advice will be provided also by telephone and e-mail.
- Seminars for clerks and access to Clerkwise offered **free of charge** to clerks working in maintained schools and academies in Central Bedfordshire.

Contact: Joanna Brown

Telephone Number: 0300 300 8105

Email: [gov.training@centralbedfordshire.gov.uk](mailto:gov.training@centralbedfordshire.gov.uk)

**What does it cost?**

<b>Governor Services</b>	<b>2016/17 Charge Maintained School £</b>	<b>2016/17 Charge Academy/ Free School £</b>
<b><u>Subscription A:</u></b>		
Subscription rates based on number of pupils on roll		
Schools/academies with up to 50 pupils	374.00	412.00
Schools/academies with 51 to 200 pupils	483.00	532.00
Schools/academies with 201 to 500 pupils	606.00	666.00
Schools/academies with 501 to 1200 pupils	726.00	799.00
Schools/academies with 1201+ pupils	849.00	934.00
<b><u>Subscription B:</u></b>		
Per governing body	78.00	86.00
Ad hoc face to face courses		
Per 2 hour session	104.00	114.00
Per half day session	156.00	171.00
Per whole day course	312.00	342.00
Academies, free schools and maintained schools within Central Bedfordshire will be charged at the above specified rates.		
<b>NB:</b> Please note the subscription is for the academic year 2016-17.		
Subscription for others, e.g., maintained schools, academies and free schools outside of Central Bedfordshire and independent schools, (Subscription B is not available).	1,207.00	

## Determining Free School Meals – Continuing Service

The Contact Centre will answer the customer contact and process the application. Charges for eligibility checking will be applied. Call 0300 300 8306 for this service or e-mail: [customers@centralbedfordshire.gov.uk](mailto:customers@centralbedfordshire.gov.uk).

**What does it cost?**

<b>Determining Free School Meals Eligibility</b>	<b>2016/17 Charge £</b>
Per determination per year	10.00

## Children's Workforce Development

Central Bedfordshire Academy of Social Work and Early Intervention, (The Academy), provide a range of learning opportunities available across the children's workforce sectors. The Academy is renowned for its high quality and impactful delivery programmes including qualifications.

### **Continuing Professional Development**

There is a range of Continued Professional Development, (CPD), training, including e-learning, that can be accessed through the online booking system, CPD Online, [www.centralbedscpd.co.uk](http://www.centralbedscpd.co.uk).

All E-Learning is free of charge, however, there is a charge applied for non completion. All courses will detail any applicable charges

### **"Bespoke" and "In House" delivery**

The team are able to provide training to meet the particular needs of your workforce and are also able to tailor any available courses in the course programme to meet your needs. The Academy also offers the 3 hour, 2 year Safeguarding Awareness training and can deliver this as an after school or inset day activity.

### **Qualifications**

There are a range of qualifications to meet the needs of the schools workforce.

- L2 Award in Support Work in Schools
- L2 and L3 Certificate and Diploma in Supporting Teaching and Learning
- L3 and L4 Information Advice and Guidance
- L2 and L3 Youth Work
- L2 and L3 Business Administration
- L2 and L3 Children's Workforce Certificate and Diploma

We have a large range of social care and early years qualifications also available

### **Apprenticeships**

Contact us for information on our apprenticeship programmes. We provide complete support from the point of advert through to appointment and then deliver all elements of the apprenticeship, providing ongoing support to both the mentor and the learner.

### **Traineeships**

We provide a range of traineeship programmes tailored to meet the needs of the individual learners. Contact us for more information about the programme or possible placement opportunities.

### **Direct delivery to pupils**

We offer the Cache Babysitting Award to 14 –18 year olds. This is a great introduction to childcare and can be delivered as an "in school" or "after school" activity

Support at Careers Events, pop up events, and pupil Information, Advice and Guidance, (IAG), sessions.

Contact Details:

E-mail: [Academy@centralbedfordshire.gov.uk](mailto:Academy@centralbedfordshire.gov.uk)

Telephone Number: 0300 300 8131

## Advertising of Schools Vacancies

From April 2016 there will be a small charge made to cover the administrative costs of processing schools vacancies.

	£
Schools in Central Bedfordshire	30.00 per advert
Academies in Central Bedfordshire	40.00 per advert
All Schools and Academies outside of Central Bedfordshire	60.00 per advert

Contact Details:

Email: [Academy@centralbedfordshire.gov.uk](mailto:Academy@centralbedfordshire.gov.uk)

Telephone Number: 0300 300 8131

## Education Visits and Journeys – Continuing Service

Central Bedfordshire Council provides, at no additional cost, the following package of services to Community Schools in relation to Educational Visits and Journeys:

- Provision of a school's user account for, EVOLVE, the on-line system for planning and approving.
- Technical and administrative support for schools to enable management of their own EVOLVE account.
- Advice and support to individual schools to ensure compliance with Local Authority policy and national legislation.
- Updated information to schools with regard to local and national developments to legislation and products affecting Educational Visits and Journeys.
- An approval process for visits that are either residential, adventurous or overseas.
- Support for basic training needs.

### Training Courses

The following courses are run twice per year:

#### **EVC, (Educational Visits Co-ordinator) Training**

This course provides members of school staff with the knowledge and expertise required to co-ordinate visits organised by their own school and ensure that visits are compliant with CBC Policy.

#### **Group Leader Training**

This course is aimed at individual teachers wishing to organise their own visits. It covers risk assessment and management, considerations for planning, understanding of relevant legislation and EVOLVE familiarisation. Delegates will also have the opportunity to plan a visit as a result of a field work exercise.

#### **EVC, (Educational Visits Co-ordinator) Training**

This course provides members of school staff with the knowledge and expertise required to co-ordinate visits organised by their own school and ensure that visits are compliant with CBC Policy.

Contact: Pete Hardy, Compliance and Risk Adviser

Telephone Number: 0300 300 4955

E-mail: [pete.hardy@centralbedfordshire.gov.uk](mailto:pete.hardy@centralbedfordshire.gov.uk)

**What does it cost?**

<i>Educational Visits and Journeys</i>	2016/17 Charge School £	2016/17 Charge Academy £
<b>Bought Back Services</b>		
Academies are able to buy back the Educational Visits and Journeys support package at the following rates based on number on roll:		
<b>Lower/Primary Schools</b>		
0 - 100		134.00
100 - 200	N/A	212.00
200 - 300		292.00
300+		371.00
<b>Middle Schools</b>		
0 - 200		292.00
200 - 400	N/A	424.00
400 - 750		583.00
750+		743.00
<b>Upper/Secondary Schools</b>		
0 - 750		583.00
750 - 1000	N/A	796.00
1000 - 1400		849.00
1400+		1,008.00
<b>EVC, (Educational Visits Coordinator), Training - Duration: Whole Day</b>		
Maintained Schools and Academies buying back Educational Visits and Journeys Support Package.	75.00	75.00
Academies that have not bought back the Educational Visits and Journeys Support Package.	N/A	126.00
<b>Group Leader Training - Duration: Whole Day</b>		
Maintained Schools and Academies buying back Education Visits and Journeys Support Package.	75.00	75.00
Academies that have not bought back the Educational Visits and Journeys Support Package.	N/A	126.00
<b>EVC Revalidation - Duration: Half Day</b>		
Maintained Schools and Academies buying back Education Visits and Journeys Support Package.	28.00	28.00
Academies that have not bought back the Educational Visits and Journeys Support Package.	N/A	49.00
<b>In-House Training for Educational Visits: Per Hour</b>		
If a school requires bespoke training delivered on school site this is now chargeable at an hourly rate to include travel and preparation.	35.00	35.00

## School Admissions Service



## **Point of entry admissions service to process the new intake applications received for the academic year of 2016/17 for:**

- Starting School
- Transfer to Middle
- Transfer to Secondary
- Transfer to Upper
- Transfer to University Technical College, (UTC).

As part of its statutory duty, the School Admissions Team co-ordinates the admission of pupils to schools at the normal point of entry, i.e. at the start of the reception year and for children transferring to their next phase of education, i.e., middle, secondary and upper schools.

## **Academies and own admission authority schools can buy back this service for the School Admissions Team to process their point of entry admission applications received for their new intake.**

If an academy or own admission authority school wishes to buy back this service, then the School Admissions Team will process all applications for the school in accordance with their admissions criteria, including:

- Assessing which admission criteria the application meets and checking which catchment area the address is in.
- Carrying out sibling checks using information held on the Tribal database.
- Carrying out feeder school checks using information held on the Tribal database.
- Chasing for medical evidence where medical reasons have been stated.
- Verifying pupil premium eligibility if this is part of the criteria.

Where the academy/school has children of staff criteria, the School Admissions Team will provide a list of children to the academy/school where this has been stated for verification.

Where the academy/school has faith criteria, the School Admissions Team will collate all the relevant information supplied by the parent/carer(s) and send this to the academy/school to verify if the child meets any of the faith criteria.

The School Admissions Team will ensure that all applications will be correctly ranked against the academy or schools admissions criteria reducing the risk of incorrectly ranked applications which could result in a child entitled to a place being turned down or appeals being upheld on grounds of maladministration.

Where the school is oversubscribed we will also hold the waiting list until the start of the academic year and offer places on the academy/school's behalf if vacancies arise, liaising with the academy/school before places are offered.

The charge for processing Point of Entry Admissions is detailed below:

Service Description	2016/17 Charge £
<b>School Admissions Team:</b>	
<b>Point of Entry Admissions – charge based on Published Admissions Number for school</b>	
PAN of 30 and under	245.00
PAN of 60 and under	490.00
PAN of 90 and under	735.00
PAN of 120 and under	980.00
PAN of 180 and under	1,469.00
PAN of 240 and under	1,959.00
PAN of 300 and under	2,448.00
PAN of 360 and under	2,938.00
PAN of 420 and under	3,101.00
PAN of over 420	3,428.00

**There is no charge to community and voluntary controlled schools. The Local Authority is the Admission Authority and is, therefore, responsible for admissions to the school.**

For further information about this service, please contact:

Lydia Braisher, Admissions Manager  
Telephone Number: 0300 300 4769

## School Admissions Team

### **Admission Appeals**

As part of its statutory duties, the School Admissions Team co-ordinates the admission of pupils to schools at the normal point of entry, i.e., at the start of the reception year for Lower/Primary schools, the transfer to Middle, Secondary and Upper schools and transfer to the University Technical College, (UTC), as well as in-year admissions.

In addition to its statutory duties, the School Admissions Team can offer academies and own admission authority schools a buy back service relating to admission appeals, where it has not been possible to offer a child a place at the academy/school due to oversubscription. This service will include:

- Liaison with the academy/school to collect the necessary information to be included in the appeals case.
- Preparation of the written appeal case and submission to the clerk within the required timescales.
- Reading the appellants submission and ensuring that any relevant information submitted as part of their case is verified.

# Services to Schools & Academies 2016/17

- Ensuring that up to date information on waiting lists is available.
- Ensuring that information on the alternative school offered is available.
- Carrying out walking route distance measurements to alternative schools.
- Presentation of the case at the appeal hearing, answering any questions from the appeals panel and parents.
- Informing the academy/school of the outcome of the appeal.

Please note that this service **excludes** the organisation and clerking of appeal hearings, which is a separate chargeable service for academies via the Committee Services Team, (see Administration of Education Appeals on page 17).

Service Description	2016/17 Charge £
<b>School Admissions Team: Preparation and presentation of admission appeals</b>	
Per appeal	255.00
Second or subsequent appeal	178.50
<p>If there is more than one appeal for the <b>same</b> year group or grouped appeals, the charge for the second or subsequent appeal is reduced to £178.50</p> <p>There is no charge if an appeal is withdrawn or settled prior to the case being written. There is a reduction of 50% if an appeal is withdrawn or settled after the case has been written and sent to the panel and appellants.</p>	

***There is no charge to community and voluntary controlled schools. The Local Authority is the admission authority and is, therefore, responsible for the preparation and presentation of appeals for these schools.***

For further information about this service, please contact:

Lydia Braisher, Admissions Manager

Telephone Number: 0300 300 4769

## Administration of Education Appeals

Fees payable by Academies are applied on a case by case basis. For details, please contact Mel Peaston, Committee Services Manager

E-mail: [mel.peaston@centralbedfordshire.gov.uk](mailto:mel.peaston@centralbedfordshire.gov.uk)

or refer to your contract in which the sliding scale is set out.

## Fischer Family Trust Online Subscription Renewal 2016/17

The Council has purchased the Local Authority Fischer Family Trust, (FFT), package which provides high quality performance data to support target setting and self evaluation. This means that Schools that wish to access this service through the Local Authority can do so at a reduced rate for the period April 2016 to March 2017.

FFT Aspire is an extremely useful resource which helps schools in target setting and comparing value added progress of pupils to the progress of similar pupils nationally. The FFT Governor Dashboard and Self Evaluation booklets are also available via FFT Aspire.

**What does it cost?**

Fischer Family Trust Online Subscription	2016/17 Charge School £	2016/17 Charge Academy £	2016/17 If Schools subscribe direct to FFT £
Infant (Lower School)	63	69	250
Primary <= 100	63	69	300
Primary >100 (Middle School)	105	116	300
Secondary (Upper School)	525	578	1,250

For further information please contact:

Learning Performance Team

Telephone Number: 0300 300 4542

E-Mail: [danyel.islam@centralbedfordshire.gov.uk](mailto:danyel.islam@centralbedfordshire.gov.uk)

## Access and Inclusion - Academies

The Access and Inclusion Service carries out the Local Authority’s legal duties in relation to school attendance and access to education. The service works with schools and parents to ensure that children attend school regularly. It will issue Penalty Notices when necessary, instigate legal proceedings against parents and serve School Attendance Orders.

The service is also responsible for monitoring Elective Home Education and Children Missing Education and for ensuring that the local authority’s legal duties with regard to exclusion from school are discharged, (in relation to both schools and parents). The service is able to offer support to schools with regard to Traveller children who may be experiencing difficulty in accessing their education. The service is also responsible for carrying out the Local Authority’s legal duties in relation to child employment and children in entertainment.

**What does it cost?**

**(These will be introduced at the start of the school year 2016/17 (September 2016)).**

Access and Inclusion Services for Academies, (no charge for maintained schools)	2016/17 Charge £
<b>School Attendance Officer Service</b>	
Per hour	28.00
6 hours per school year	164.00
12 hours per school year	328.00
18 hours per school year	491.00
24 hours per school year	655.00
30 hours per school year	818.00
36 hours per school year	982.00
42 hours per school year	1,146.00
1 day a fortnight (19 days) (7.5 hours @ £27 an hour x 19)	3,886.00
1 day a week (38 days) per school year (7.5 hours @ £27 an hour x 38)	7,772.00
<b>Inclusion Support Officer services</b>	
<b>Upper/Secondary Schools</b>	
One-off annual cost	1,061.00
<b>Middle Schools</b>	
One-off annual cost	637.00
<b>Primary Schools</b>	
One off annual cost	425.00
<b>Lower Schools</b>	
One-off annual cost	212.00
Or an hourly rate as required	56.00

For full details of what both of these services can offer please contact:

The Access and Inclusion Service on:

Telephone Number: 0300 300 6826

E-mail: [beverley.carey@centralbedfordshire.gov.uk](mailto:beverley.carey@centralbedfordshire.gov.uk)

**The Jigsaw Centre**

# Services to Schools & Academies 2016/17

The Jigsaw Centre, (based at Hawthorn Park Lower School), has been commissioned by Central Bedfordshire as an alternative provision to provide early intervention and support for primary aged children, (up to the end of Year 6).

As a core service for our most vulnerable pupils it provides:

- **Early intervention and outreach support** for those pupils who are at risk of exclusion and at Stage 2 of the SEMH Central Bedfordshire Code of Practice. (See CBC Graduated Response document.)
- Short stay provision for those children **who are permanently excluded**, with an emphasis on their successful reintegration back into mainstream school;

Jigsaw intervention can include support for pupils and families as well as training for school staff. The focus is on preventative work and on helping schools to support pupils within their existing community and to increase their capacity to hold on to vulnerable pupils.

For pupils who are **not at risk of exclusion** and who do not meet Jigsaw’s referral criteria, Intervention Support can be commissioned through the Jigsaw Centre and schools can use Pupil Premium funding to meet these costs.

### What does it cost?

Jigsaw Extended Education Support Service	2016/17 Charge School £	2016/17 Charge Academy £
Jigsaw Advisory Staff daily rate	450	490
Jigsaw Advisory Staff hourly rate	75	82
Individual Pupil Assessment	250	280

Jigsaw also offers a limited, (charged for), counselling service with a fully qualified Education psychotherapist.

For further information please access the Jigsaw Website [www.jigsawcentre.co.uk](http://www.jigsawcentre.co.uk) or contact:

The Jigsaw Centre,  
C/O Hawthorn Park Lower,  
Parkside Drive,  
Houghton Regis,  
Bedfordshire,  
LU5 5QN.

Telephone Number: 01582 861995

E-mail: [jigsawcentre@cbc.beds.sch.uk](mailto:jigsawcentre@cbc.beds.sch.uk)

## Income Services

Central Bedfordshire Receipt Books can be obtained by contacting Income Services on 0300 300 5126 / 0300 300 4332 or e-mail: [Income@centralbedfordshire.gov.uk](mailto:Income@centralbedfordshire.gov.uk)

Schools will be invoiced 6 monthly intervals at £3.00 Per Book.

## Central Bedfordshire Council as the Appropriate Body for Newly Qualified Teacher, (NQT), Induction Support

- Registration of NQT's and administration of induction paperwork.
- Review of all Assessment Forms as part of the quality assurance role of the Appropriate Body, and providing feedback to the school/academy as required.
- Correspondence with National College for Teaching and Leadership/DfE on induction related matters.
- One place per NQT at NQT training and an invitation to the NQT Conference, (places allocated on a first come, first served basis).
- One place per Induction Tutor on the training on how to be effective and meet the statutory requirements of the role.
- Central Bedfordshire Council's Essential Guide to Induction Handbook for each individual NQT and each Induction Tutor.
- NQTs will have access to a wide range of twilight enrichment opportunities offered across Central Bedfordshire by the Teaching Schools.
- Telephone and e-mail support for Induction Tutors and NQT's on induction related issues.
- Support and guidance for Induction Tutors of NQT's who are not performing satisfactorily against the Standards.
- Inclusion in the LA's monitoring of NQT provision to fulfil the statutory role for quality assurance; criteria for selection specified in the Induction Handbook, page 20, which is a summary of the Council's Intervention Strategy.

### What does it cost?

<b>Central Bedfordshire Council as the Appropriate Body for Newly Qualified Teacher Induction Support</b>	<b>2016/17 Charge Maintained School (Excl. VAT) £</b>	<b>2016/17 Charge Academy/ Free School (Excl. VAT) £</b>
<b>Cost for each NQT per term</b>	300.00	420.00
Academies, free schools and maintained schools within Central Bedfordshire will be charged at the above specified rates.  <b>NB:</b> Please note this is for the <b>Academic Year 2016-17</b>		

Schools and academies wishing to use Central Bedfordshire Council as their Appropriate Body for NQT induction support should contact: [nqtadministrator@centralbedfordshire.gov.uk](mailto:nqtadministrator@centralbedfordshire.gov.uk) for a Registration Form.

## Property Support – Services

CBC has a legal responsibility as Landlord for all community schools; we are required to ensure that you are managing your statutory compliance correctly. You can do this in one of two ways. Firstly by arranging the inspections yourselves and then providing CBC with copies of all certifications; or by buying into our service provision. For Academies, Voluntary Aided, Voluntary Community and foundation schools the legal responsibility is yours alone, but we can provide this service and ensure compliance is provided for you if you wish.

### **Core and Optional Services – Our Offer**

We have consulted schools and decided to offer property support options in 2 ways, a ‘Core’ Service and a range of Optional Call-off Services.

#### **Core Service**

The Core Service has been developed after consultation with schools to make available a high quality, affordable and professional service which will enable schools to meet statutory requirements and get advice when they need it. Schools will be allocated a dedicated Assets colleague and we will be available at the end of a 24 hour phone line for your maintenance requests.

***The cost of this service is a fixed fee per annum and details can be found on page 23.***

#### **Optional Services**

The Optional Services outside the Core Agreement provide a wide range of additional services available for when schools need them, from specific property or premises management issues through to the project management and design of new facilities.

***The cost of these services is either on a time charge or % fee basis and will be determined by the level of services required.***



## Property Support

Your statutory compliance certificates will be placed on a web portal and you shall have free access to your data.

### CORE SERVICE CONTRACT

1. Emergency 24-hour helpline.
2. Reactive repair and planned maintenance service.
3. Organisation of Statutory Maintenance Testing and Inspection Service including: Air Conditioning Maintenance, (including F Gas Inspection). Energy reporting remains the responsibility of the school. Management of asbestos in relation to the remedial works to building fabric and M&E Services – where Central Bedfordshire Council, (CBC), are managing the work. Gas/Oil Heating System Servicing. Periodic Electrical Fixed Wiring Testing . Emergency Lighting Discharge Testing. Extract fan/canopy & duct cleaning. Fire Alarm Panel Maintenance and Detector Testing. Fire Fighting Equipment Testing (extinguishers and blankets) Fume cupboard and dust extraction testing gas installation integrity check. Oil line and oil tank/bund integrity inspection Portable electrical equipment testing and inspection. Water temperature monitoring where requested.
4. Organisation of other planned preventative Maintenance, including: Alarms Maintenance, (access, burglar, Alarms and CCTV). Automatic doors. Electrical UPS, (uninterrupted power supply), Maintenance. Generator Servicing. Lift Maintenance. Lightning protection and inspection.
5. Site Agent Training: Advice and regular training sessions with CBC Surveyors/Engineers or specialist Contractors as appropriate. Telephone access to advice
6. A twice termly visit from an allocated assets Colleague.

### OPTIONAL SERVICES

1. Annual Audit of premises risk management.
2. Project Design and Estates Service.
3. Asset Management Plan Advice.
4. Carbon reduction management advice, including organising a carbon survey and Advice and assistance on procuring energy solutions.
5. Energy Management.
6. Arranging Display Energy Certificates, (DEC).
7. Procurement Advice.
8. Advice on how to make your building accessible for all and ensure compliance with the Disability Discrimination Act 1995.
9. Construction Health and Safety Advice including the co-ordination of CDM, (Construction Design and Management Regulations), for project work.
10. Fire Risk Assessments.
11. Project Management.
12. Planning and Building Control Advice.
13. Sewage Pump annual Service and Call-Out Maintenance.

All above service can be arranged, but Additional charges will apply.

## What does it cost?

<b>Property Support</b>	<b>2016/17 Charge School £</b>	<b>2016/17 Charge Academy £</b>
<p><b>Core Service</b> Organise and oversee Planned Preventative Maintenance; twice termly visits; 24 hour helpline; reactive maintenance: FIXED FEE per annum.</p> <p>Lower/Primary</p> <p>Middle</p> <p>Upper/Secondary</p> <p><b>NB:</b> Core services lump sum includes the organisation of the PPM, but not contractor's charges for carrying out the service/works.</p> <p><b>Design Service</b> Time charge or % fee based on value of project. Specialist advice, e.g., structural may incur an additional fee.</p> <p>Projects up to £5,000</p> <p>Projects £5,001 - £10,000</p> <p>Projects £10,001 - £30,000</p> <p>Projects £30,001 - £75,000</p> <p>Projects £75,001 plus</p> <p><b>Optional Services</b> Lump Sums or hourly rates as appropriate</p> <p><b>Project Management</b> Hourly Rate</p> <p><b>General and Technical Advice</b> Hourly Rate</p> <p>Assistant surveyor/engineer</p> <p>Senior Surveyor/Engineer</p> <p>Managing surveyor/engineer</p>	<p>550.00</p> <p>1,100.00</p> <p>2,200.00</p> <p>By negotiation</p> <p>12.50%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>41.00</p> <p>51.00</p> <p>61.50</p>	<p>605.00</p> <p>1,210.00</p> <p>2,420.00</p> <p>By negotiation</p> <p>12.50%</p> <p>11%</p> <p>10%</p> <p>9%</p> <p>45.00</p> <p>56.00</p> <p>67.50</p>

Contacts: E-mail: [marion.collinson@centralbedfordshire.gov.uk](mailto:marion.collinson@centralbedfordshire.gov.uk)  
[Bernard.carter@centralbedfordshire.gov.uk](mailto:Bernard.carter@centralbedfordshire.gov.uk)

# Services to Schools & Academies 2016/17

## Appendix A - Order Forms

### A1 - Application for Schools Insurance

**Please note Insurance Premium Tax has increased from 6% to 9.5% from November 2015. The rates below reflect that increase for 2016/17.**

#### School details

Name of School: .....

Contact Name: ..... Telephone Number: .....

Number of Pupils: ..... Number of Governors: .....

Number of Teaching Staff: ..... Number of other Staff: .....

If you have a pre-school on the same site – please complete the pupil numbers separately.

#### Safe Information:

Make/Model: .....

Serial Number: .....

Dimensions: .....

Value (if known): .....

Key or Combination Lock: .....

#### Buy Back Cover (Property and Liability) includes:

##### Property

Full reinstatement cover for buildings and contents damage by Fire, Lightning, Explosion, Aircraft, Riot, Civil Commotion, Earthquake, Subterranean Fire, Storm, Flood, Escape of Water, Impact, Sprinkler Leakage.

Excess: £1,000 per claim.

##### Business interruption

Additional expenses: In the event of a major incident the policy would provide cover for cost of hiring huts/cabins or the hire of temporary premises as well as the cost of transportation of pupils to another site in order to carry on the work of the school.

##### Combined Liability

- Public liability - £20m
- Employer liability - £20m
- Libel & slander - £ 1m
- Officials indemnity - £ 5m

## Engineering

Statutory inspection of all engineering plant. A charge will be made if it is necessary for any Written Schemes of Examination to be prepared.

## Money Cover

In unspecified safe to £2,000.

Excess of £250, (excess of £50 on school fund monies).

Also cover for money in transit and cheques, stamps, postal order, etc.

## Fidelity Guarantee

Cover up to a limit of indemnity of £10m for loss of money or goods through the fraudulent acts of staff.

## Buy Back cover

Funding for Buy Back is provided in the formula based on two elements below:

- A lump sum per sector

School Type	2016/17 £
Nursery	3,410
Lower/Primary	3,410
Middle	3,720
Upper/Secondary	4,030
Special	3,720

- An amount allocated per pupil

School Type	2016/17 £
Nursery	£15.90
Lower/Primary	£16.85
Middle	£19.37
Upper/Secondary	£24.65
Special	£22.21

## Optional Cover

### All schools

The given rate is multiplied by number of pupils on Spring Term Roll to calculate your premium.

### School Offsite Activity

An annual policy covering travel and personal injury insurance for offsite standard and hazardous activities/trips.

**N.B.** Teachers rate is multiplied by the number of teaching staff and the pupil's rate is multiplied by number of pupils.

School Type	Teachers 2016/17 £	Pupils 2016/17 £
Nursery/Lower/Primary	0.83	1.03
Middle/Special	1.08	1.24
Upper/Secondary	1.31	1.49

### Public Liability- Parent/Teacher Association

Provides liability cover in the event of any damage/injury caused to a third party due to the negligence of the PTA.

Annual Premium per PTA = £68.00

### Legal Expense Insurance/Helpline

The legal insurance and advice helpline is provided by Abbey Legal Protection.

**Purchase of both services is now compulsory.**

Should you have any queries regarding this cover please contact the Insurance Team, (see page 27 for contact details).

The charges for 2016/17 will be:

School type	Advice helpline £	Insurance premium per pupil £
Nursery	142.00	0.88
Lower/Primary	198.00	0.88
Middle/Special	300.00	0.88
Upper/Secondary	418.00	0.88

### Hire of Premises – Public Liability

This insurance is only available for non-profit making individuals and groups only. Profit-making organisations and individuals MUST have their own liability cover.

Cover is renewed annually on 1<sup>st</sup> April and provides liability cover of up to £10m for private hirers of school premises who have insufficient or no liability cover of their own.

There is an excess of £60.00 per claim.

The charge for the cover should be added to the fee charged to the hirer, and should be calculated as follows:

**15% of hire fee plus insurance premium tax @ 9.5%**

e.g., £100 x 15% = £15.00 + 9.5% IPT = £16.43

**Please complete the following details if cover is required:**

Total private hire income for the year ending 31 March 2016 .....

Estimated private hire income for the year ending 31 March 2017 .....

**Motor Insurance**

The annual premium for each school-owned minibus will be £725.00.  
Excess of £1,000 per claim.

Please specify the number of vehicles you wish to insure and the relevant vehicle details.

.....

Please indicate the insurance cover your school requires (type **Yes** or **No**):

Liability & Property (Buy Back)	
School Offsite Activity	
Public Liability- Parent/Teacher Association	
Legal Expenses Insurance (includes Helpline)	
Hire of Premises	
Motor Insurance	

Name: .....

Position: .....

Signature: ..... Date: .....

***Please return completed forms to:***

**The Insurance Team,  
Central Bedfordshire Council,  
Priory House, Monks Walk, Chicksands, Shefford, Bedfordshire, SG17 5TQ**

If you have any queries please contact the Insurance Team:

Telephone Number: 0300 300 6200

E-mail: [insurance@centralbedfordshire.gov.uk](mailto:insurance@centralbedfordshire.gov.uk)

Fax Number: 0300 300 8215

# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School:.....

Telephone Number: .....

Service	Purchase Requested Yes/No
Determining Free School Meals Eligibility	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

**Please return this completed Form to:**

Central Bedfordshire Council,  
Watling House,  
High Street North, Dunstable,  
Bedfordshire, LU6 1LF.

E-mail: [customers@centralbedfordshire.gov.uk](mailto:customers@centralbedfordshire.gov.uk)

# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
Schools Network Services	

*(If you are already taking our service, you do not need to reply.)*

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

***Please return this completed Form to:***

ICT Admin Team,  
Central Bedfordshire Council,  
Priory House, Monks Walk,  
Chicksands, Shefford,  
Bedfordshire, SG17 5TQ.

E-Mail: [ictadmin@centralbedfordshire.gov.uk](mailto:ictadmin@centralbedfordshire.gov.uk)



# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested  Yes/No (If yes, please state the service required)
Property Services	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

***Please return this completed Form to:***

Ms. Marion Collinson – FM Operations Manager

Mr. Bernard Carter – Head of Facilities Management & Maintenance

Community Services Directorate,  
Central Bedfordshire Council,  
Priory House, Monks Walk,  
Chicksands, Shefford,  
Bedfordshire, SG17 5TQ.

E-mail: [marion.collinson@centralbedfordshire.gov.uk](mailto:marion.collinson@centralbedfordshire.gov.uk)

[Bernard.carter@centralbedfordshire.gov.uk](mailto:Bernard.carter@centralbedfordshire.gov.uk)

# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
Educational Psychology and Advisory Support Team	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

***Please return this completed Form to:***

SEND Support Team,  
Central Bedfordshire Council,  
Watling House,  
High Street North, Dunstable,  
Bedfordshire, LU6 1LF.

E-mail: [STATASS@centralbedfordshire.gov.uk](mailto:STATASS@centralbedfordshire.gov.uk)

Telephone Number: 0300 300 4768

# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No
Governor Services: Subscription A	
Governor Services: Subscription B	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

***Please return this completed Form to:***

Joanna Brown - Commissioning and Partnerships Officer

Children's Services/School Improvement,  
Central Bedfordshire Council,  
Watling House,  
High Street North,  
Dunstable,  
Bedfordshire, LU6 1LF.

E-mail: [gov.training@centralbedfordshire.gov.uk](mailto:gov.training@centralbedfordshire.gov.uk)

# Services to Schools & Academies 2016/17

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested  Yes/No (If yes, please state the service required)
Inspiring Music	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

**Please return this completed Form to:**

E-mail: [inspiring.music@centralbedfordshire.gov.uk](mailto:inspiring.music@centralbedfordshire.gov.uk)

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No
Income Services – Receipt Books	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

**Please return this completed Form to:**

The Transaction Team Income,  
Central Bedfordshire Council,  
Ground Central,  
Priory House, Monks Walk,  
Chicksands, Shefford,  
Bedfordshire, SG17 5TQ.

E-mail: [Income@centralbedfordshire.gov.uk](mailto:Income@centralbedfordshire.gov.uk)

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
Educational Visits and Journeys	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

**Please return this completed Form to:**

Pete Hardy - Compliance and Risk Adviser,  
Central Bedfordshire Council,  
Watling House ( DB2R),  
High Street North,  
Dunstable,  
Bedfordshire, LU6 1LF.

Please note that CBC maintained schools **do not** need to complete this form as they automatically receive this service.

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
Admissions and Appeals	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

***Please return this completed Form to:***

Lydia Braisher, Admissions Manager,  
School Admissions Team,  
Central Bedfordshire Council,  
Watling House,  
High Street North,  
Dunstable,  
Bedfordshire, LU6 1LF.

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
Fischer Family Trust Online Subscription	

Contact Name	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

**Please return this completed Form to:**

Learning Performance Team  
Children’s Services,  
Central Bedfordshire Council,  
Watling House,  
High Street North,  
Dunstable,  
Bedfordshire, LU6 1LF

E-Mail: [Danyel.Islam@centralbedfordshire.gov.uk](mailto:Danyel.Islam@centralbedfordshire.gov.uk)



## Appendix B - Statutory Services and Services Provided Free of Charge

### Children's Services Finance, Schools Team

The Schools Finance Team carry out statutory finance service to schools. Statutory functions include:

- No later than 27<sup>th</sup> February each year make an initial determination of schools budgets for the funding periods and give notice of such determinations to the governing bodies of the maintained schools.
- After consultation with Schools Forum decide upon the formulae which they will use to determine school's budget shares.
- Ensure an amount equal to the guaranteed funding level is included (MFG)
- Ensure the 'Scheme for Financing Schools' deals with matters connected with the financing of schools maintained by the authority set out in Schedule 5 of The School and Early Years Financial Regulations.
- Ensure the Local Authority publishes a statement of out-turn after each financial year at both central level and for each school.

School Financial Advisers are also able to provide advice on areas that were previously covered on training courses offered by the Bursary Service:

#### Fully Funded Accounting

This course was offered to any schools managing a fully funded bank account and any other finance personnel who wished to further their own financial development.

The course was designed to teach delegates basic accounting principles and produce the main financial reports. Although the course is no longer available please contact your School Financial Adviser for advice on Fully Funded Accounting, this is a non-chargeable service.

#### Capital Accounting / Formula Capital

This course was intended for any staff involved in formula capital projects, setting capital budgets and accounting for capital. It was designed to teach delegates the accounting principles of capital and procedures involved with projects. Although this course is no longer available, please contact your School Financial Adviser for advice on accounting for capital. This is a non-chargeable service.

### Youth Support Service: Special Needs Support

The Council funds Special Needs Personal Advisers to support young people with Statements of Educational Needs, Education, Health and Care Plans and Learning Difficulty Assessments within schools and colleges and will complete Preparing for Adulthood Plans for this cohort. From 2016/17 this minimum statutory service will be maintained.

*Contact for Special Needs Support:*

Angela Perry: Telephone Number: 0300 300 4484

E-mail: [angela.perry@centralbedfordshire.gov.uk](mailto:angela.perry@centralbedfordshire.gov.uk)

# Services to Schools & Academies 2016/17

## Youth Support Service: Youth Workers in Schools

The Council have commissioned Groundwork to deliver youth work provision. This consists of a range of informal learning opportunities and provision in local communities and schools that will develop the social and emotional capabilities of young people.

*Contact for Groundwork:*

Diana Hedley: Telephone Number: 07736132295  
E-mail: [Diana.Hedley@groundwork.org.uk](mailto:Diana.Hedley@groundwork.org.uk)

## Youth Support Service: Volunteering

The Council have commissioned CVS to provide volunteering opportunities for young people with a view to supporting their access to education, employment and training.

*Contact for CVS:*

Adam Payn: Telephone Number: 01234 213 100  
Email: [adam@youthactioncentral.org](mailto:adam@youthactioncentral.org)

## Educational Psychology

Core service delivery is based around our statutory role which continues to be provided without charge to all maintained schools and Academies within the Local Authority:

- Provide advice and support for pupils with complex and severe Special Education Needs, (SEN), at early years+/school action +, who are highly likely to meet local authority indicators for statutory assessment.
- Contribute to Statutory Assessment under the 1996 Education Act for pupils with complex Special Educational Needs and Disability, (SEND), through the provision of psychological advice.
- Provide advice and support for pupils with statements where there is a continuing concern or change in circumstances.
- Advise the Local Authority on need and provision for pupils with SEN and disability. This includes providing expert witness assessment and testimony as part of the SEN and disability tribunal process, (SENDIST).

For more information, please contact your allocated Educational Psychologist or Foundation Stage Advisory Teacher.

## The Jigsaw Centre

The Jigsaw Centre has been commissioned by Central Bedfordshire Council to provide early intervention and support for primary aged children.

- A non statutory preventative role to ensure that a wide range of support strategies are available to all schools for pupils with emotional and behavioural difficulties to prevent social exclusion.

## Hearing Impairment Service

This service has been commissioned by Central Bedfordshire to be managed and run through the Harlington Area Schools Trust, (HAST). The service consists of the specialist provision for hearing impaired pupils at Toddington St George Lower School, Parkfields Middle School and Harlington Upper School as well as a Peripatetic Service for hearing impaired children and young people aged 0-18 throughout Central Bedfordshire.

For further information, please contact:

Ken Ward

Telephone Number: 01525 863910

## Visual Impairment Service

This service has been commissioned by Central Bedfordshire to be managed and run through the Harlington Area Schools Trust, (HAST). This service supports children and young people who are blind or who have severe visual impairments from birth or identification to 18.

Please contact:

Sarah Wright, Commissioned Services Manager

Telephone Number: 01525 863910

## Medical Needs Teaching Service

This service has been commissioned by Central Bedfordshire to be managed and run through the Harlington Area Schools Trust (HAST). The service provides teaching for children who are unable to attend school on the advice of a medical practitioner for reason of their medical condition/illness.

For further information, please contact:

Cliona Devereux

Telephone Number: 01525 863910 or

E-Mail: [medicalneeds@harlington.org](mailto:medicalneeds@harlington.org)

## Payment Services

The Financial Systems Team are responsible for setting up new local bank accounts, liaising with the school, bank and Finance Team to ensure that accounts are set up according to the Financial Regulations. This includes the maintenance of the account once it is set up e.g. change of signatories, arranging open credit facilities.

Contact details:

Financial Systems Team

Telephone Number: 0300 300 4631

E-mail: [masterdatateam@centralbedfordshire.gov.uk](mailto:masterdatateam@centralbedfordshire.gov.uk)

## School Admissions & Appeals

The School Admissions Team has a statutory duty to co-ordinate admissions for all academies and schools in the local authority area for their point of entry intake which is part of the annual admission rounds, (e.g., children starting school or transferring to the next phase of education at a Middle, Secondary or Upper school). As the Council is the Admissions Authority for Community and Voluntary Controlled schools, the Council is also responsible for processing applications with regards to assessing which criteria the applicant meets.

If a Community or Voluntary Controlled school is oversubscribed the Council as the Admitting Authority will prepare and present the school admissions appeal case if an appeal is lodged by the parent/carer. Academies and own admission authority schools can buy back the point of entry service for the School Admissions Team to assess applications received for their new intake into their point of entry and buy back the admission appeal services for a senior member of the team to prepare and present the academy or school's case at appeal.

The team also processes in-year applications for community and voluntary controlled schools and offers this as a free of charge service to academies and own admission authority schools who wish to opt in to this service.

## Therapies & Other Health Related Services

This service is provided by the Clinical Commissioning Group. If Central Bedfordshire Council does get involved, it is as a result of statutory Special Education Needs provision.

## Monitoring National Curriculum Assessment

This service is provided free for Local Authority maintained schools. Academies, (including Free Schools), are required to comply with assessment arrangements as set out in their funding agreement.

## School Improvement

Each School has the primary responsibility for improvement and ensuring high educational standards. The School Improvement Service provides appropriate challenge and support to schools designated as causing concern, as set out in the "School Intervention Strategy" 2014.

## Access and Inclusion Service – Maintained Schools

The Access and Inclusion Service carries out the Local Authority's legal duties in relation to school attendance and access to education. The service works with schools and parents to ensure that children attend school regularly. It will issue Penalty Notices when necessary, instigate legal proceedings against parents and serve School Attendance Orders. The service is also responsible for monitoring Elective Home Education and Children Missing Education and for ensuring that the local authority's legal duties with regard to exclusion from school are discharged (in relation to both schools and parents). The service is able to offer support to schools with regard to Traveller children who may be experiencing difficulty in accessing their education. The service is also responsible for carrying out the Local Authority's legal duties in relation to child employment and children in entertainment

## Health and Safety

The Corporate Health, Safety and Wellbeing Team provides statutory Health and Safety advisory services for community and voluntary controlled schools, to support them with fulfilment of their legal duties. This includes:

- Access to policies and procedures via the schools portal.
- Access to AssessNET online, accident/incident reporting system, which community and voluntary controlled schools are required to use.
- General advice on health and safety matters.
- Assistance with investigation and reporting of serious incidents.
- Monitoring/compliance audits in line with risk-based schedule.

For support enquiries, please contact the Health, Safety and Wellbeing Team

Email: [healthsafetyandwellbeing@centralbedfordshire.gov.uk](mailto:healthsafetyandwellbeing@centralbedfordshire.gov.uk)

Telephone Number: 0300 300 6793.

## Contact us...

Për Informacion Per Informazione Za Informacije नारवारी लणी | برای اطلاع  
المعلومات المعلومات کے لئی তথ্যের জন্য Za Informacja

by Telephone:  
by E-mail:  
on the Web:  
Write to

0300 300 8304  
[customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)  
Central Bedfordshire Council, Priory House,  
Monks Walk, Chicksands, Shefford, Bedfordshire SG17 5TQ

Traded Services to Schools & Academies – Year on year Change to Charges

Appendix C

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
<b>LTA/Maternity Pool</b>	LTA/Maternity Pool							26.00	28.00	2.00	7.7%
<b>Inspiring Music</b>	Group		90.40	92.00	1.60	1.7%	94.10	95.00	0.90	1.0%	
	Lower/Primary, Middle & Upper / Secondary schools and community lessons, (including Academy Schools).										
	Individual 20 minute		135.80	138.00	2.20	1.6%	141.20	143.00	1.80	1.3%	
	Individual 30 minute		203.50	206.00	2.50	1.2%	211.60	214.00	2.40	1.1%	
	Individual 40 minute		271.30	274.00	2.70	1.0%	282.20	285.00	2.80	1.0%	
	Group		96.20	98.00	1.80	1.8%	100.10	101.00	0.90	0.9%	
	Non Local Authority Schools										
	Individual 20 minute		149.90	152.00	2.10	1.4%	156.10	158.00	1.90	1.2%	
	Individual 30 minute		225.00	228.00	3.00	1.3%	234.00	237.00	3.00	1.3%	
	Full membership		79.60	81.00	1.40	1.7%	82.20	83.00	0.80	1.0%	
Part membership		53.00	54.00	1.00	1.9%	55.10	56.00	0.90	1.6%		
Membership		35.60	36.00	0.40	1.1%	36.60	37.00	0.40	1.1%		
South Beds Youth Voices		53.00	54.00	1.00	1.9%	55.10	56.00	0.90	1.6%		
<b>Schools Secure Network</b>	Lower/Primary, Nursery, & Special Schools up to 100 pupils < 10mb						2,800.00	2,800.00	0.00	0.0%	
	Lower/Primary, Nursery, & Special Schools up to 100 pupils 10mb						3,100.00	3,100.00	0.00	0.0%	
	Lower/Primary, & Special Schools 100-150 pupils < 10mb						3,100.00	3,100.00	0.00	0.0%	
	Lower/Primary, & Special Schools 100-150 pupils 10mb						3,600.00	3,600.00	0.00	0.0%	
	Lower/Primary, & Special Schools 150-249 pupils <10mb						3,300.00	3,300.00	0.00	0.0%	
	Lower/Primary, & Special Schools 150-249 pupils 10mb						3,900.00	3,900.00	0.00	0.0%	
	Lower/Primary Schools 250+ pupils <10mb						3,500.00	3,500.00	0.00	0.0%	
	Lower/Primary Schools 250+ pupils 10mb						4,200.00	4,200.00	0.00	0.0%	
	Middle Schools up to 500 pupils 20mb						7,500.00	7,500.00	0.00	0.0%	
	Middle Schools 500+ pupils 20mb						7,700.00	7,700.00	0.00	0.0%	
Upper/Secondary Schools up to 1000 pupils 100mb						10,900.00	10,900.00	0.00	0.0%		
Upper/Secondary Schools 1000+ pupils						11,900.00	11,900.00	0.00	0.0%		
<b>Educational Psychology, Special Educational Needs and Disability</b>	Educational Psychologist daily rate - School Charge						525.00	531.00	6.00	1.1%	
	Hourly rate - School Charge						87.00	88.00	1.00	1.1%	
	Individual Pupil Assessment - School Charge						262.00	265.00	3.00	1.1%	
	Advisory Teacher daily training rate - School Charge						525.00	531.00	6.00	1.1%	
	Hourly training rate - School Charge						87.00	88.00	1.00	1.1%	
	Educational Psychologist daily rate - Academy Charge						576.00	582.00	6.00	1.0%	
	Hourly rate - Academy Charge						96.00	97.00	1.00	1.0%	
	Individual Pupil Assessment - Academy Charge						288.00	291.00	3.00	1.0%	
	Advisory Teacher daily training rate - Academy Charge						576.00	582.00	6.00	1.0%	
	Hourly training rate - Academy Charge						96.00	97.00	1.00	1.0%	

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
<b>Governor Services</b>	<b>Subscription A:</b> Maintained Schools with up to 50 pupils Maintained Schools with 51 to 200 pupils Maintained Schools with 201 to 500 pupils Maintained Schools with 501 to 1200 pupils Maintained Schools with 1201+ pupils							367.00	374.00	7.00	1.9%
								474.00	483.00	9.00	1.9%
								594.00	606.00	12.00	2.0%
								712.00	726.00	14.00	2.0%
								832.00	849.00	17.00	2.0%
	<b>Subscription B:</b> Maintained Schools - Per governing body Maintained Schools - Ad hoc face to face courses Per 2 hour session Per half day session Per whole day course							76.50	78.00	1.50	2.0%
								102.00	104.00	2.00	2.0%
								153.00	156.00	3.00	2.0%
								306.00	312.00	6.00	2.0%
	<b>Subscription A:</b> Academies/ Free School - with up to 50 pupils Academies/ Free School - with 51 to 200 pupils Academies/ Free School - with 201 to 500 pupils Academies/ Free School - with 501 to 1200 pupils Academies/ Free School - with 1201+ pupils							404.00	412.00	8.00	2.0%
								522.00	532.00	10.00	1.9%
								653.00	666.00	13.00	2.0%
								783.00	799.00	16.00	2.0%
							916.00	934.00	18.00	2.0%	
<b>Subscription B:</b> Academies/ Free School - Per governing body Academies/ Free School - Ad hoc face to face courses Per 2 hour session Per half day session Per whole day course							84.00	86.00	2.00	2.4%	
							112.00	114.00	2.00	1.8%	
							168.00	171.00	3.00	1.8%	
							336.00	342.00	6.00	1.8%	
	Subscription for others, e.g., maintained schools, academies and free schools outside of Central Bedfordshire and independent schools, (Subscription B is not available).						1,183.00	1,207.00	24.00	2.0%	
<b>Children's Workforce Development</b>	<b>Advertising of Schools Vacancies</b> Schools in Central Bedfordshire - Per Advert						-	30.00	30.00	N/A	
	Academies in Central Bedfordshire - Per Advert						-	40.00	40.00	N/A	
	All Schools and Academies outside of Central Bedfordshire - Per Advert						-	60.00	60.00	N/A	
<b>Determining Free School Meals</b>	Determining Free School Meals - Continuing Service						10.00	10.00	0.00	0.0%	



Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
Educational Visits and Journeys	Lower/Primary Schools										
	EVC (Educational Visits Coordinator) Training - Duration: Whole Day Maintained Schools and Academies buying back Educational Visits and Journeys Support Package. Academies that have not bought back the Educational Visits and Journeys Support Package .					73.50	75.00	1.50	2.0%		
	Group Leader Training - Duration: Whole Day Maintained Schools and Academies buying back Education Visits and Journeys Support package. Academies that have not bought back the Educational Visits and Journeys Support Package.					73.50	75.00	1.50	2.0%		
	EVC Revalidation - Duration: Half Day Maintained Schools and Academies buying back Education Visits and Journeys Support package. Academies that have not bought back the Educational Visits and Journeys Support Package.					26.50	28.00	1.50	5.7%		
	In-House Training for Educational Visits: Per Hour If a school requires bespoke training delivered on school site this is now chargeable at an hourly rate to include travel and preparation.					-	35.00	35.00	N/A		
	Lower/Primary Schools										
	0 - 100					131.00	134.00	3.00	2.3%		
	100 - 200					208.00	212.00	4.00	1.9%		
	200 - 300					286.00	292.00	6.00	2.1%		
	300+					364.00	371.00	7.00	1.9%		
	Middle Schools										
	0 - 200					287.00	292.00	5.00	1.7%		
	200 - 400					416.00	424.00	8.00	1.9%		
	400 - 750					572.00	583.00	11.00	1.9%		
	750+					728.00	743.00	15.00	2.1%		
Upper/Secondary Schools - Academy Charge											
0 - 750					572.00	583.00	11.00	1.9%			
750 - 1000					760.00	796.00	36.00	4.7%			
1000 - 1400					832.00	849.00	17.00	2.0%			
1400+					988.00	1,008.00	20.00	2.0%			

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
<b>Educational Visits and Journeys</b>	<b>EVC, (Educational Visits Coordinator) Training - Duration: Whole Day</b> Maintained Schools and Academies buying back Educational Visits and Journeys Support Package. Academies that have not bought back the Educational Visits and Journeys Support Package .							73.50	75.00	1.50	2.0%
								124.00	126.00	2.00	1.6%
	<b>Group Leader Training - Duration: Whole Day</b> Maintained Schools and Academies buying back Education Visits and Journeys Support package. Academies that have not bought back the Educational Visits and Journeys Support Package .							73.50	75.00	1.50	2.0%
								124.00	126.00	2.00	1.6%
	<b>EVC Revalidation - Duration: Half Day</b> Maintained Schools and Academies buying back Education Visits and Journeys Support package. Academies that have not bought back the Educational Visits and Journeys Support Package .							26.50	28.00	1.50	5.7%
							47.00	49.00	2.00	4.3%	
	<b>In-House Training for Educational Visits: Per Hour</b> If a school requires bespoke training delivered on school site this is now chargeable at an hourly rate to include travel and preparation.							-	35.00	35.00	N/A
<b>School Admissions Service:</b>	<b>Point of Entry Admissions – charge based on Published Admissions Number for school</b>										
	PAN of 30 and under							240.00	245.00	5.00	2.1%
	PAN of 60 and under							480.00	490.00	10.00	2.1%
	PAN of 90 and under							720.00	735.00	15.00	2.1%
	PAN of 120 and under							960.00	980.00	20.00	2.1%
	PAN of 180 and under							1,440.00	1,469.00	29.00	2.0%
	PAN of 240 and under							1,920.00	1,959.00	39.00	2.0%
	PAN of 300 and under							2,400.00	2,448.00	48.00	2.0%
	PAN of 360 and under							2,880.00	2,938.00	58.00	2.0%
	PAN of 420 and under							3,040.00	3,101.00	61.00	2.0%
PAN of over 420							3,360.00	3,428.00	68.00	2.0%	
<b>School Admissions Team</b>	<b>Preparation and presentation of admission appeals</b>										
	Per appeal							250.00	255.00	5.00	2.0%
	Second or subsequent appeal							175.00	178.50	3.50	2.0%
<b>Administration of Education Appeals</b>	Per appeal transferred from Children's Services							185.00			
	Academies Admission Appeal							185.00	Will vary depending on level of service required		
	Exclusion Appeal							720.00			

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods			
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase
			£	£	£		£	£	£	
<b>Fischer Family Trust Online Subscription</b>	School Charge - Infant (Lower School)						60.00	63.00	3.00	5.0%
	School Charge - Primary <= 100						60.00	63.00	3.00	5.0%
	School Charge -Primary >100 (Middle School)						100.00	105.00	5.00	5.0%
	School Charge - Secondary (Upper School)						500.00	525.00	25.00	5.0%
	Academy Charge - Infant (Lower School)						66.00	69.00	3.00	4.5%
	Academy Charge - Primary <= 100						66.00	69.00	3.00	4.5%
	Academy Charge - Primary >100 (Middle School)						110.00	116.00	6.00	5.5%
	Academy Charge - Secondary (Upper School)						550.00	578.00	28.00	5.1%
	Schools Subscribe direct to FFT - Academy Charge - Infant (Lower School)						-	250.00	250.00	N/A
	Schools Subscribe direct to FFT - Academy Charge -Primary <= 100						-	300.00	300.00	N/A
	Schools Subscribe direct to FFT - Academy Charge -Primary >100 (Middle School)						-	300.00	300.00	N/A
Schools Subscribe direct to FFT - Academy Charge -Secondary (Upper School)						-	1,250.00	1,250.00	N/A	
<b>Access and Inclusion Services for Academies</b>	<b>School Attendance Officer Service</b>									
	Per hour						27.00	28.00	1.00	3.7%
	6 hours per school year						162.00	164.00	2.00	1.2%
	12 hours per school year						324.00	328.00	4.00	1.2%
	18 hours per school year						486.00	491.00	5.00	1.0%
	24 hours per school year						648.00	655.00	7.00	1.1%
	30 hours per school year						810.00	818.00	8.00	1.0%
	36 hours per school year						972.00	982.00	10.00	1.0%
	42 hours per school year						1,134.00	1,146.00	12.00	1.1%
	1 day a fortnight (19 days)						3,847.00	3,886.00	39.00	1.0%
	(7.5 hours @ £27 an hour x 19)									
	1 day a week (38 days) per school year						7,695.00	7,772.00	77.00	1.0%
	(7.5 hours @ £27 an hour x 38)									
	<b>Inclusion Support Officer services</b>									
	<b>Upper/Secondary Schools</b>									
	One-off annual cost						1,050.00	1,061.00	11.00	1.0%
	<b>Middle Schools</b>									
One-off annual cost						630.00	637.00	7.00	1.1%	
<b>Primary Schools</b>										
One off annual cost						420.00	425.00	5.00	1.2%	
<b>Lower Schools</b>										
One-off annual cost						210.00	212.00	2.00	1.0%	
Or an hourly rate as required						55.00	56.00	1.00	1.8%	
<b>Central Bedfordshire Council as the Appropriate Body for Newly Qualified Teacher Induction Support</b>	Maintained School - Cost for each NQT per term						-	300.00	300.00	N/A
	Academy/Free School - Cost for each NQT per term						-	420.00	420.00	N/A

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
Property Support	<b>School Charge</b>										
	Core Service										
	Organise and oversee Planned Preventative Maintenance; twice termly visits; 24 hour helpline; reactive maintenance: FIXED FEE per annum.										
	Lower/Primary					510.00	550.00	40.00	7.8%		
	Middle					1,020.00	1,100.00	80.00	7.8%		
	Upper/Secondary					2,040.00	2,200.00	160.00	7.8%		
	<b>NB:</b> Core services lump sum includes the organisation of the PPM, but not contractor's charges for carrying out the service/works.										
	<b>Design Service</b>										
	Time charge or % fee based on value of project. Specialist advice, e.g., structural may incur an additional fee.										
	Projects up to £5,000					By negotiation	By negotiation				
Projects £5,001 - £10,000					12.50%	12.50%	-	0.0%			
Projects £10,001 - £30,000					11%	11%	-	0.0%			
Projects £30,001 - £75,000					10%	10%	-	0.0%			
Projects £75,001 plus					9%	9%	-	0.0%			
<b>Optional Services</b>											
Lump Sums or hourly rates as appropriate											
<b>Project Management</b>											
Hourly Rate											
<b>General and Technical Advice</b>											
Hourly Rate											
Assistant surveyor/engineer						41.00	41.00	-	0.0%		
Senior Surveyor/Engineer						51.00	51.00	-	0.0%		
Managing surveyor/engineer						61.50	61.50	-	0.0%		

Service Area	Description of Charge		Payments Made by Direct Debit		Amount Difference 2015/16 V 2016/17	% Increase	All Other Payment Methods		Amount Difference 2015/16 V 2016/17	% Increase
			2015/16	2016/17			2015/16	2016/17		
			£	£			£	£		
<b>Property Support</b>	<b>Academy Charge</b> Core Service Organise and oversee Planned Preventative Maintenance; twice termly visits; 24 hour helpline; reactive maintenance: FIXED FEE per annum. Lower/Primary Middle Upper/Secondary									
	<b>NB:</b> Core services lump sum includes the organisation of the PPM, but not contractor's charges for carrying out the service/works.									
	<b>Design Service</b> Time charge or % fee based on value of project. Specialist advice, e.g., structural may incur an additional fee.									
	Projects up to £5,000						By negotiation	By negotiation		
	Projects £5,001 - £10,000						12.50%	12.50%	-	0.0%
	Projects £10,001 - £30,000						11%	11%	-	0.0%
	Projects £30,001 - £75,000						10%	10%	-	0.0%
	Projects £75,001 plus						9%	9%	-	0.0%
	<b>Optional Services</b> Lump Sums or hourly rates as appropriate									
	<b>Project Management</b> Hourly Rate									
<b>General and Technical Advice</b> Hourly Rate										
Assistant surveyor/engineer						45.00	45.00	-	0.0%	
Senior Surveyor/Engineer						56.00	56.00	-	0.0%	
Managing surveyor/engineer						67.50	67.50	-	0.0%	
<b>Insurance - Buy Back Cover, (Property &amp; Liability)</b>	<b>A lump sum per sector</b>									
	Nursery						3,300.00	3,410.00	110.00	3.3%
	Lower/Primary						3,300.00	3,410.00	110.00	3.3%
	Middle						3,600.00	3,720.00	120.00	3.3%
	Upper/Secondary						3,900.00	4,030.00	130.00	3.3%
	Special						3,600.00	3,720.00	120.00	3.3%
	<b>An amount allocated per pupil</b>									
	Nursery						15.39	15.90	0.51	3.3%
	Lower/Primary						16.31	16.85	0.54	3.3%
	Middle						18.75	19.37	0.62	3.3%
Upper/Secondary						23.86	24.65	0.79	3.3%	
Special						21.50	22.21	0.71	3.3%	

Service Area	Description of Charge		Payments Made by Direct Debit				All Other Payment Methods				
			2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	2015/16	2016/17	Amount Difference 2015/16 V 2016/17	% Increase	
			£	£	£		£	£	£		
<b>Insurance - Optional Cover</b>	<b>Schools Offsite Activity</b>										
	Teachers - Nursery/Lower					0.80	0.83	0.03	3.7%		
	Teachers - Middle/Special					1.05	1.08	0.03	2.9%		
	Teachers - Upper/Secondary					1.27	1.31	0.04	3.1%		
	Pupils - Nursery/Lower					1.00	1.03	0.03	3.0%		
	Pupils - Middle/Special					1.20	1.24	0.04	3.3%		
	Pupils - Upper/Secondary					1.44	1.49	0.05	3.5%		
	<b>Public Liability- Parent/Teacher Association</b>										
	Annual Premium per PTA = £68.00					66.00	68.00	2.00	3.0%		
	<b>Legal Expense Insurance/Helpline</b>										
	Advice Helpline - Nursery					137.00	142.00	5.00	3.6%		
	Advice Helpline - Lower/Primary					192.00	198.00	6.00	3.1%		
	Advice Helpline - Middle/Special					290.00	300.00	10.00	3.4%		
	Advice Helpline - Upper/Secondary					405.00	418.00	13.00	3.2%		
	Insurance Premium per Pupil - Nursery					0.85	0.88	0.03	3.5%		
	Insurance Premium per Pupil - Lower/Primary					0.85	0.88	0.03	3.5%		
	Insurance Premium per Pupil - Middle/Special					0.85	0.88	0.03	3.5%		
Insurance Premium per Pupil - Upper/Secondary					0.85	0.88	0.03	3.5%			









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Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee 28 January 2016

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**Education Outcomes (Provisional) 2015**

Report of Cllr Mark Versallion, Executive Member for Children's Services  
([mark.versallion@centralbedfordshire.gov.uk](mailto:mark.versallion@centralbedfordshire.gov.uk))

Advising Officers: Sue Harrison, Director of Children's Services  
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Helen Redding, Assistant Director, School Improvement, Children's Services  
([helen.redding@centralbedfordshire.gov.uk](mailto:helen.redding@centralbedfordshire.gov.uk))

**This report does not relate to a Key Decision**

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**Purpose of this report**

1. The report provides an overview and analysis of 2015 education outcome data and an opportunity to discuss how the Council (and Members as governors) can influence schools on their future approach to improving performance. Please note KS4 data is unvalidated (validated outcomes will be available on 21 January 2016).

**RECOMMENDATION**

The Committee is asked to:

- 1.. **Consider the report and comment on the actions being taken to support delivery of the Partnership Vision For Education 2015-2019**
2. **Suggest actions to be considered by the Board as to how the Council and Members as Governors can influence schools on their future approach to improving performance.**

**BACKGROUND**

2. Central Bedfordshire's Partnership Vision for Education clearly articulates our aspiration to be performing in the top quartile at every Key Stage (Appendix 1).
3. As at end October 2015, 85% of schools in Central Bedfordshire had good or better Ofsted judgements.

4. As at end October 2015, 82% of pupils attend good or better schools in Central Bedfordshire.
5. The 2015 Key stage 4 and 5 final results are provisional and are subject to change. Final outcomes are due to be published on 21 January 2016.
6. The Overview and Scrutiny Committee will be provided with the final Key Stage 4 and 5 outcomes data at the meeting.
7. At the Headteacher and Governor Forums in October and November 2015 schools were asked to consider their individual school data in the light of the cross Central Bedfordshire data and identify actions that they could take in supporting delivery of the Partnership Vision For Education.
8. Summary data by localities is also provided as Appendix 2.
9. Central Bedfordshire has some Bedford Locality population. In addition, some postcodes remain unmatched. Reasons for this could include that children reside outside of Central Bedfordshire but attend a Central Bedfordshire school.
10. The Locality analysis is based on where the pupil resides (home address). The postcode list is provided by Public Health.

#### **EARLY YEARS FOUNDATION STAGE (EYFS) DATA**

11. The percentage of children achieving a 'Good Level of Development' is 64%, 7% point increase from 2014. Although this is an improvement on 2014, other Local Authorities' outcomes are improving at similar rates so this is not yet impacting on Central Bedfordshire's ranking.
12. Central Bedfordshire is 4 percentage points (ppts) below the statistical neighbour (SN) average and 2% points below the national average (NA).
13. Central Bedfordshire is ranked 9/11 against SN, compared to 11/11 in 2014.
14. Central Bedfordshire is ranked 110/151 against the national ranking, compared to 107/152 in 2014.
15. Central Bedfordshire children have better outcomes than the NA in Communication and Language, Mathematics, Understanding of the World, Physical Development and Arts Design and Making, but lower outcomes in Literacy.
16. Schools report that there are an increasing number of children starting school without the skills to access the curriculum.

17. 'School Readiness' has been identified as a key workstream of The Partnership Vision For Education.
18. 10 schools (that we are aware of) have consulted with their stakeholders and made a decision to change their age range to take 2 year olds from September 2015. These are Hawthorn Park Primary School, Tithe Farm Primary School, Watling Lower School, Totternhoe Lower School, Studham Lower School, St Mary's Lower School, Clophill, Haynes Lower School, Westoning Lower School, Raynsford Academy and Maulden Lower School. Eaton Bray Academy has taken 2 year olds for some time.
19. St Mary's Catholic Primary School and St Georges Lower School have consulted and we are awaiting their Governing Body decision. Cranfield Academy are in the process of consulting.
20. It is anticipated that this will impact on outcomes at the end of Early Years Foundation Stage in future years.

***Percentage of Children achieving expected level by Free School Meals (FSM)***

21. The FSM gap for Central Bedfordshire children is 25ppts, 1 ppt wider than 2014, and 3 ppts wider than the SN average, and 7 ppts wider than the NA.
22. Central Bedfordshire FSM Pupils are ranked 10/11 against SN, the same as in 2014
23. Central Bedfordshire FSM Pupil's are ranked 146/150 against the national ranking, compared to 138/150 in 2014.
24. This puts Central Bedfordshire in the bottom quartile for narrowing the FSM gap at end of EYFS, the focus needs to remain on ensuring that our most vulnerable children are supported in achieving outcomes in line with their peers.
25. The early years pupil premium (EYPP) has been in place since April 2015 and gives providers of early years education extra funding to support disadvantaged 3 and 4 year olds. Early years providers are any organisation that offers education for children aged under 5, including nurseries and childminders.
26. This extra funding is aimed at to improving the quality of education for disadvantaged children. Ofsted inspections will report on whether providers spend their EYPP funding effectively.
27. 3 and 4 year olds in state-funded early education will attract EYPP funding if their family meet at least 1 of the following criteria:

- Income support;
  - income-based Jobseekers Allowance;
  - income-related Employment and Support Allowance;
  - support under part VI of the Immigration and Asylum Act 1999;
  - the guaranteed element of State Pension Credit;
  - Child Tax Credit (provided they're not also entitled to Working Tax Credit; and have an annual gross income of no more than £16,190);
  - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit;
  - Universal Credit;
  - they are currently being looked after by a local authority in England or Wales
  - they have left care in England or Wales through:
    - an adoption
    - a special guardianship order
    - a child arrangement order
28. There is an expectation that we will see the impact of this additional funding in future years.
29. In April 2015 Schools Forum agreed to increase the Dedicated Schools Grant (DSG) High Needs Block central services allocation to fund additional capacity to advise early years settings on support for children with special educational needs and disabilities in early years settings. This will help early years settings support early intervention.

### **YEAR 1 PHONICS ASSESSMENT**

30. 77% of children in Central Bedfordshire achieved the expected standard in the Phonics Screening Check, compared to 72% in 2014.
31. This is in line with the SN average and NA.
32. Central Bedfordshire is ranked 8/11 against SN, compared to 10/11 in 2014.
33. Central Bedfordshire is ranked 82/150 against the national ranking, compared to 116/150 in 2014.

### ***Percentage of Children achieving expected level by FSM***

34. The FSM achievement gap is 23 ppts, 4ppts wider than 2014.
35. Central Bedfordshire's FSM/Non FSM Gap is 3 ppts wider than our SN gap (20ppts) and 8 ppts wider than the national gap (15ppts).
36. Percentage of pupils who are eligible for FSM meeting the required standard of phonic decoding in Central Bedfordshire is 56%; 1 ppt increase from 2014 (55%).

37. Central Bedfordshire is 4 pts below the SN average (60%) and 9 pts below the NA (65%).
38. Central Bedfordshire is ranked 8/11 against the statistical neighbours for FSM pupils; compared to our ranking of 9/11 in 2014.
39. Central Bedfordshire is ranked 138/150 for FSM pupils against the national ranking; compared to a ranking of 132/150 in 2014.
40. A Phonics Sharing Best Practice Project has been initiated led by The Acorn Teaching School (TATS) which targets schools identified as needing to improve their outcomes in Phonics and pairs them with schools with good outcomes.

## **KEY STAGE 1**

### ***Level 2 or above in Reading***

41. The percentage of pupils achieving L2+ Reading in Central Bedfordshire is 92%; a 1% decrease from 2014 (93%).
42. Central Bedfordshire is in line with the SN average (92%) and 2 pts above the national average (90%).
43. Central Bedfordshire is ranked 3/11 against the SN; compared to our ranking of 2/11 in 2014.
44. Central Bedfordshire is ranked 20/150 against the national ranking; compared to a ranking of 9/150 in 2014.

### ***Level 2 or above in Writing***

45. The percentage of pupils achieving L2+ Writing in Central Bedfordshire is 90%; this has remained the same as last year (90%).
46. Central Bedfordshire is 1 ppt above the SN average (89%) and 2 pts above the NA (88%).
47. Central Bedfordshire is ranked 2/11 against the SN; the same as in 2014.
48. Central Bedfordshire is ranked 9/150 against the national ranking; the same as 2014.

### ***Level 2 or above in Mathematics***

49. Percentage of pupils achieving L2+ Mathematics in Central Bedfordshire is 94%, a 1% decrease from 2014 (95%).

50. Central Bedfordshire is in line with the SN average (94%) and 1 ppt above the NA (93%).
51. Central Bedfordshire is ranked 3/11 against the SN; the same as 2014.
52. Central Bedfordshire is ranked 19/150 against the national ranking; compared to a ranking of 14/150 in 2014.

***Percentage of Children achieving expected level in Reading by FSM***

53. The ppt gap between pupils eligible for FSM and other pupils achieving the expected level in Reading is 9 ppts; 1 percentage points narrower than 2014 (10 ppts)
54. Central Bedfordshire's FSM/Non FSM Gap is 4 ppts narrower than the SN gap (13ppts) and 1 ppt narrower than the national gap (10ppts).
55. Central Bedfordshire is ranked 2/11 for FSM pupils against SN; compared to our ranking of 1/11 in 2014.
56. Central Bedfordshire is ranked 33/150 for FSM pupils against the national ranking; compared to a ranking of 31/150 in 2014.

***Percentage of Children achieving expected level in Writing by FSM***

57. The ppt gap between pupils eligible for FSM and other pupils achieving the expected level in Writing is 11 ppts; 3 ppts narrower than 2014 (14 ppts)
58. Central Bedfordshire's FSM/Non FSM Gap is 5 ppts narrower than the SN gap (16ppts) and 2 ppts narrower than the national gap (13ppts).
59. Central Bedfordshire is ranked 1/11 for FSM pupils against SN; compared to our ranking of 2/11 in 2014.
60. Central Bedfordshire is ranked 28/150 for FSM pupils against the national ranking; compared to a ranking of 42/150 last year.

***Percentage of Children achieving expected level in Maths by FSM***

61. The ppt gap between pupils eligible for FSM and other pupils achieving the expected level in Maths is 5 ppts; 1 percentage point narrower than 2014 (6 ppts)
62. Central Bedfordshire's FSM/Non FSM Gap is 5 ppts narrower than the SN gap (10ppts) and 3 ppts narrower than the national gap (8ppts).
63. Central Bedfordshire is ranked 1/11 for FSM pupils against SN; the same as 2014.



64. Central Bedfordshire is ranked 16/150 for FSM pupils against the national ranking; an 8 place decrease compared to a ranking of 8/150 in 2014.

## **KEY STAGE 2**

### ***Level 4 or above in Reading, Writing and Mathematics***

65. Percentage of pupils achieving Level 4 or above in Reading, Writing and mathematics in Central Bedfordshire is 77%; same as 2014 (77%).
66. Central Bedfordshire is 3 pts below the SN average (80%) and 3 pts below the NA (80%).
67. Central Bedfordshire is ranked 9/11 against the SN; the same as in 2014.
68. Central Bedfordshire is ranked 134/152 against the national ranking; compared to a ranking of 105/152 in 2014.
69. This has moved Central Bedfordshire into the bottom quartile nationally (compared to being in the 3rd quartile in 2014)

### ***Level 4 or above in Reading***

70. Percentage of pupils in Central Bedfordshire achieving Level 4 or above in reading is 89%; a 1ppt increase from 2014.
71. Central Bedfordshire is 1 ppt below the SN average (90%) and the same as the NA (89%).
72. Central Bedfordshire is ranked 9/11 against the SN; compared to 11/11 in 2014.
73. Central Bedfordshire is ranked 112/152 against the national ranking; compared to a ranking of 101/152 in 2014.

### ***KS1-2 Expected Progress in Reading***

74. Percentage of pupils making expected progress KS1-2 in Reading in Central Bedfordshire is 87%; 2 pts increase from last year (85%).
75. Central Bedfordshire is 4 pts below the SN average (91%) and 4 pts below the NA (91%).
76. Central Bedfordshire is ranked 11/11 against SN; the same as in 2014.
77. Central Bedfordshire is ranked 150/152 against the national ranking; compared to a ranking of 152/152 in 2014.

***Level 4 or above in Writing***

78. Percentage of pupils in Central Bedfordshire achieving Level 4 or above in writing is 88%; compared to 87% in 2014.
79. Central Bedfordshire is 1 ppt above the SN average (87%) and 1 ppt above the NA (87%).
80. Central Bedfordshire is ranked 4/11 against the SN; the same as in 2014.
81. Central Bedfordshire is ranked 66/152 against the national ranking; compared to a ranking of 39/152 in 2014.

***KS1-2 Expected Progress in Writing***

82. Percentage of pupils making expected progress in Writing in Central Bedfordshire is 92%; 2 ppts increase from 2014 (90%).
83. Central Bedfordshire LA is 2 ppts below the SN average (94%) and 2 ppts below the NA (94%).
84. Central Bedfordshire is ranked 10/11 against the SN; compared to our ranking of 11/11 in 2014.
85. Central Bedfordshire is ranked 141/152 against the national ranking; a 5 place increase from 2014.

***Level 4 or above in Mathematics***

86. Percentage of pupils in Central Bedfordshire achieving Level 4 or above in mathematics is 84%; the same as in 2014.
87. Central Bedfordshire is 3 ppts below the SN average (87%) and 3 ppts below the NA (87%).
88. Central Bedfordshire is ranked 9/11 against the SN; compared to 11/11 in 2014.
89. Central Bedfordshire is ranked 140/152 against the national ranking; compared to a ranking of 128/152 in 2014.

***KS1-2 Expected Progress in Maths***

90. Percentage of pupils making expected progress in Maths in Central Bedfordshire is 83%; same as 2014 (83%).
91. Central Bedfordshire is 5 ppts below the SN average (88%) and 7 ppts below the NA (90%).

92. Central Bedfordshire is ranked 11/11 against the SN; the same as in 2014.
93. CBC is ranked 151/152 against the national ranking; compared to a ranking of 149/152 in 2014.

***Percentage of pupils achieving expected level in Reading, Writing and Maths by FSM***

94. The ppt gap between pupils eligible for FSM and all other pupils achieving level 4+ in reading, writing and maths is 26ppts; the same as in 2014.
95. The FSM/non FSM Gap is 4ppts wider than the SN gap (22ppts) and 9 ppts wider than the national gap (17ppts).
96. Central Bedfordshire is ranked 10/11 against SN compared to 9/11 in 2014.
97. Central Bedfordshire is ranked 145/150 against the national ranking, compared to 144/151 in 2014.
98. The ppt gap between pupils eligible for FSM and all other pupils achieving level 4+ in reading is 16ppts; which ranks Central Bedfordshire as 8/11 against SN and 135/149 against the national ranking.
99. The ppt gap between pupils eligible for FSM and all other pupils achieving level 4+ in writing is 17ppts; which ranks Central Bedfordshire as 5/11 against SN and 110/150 against the national ranking.
100. The ppt gap between pupils eligible for FSM and all other pupils achieving level 4+ in maths is 22 ppts; which ranks Central Bedfordshire as 11/11 against SN and 148/150 against the national ranking.
101. If the 179 pupils who achieved level 4+ in reading and writing had also achieved level 4+ in mathematics, 83% of pupils in Central Bedfordshire would have achieved level 4+ in reading writing and maths. 74 of these pupils are in Dunstable and Houghton Regis schools where there are the highest levels of deprivation. We are investigating an opportunity for bulk purchasing the programme successfully used by Caddington Village School that supported 100% of their pupils achieving level 4+ in maths in 2015.
102. In addition, if the 94 pupils who achieved level 4+ in reading and maths had also achieved level 4+ in writing, 86% of pupils in Central

Bedfordshire would have achieved level 4+ in reading, writing and maths.

103. In addition, if the 65 pupils who achieved level 4+ in writing and maths had also achieved level 4+ in reading, 89% of pupils in Central Bedfordshire would have achieved level 4+ in reading, writing and maths.
104. We are supporting the Beanstalk Charity in providing reading helpers in schools, targeted at our most vulnerable pupils, including looked after children (LAC). This has been well publicised to schools, and Beanstalk are now in 16 schools providing reading support to 60 pupils, 30 funded by Central Bedfordshire Virtual School, and 30 directly by schools.

#### **KEY STAGE 4 (GCSE) Including Special Schools (Provisional)**

##### ***5 A\*- C Including English and Maths***

105. The percentage of pupils achieving 5A\*- C including English and Maths GCSE in Central Bedfordshire is 57.2%; 0.1 ppts increase from 2014 (57.1%).
106. Central Bedfordshire is 1.1 ppts below the SN average (58.3%) and 4.4 ppts above the England (All Schools) average (52.8%) and 0.9 percentage points above the England (State-funded Sector) average (56.3%).
107. Central Bedfordshire is ranked 9/11 against the SN; compared to our ranking of 7/11 in 2014.
108. Central Bedfordshire is ranked 60/151 against the national ranking; compared to a ranking of 72/151 last year.
109. This has kept Central Bedfordshire in the second quartile nationally.

##### ***Pupils Making Expected Progress in English***

110. The percentage of pupils making expected progress in English in Central Bedfordshire is 71.1%; 1 percentage point increase from 2014 (70.1%).
111. Central Bedfordshire is 0.1 ppts above the SN average (71.0%) and 1.1 ppts above the England (All Schools) average (70.0%) and 0.9 percentage points above the England (State-funded Sector) average (70.2%).
112. Central Bedfordshire is ranked 5/11 against the SN; compared to our ranking of 9/11 in 2014.

113. Central Bedfordshire is ranked 67/149 against the national ranking; compared to a ranking of 105/151 in 2014.

***Pupils Making Expected Progress in Maths***

114. Percentage of pupils making expected progress in Maths in Central Bedfordshire is 69.1%, 2.9 ppts increase from 2014 (66.2%).
115. Central Bedfordshire is 0.1 ppts above the SN average (69.0%) and 2.5 ppts above the England (All Schools) average (66.6%) and 2.5 ppts above the England (State-funded Sector) average (66.6%).
116. Central Bedfordshire is ranked 6/11 against the SN; compared to our ranking of 7/11 last in 2014.
117. Central Bedfordshire LA is ranked 48/151 against the national ranking; compared to a ranking of 67/151 in 2014.

**KEY STAGE 5 (A-Levels) (Provisional)**

118. Central Bedfordshire pupils on average took 3.5 Level 3 qualifications and with an average grade of a C/D borderline.
119. The Statistical Neighbour average is 3.3 Level 3 Qualifications and with an average grade of a C.
120. The National average is 3.2 Level 3 Qualifications and with an average grade of a C.
121. The 2015 Central Bedfordshire Provisional average point score per candidate for all Level 3 qualifications is 709.8, 1.1 average points increase from 2014 (708.7).
122. Central Bedfordshire is 13.8 average points above the statistical neighbour average (696.0) and 9.6 average points above the England (All Schools) average (700.3) and 27.2 average points above the England (State-funded Sector) average (682.6).
123. Central Bedfordshire is ranked 4/11 against the statistical neighbours; the same as 2014.
124. Central Bedfordshire is ranked 36/150 against the national ranking; compared to a ranking of 46/150 in 2014.

***All Level 3 Qualifications Average Point Score per Entry***

125. The 2015 Central Bedfordshire Provisional average point score per Entry for all Level 3 qualifications is 205.9, 0.4 average points increase from 2014 (205.5).

126. Central Bedfordshire is 5.2 average points below the statistical neighbour average (211.1) and 8.9 average points below the England (All Schools) average (214.8) and 6 average points below the England (State-funded Sector) average (211.9).
127. Central Bedfordshire is ranked 11/11 against the statistical neighbours; compared to a ranking of 10/11 in 2014.
128. Central Bedfordshire is ranked 126/150 against the national ranking; compared to a ranking of 124/150 in 2014.

### **CONCLUSION AND NEXT STEPS**

129. A Partnership Vision For Education Board has been set up (Terms of Reference attached as Appendix 3).
130. Actions are being identified through the delivery plan of the Partnership Vision For Education to focus on priority areas and support our aspiration to be performing in the top quartile nationally at each Key Stage.
131. The Data Sharing Agreement is being reviewed to enable us to provide data for localities. This will enable groups of schools to take collective action to address the issues in their area. These data profiles will reflect the changing assessment arrangements.
132. Progress on the workstream plans will be reported to future meetings of the Children's Trust Board and to the Children's Services Overview and Scrutiny Committee.

### **Council Priorities**

133. The report supports Central Bedfordshire's Five Year Plan: 2015- 2020 and the specific priority of Improving Education and Skills

### **Corporate Implications**

134. The Partnership Vision For Education was approved by the Council's Executive at their meeting on 4 August 2015. All partners' support is required to deliver the Partnership Vision for Education.

### **Legal Implications**

135. None

### **Public Health**

136. Public Health are leading on the Workstream 'Improving Health Outcomes to Improve Educational Outcomes, and are represented on the Board and in the School Readiness Workstream.

### **Sustainability**

137. None

### **Financial Implications**

138. None

### **Equalities Implications**

139. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

140. Outcome data is also analysed by SEN / disability, ethnicity and sex. The findings indicate that the gap widens for all groups at each key stage. Schools are provided with data dashboards to support them in analysing their data by different groups and identifying the impact of actions taken. The Teaching Schools provide training opportunities to support schools in narrowing the gaps, and where schools are identified through the School Intervention Strategy, the progress of all vulnerable groups is a key aspect of every School Improvement Professional visit report.

141. Disadvantage is not just influenced by a person's protected characteristics such as gender, ethnicity etc. Family background or where people live can also shape outcomes. Children who grow up in poverty are less likely to get qualifications or go on to higher education, and are more likely to become young parents. People with low levels of educational achievement can expect to be less employable, poorer, and less healthy. In order to tackle inter-generational poverty it is important to raise attainment levels. This report therefore includes details relating to the outcomes for pupils in receipt of Free School Meals. KS4 data for this group will be available at the end of January.

### **Risk Management**

142. Key risks include: failure to deliver improved outcomes for children and young people. Working together to identify and implement appropriate actions that will improve outcomes will mitigate this risk.

### **Appendices**

Appendix 1: Partnership Vision For Education

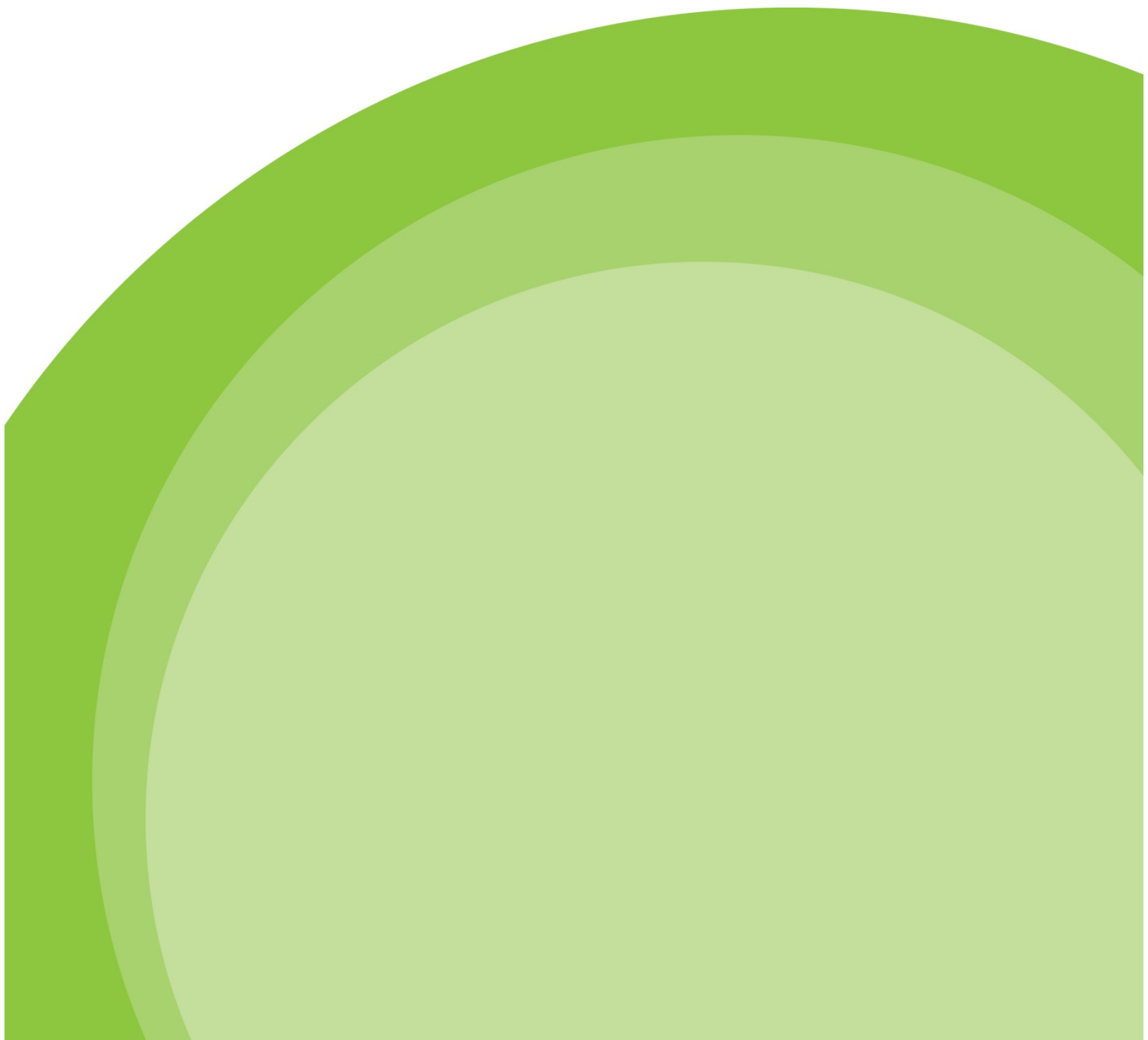
Appendix 2: Data by Locality

Appendix 3: Terms of Reference Partnership Vision For Education Board.

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# **Partnership Vision for Education 2015 - 2019**



## PARTNERSHIP VISION FOR EDUCATION IN CENTRAL BEDFORDSHIRE

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Central Bedfordshire Council's Executive last agreed to a renewed statement of the Council's Education Vision at its meeting on 27 March 2012. The Principles agreed at that time have been refreshed in line with the Vision and Priorities outlined in the 2015 – 2017 Children and Young People's Plan.

### Our Vision

*We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as a healthy, happy, contributing and confident citizen.*

Central Bedfordshire Council recognises that to achieve our vision we must take a collaborative approach across its own services and with a range of partners, including young people and their families, settings, schools, the diocese, academy sponsors, colleges and universities, health partners, local employers and the wider community.

*'Alone we can do so little; together we can do so much.'*

**Helen Keller**

For this to be successful, partners all need to:

- share the goal – to improve the learning, attainment and progress of all children and young people in Central Bedfordshire
- sign up to taking their part, contributing to the agreed priorities and outcomes and tackling underperformance.
- contribute to providing and sharing high quality local information and data that can be scrutinised.
- take collective actions to address the issues.
- share best practice with each other.
- contribute to, work in partnership with and access the work of the two Teaching Schools (Central Bedfordshire Teaching School Partnership (CBTSP) and The Acorn Teaching School (TATS) who are key to the improvement of schools and improvement of outcomes for children and young people in Central Bedfordshire.

### Principles

In Central Bedfordshire, all partners will work together, share information and develop successful approaches to learning which have the following principles at their heart:

- 1) School leadership has the biggest impact on outcomes for children and young people.**
- 2) That there is a need to improve achievement, progress and outcomes for young people.**

- 3) **That schools should be based around communities and the needs of their learners, ensuring continuity and breadth of provision across the age range, from birth to leaving education, creating a 'one phase' approach to learning.**
- 4) **That what is best for children and families should be at the centre of any change, with children, young people and their families having the opportunity to engage and participate in the shaping of services.**
- 5) **That different models of leadership and governance for schools are encouraged and supported.**
- 6) **That all partners will capture what is working well and publish this in ways that allow others to learn from the success.**
- 7) **That all stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.**

We will utilise these principles in delivering the outcomes set out in the Children and Young People's Plan and reflected below:

- Children and young people at the heart of everything we do.
- All children and young people fulfil their aspirations and potential.
- Well led and managed settings, resulting in:
  - Improved attainment and progress
  - The right skills to be school ready, secondary education ready and work ready
  - Excellent behaviour
  - Early help easily accessible for all who need it
  - Wider opportunities for learning, including extra curricular activities
  - Multi agency learning and shadowing opportunities promote shared understanding of work.

### **Education Landscape**

Central Bedfordshire has 50 Academies (2 special schools, 1 alternative provision free school, 16 lower schools, 8 primary schools, 12 middle schools, 5 secondary schools and 6 upper schools).

Central Bedfordshire also has 88 maintained schools (2 special schools, 4 nursery schools, 62 lower schools, 11 primary schools, 5 middle schools, 1 secondary school and 1 upper school).

There is a strong emphasis on autonomous schools taking increased responsibility for the development of local improvement capacity.

We now need to demonstrate good system leadership and as the local authority exert different influences and levers both directly and indirectly with schools to tackle underperformance and improve outcomes, making effective partnership even more important.

The local authority works increasingly closely with Regional School Commissioner. This is a new role introduced from 2014 to challenge and support underperforming academies. The Regional School Commissioner reports to central government but does not have statutory powers of intervention.

The Director of Children's Services holds statutory powers of intervention for schools maintained by the local authority i.e. those schools that are not academies or independent schools.

The Director of Children's Services is responsible for commissioning sufficient numbers of school places.

The Director of Children's Services is responsible for the quality of education provided by all schools in Central Bedfordshire.

Ongoing curriculum reforms require significant changes in curriculum design in schools.

There are significant changes in assessment processes from 2015, which will impact upon every stage of education, and make comparisons with performance pre 2014 on a like for like basis impossible.

A reduction in 6<sup>th</sup> form funding and increase in employer contribution is having significant impact on secondary and larger school/special school budgets due to their larger staffing complement. This significant budget pressure will need to be managed effectively by the secondary and upper schools.

### **Where are we now? (2014 data)**

3<sup>rd</sup> Quartile at the end of Early Years Foundation Stage

1<sup>st</sup> Quartile at the end of Key Stage 1

3<sup>rd</sup> Quartile at the end of Key Stage 2

2<sup>nd</sup> Quartile at the end of Key Stage 4

2<sup>nd</sup> Quartile for young people not in education, employment or training

84% schools good or better compared to 81% national average and statistical neighbour average (December 2014)

Local employers report an issue with young people entering employment with the right skills to be work ready

### **What will make the Difference?**

#### **Six key elements**

##### **1. School Leadership**

We recognise the impact of inspirational, high quality school leaders, including school governors, and the best teachers in driving educational achievement and progress for all pupils. We recognise that there is a national difficulty in recruiting head teachers and therefore strongly advocate different models of leadership across schools that support school improvement and improved outcomes for children and young people.

### ***What we will do***

- Work with the teaching schools, academy sponsors, head teachers and National Leaders of Governance (NLGs) to support the development of outstanding head teachers, school leaders and governors, ensuring secure succession planning eg, Leadership Ladder, mentoring scheme, enabling good and outstanding leaders from within and outside Central Bedfordshire to provide school to school support.
- Explore routes to support schools in improving results.
- Provide advice and support for schools considering changed models of leadership.
- Work with schools and their Governing Bodies in improving school governance by commissioning high quality training opportunities and providing communication forums/mediums that support the changing and increased accountabilities of school governors.
- Work with National Leaders of Governance to provide advice and support to Governing Bodies.
- Encourage and support council staff and local employers to become school governors so that schools have an increased pool of people with the range of skills sets schools need to fulfil their governance responsibilities and achieve our collective ambition.
- Provide local authority governors with briefings about their schools.
- Ask schools for feedback on the attendance and performance of local authority governors.
- Provide head teachers and chairs of governors the opportunity to discuss their school performance and the quality and impact of support they have accessed with the Director of Children's Services.
- Ask chairs of governors and head teachers to share succession plans with the local authority.
- Key Stage 4 Standards Improvement Board, chaired by the Executive Member to be established.

### ***Intended Outcomes***

- Highly effective leadership in schools, evidenced through Ofsted judgements of Leadership and Management demonstrating continued improvement.
- Pupil achievement and progress will improve and reach the top quartile at the end of every key stage of education.
- Feedback on Governor training will be at least consistently 'Good'.
- Governors report that they feel equipped to carry out their role.

## **2. Achieving results in the top quartile in Key Stage tests, including GCSEs and A Levels**

Central Bedfordshire Council wants every child to achieve their potential, including achieving well at school. Outcomes at the end of every key stage of education should be in the top quartile, we are aspirational and ambitious for our children and young people. Central Bedfordshire Council wants every school to be at least a good school. Schools are self-managing and autonomous and therefore responsible for their own performance and improvement and we recognise that the majority of schools are able to identify what is working well and what they need to do to improve. Some schools will need some focussed support or intervention.

As champions of children and parents, we tackle underperformance rigorously and broker support where required and, when necessary, use our powers of intervention to protect standards, should the provision and quality for children and young people be seriously compromised. Detail is outlined in our School Intervention Strategy.

We maintain a strong drive to narrow the gap in performance between children who are disadvantaged and those who are not, including our looked after children and those children eligible for Free School Meals.

#### ***What we will do***

- Work with the Teaching Schools to ensure best practice is shared and outstanding leaders, governors and teachers are recruited, identified and supported to provide school to school support.
- Share successful practice of schools coming together to support cross school moderation and ensure confidence in and accuracy of data.
- Ensure that school leaders and Governors have access to timely performance data that can be used to drive improvement.
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding all pupils' achievement and progress.
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding the quality of teaching and learning in classrooms.
- Ask upper and secondary schools to share headline school level predictive GCSE attainment data at two points during the academic year.
- Ask primary and middle schools to share predictive Key Stage 2 data at two points during the academic year.
- Intervene early in schools that are at risk of low performance, including performance of disadvantaged groups.
- Secure/commission a Pupil Premium Champion who will work directly with schools to challenge impact of Pupil Premium and identify and share best practice.
- Work with the Teaching Schools to ensure targeted CPD is available in areas of issue for schools and that best practice is shared.
- Draw on the community and voluntary organisations to support schools with their interventions for children and young people.
- Work together to publicise Central Bedfordshire as a Great Place to Live and Work, and utilise our housing growth to develop provision of available housing for new teachers.

#### ***Intended Outcomes***

- We will be in the top quartile nationally at the end of each Key Stage.
- The Free School Meals Gap and other Vulnerable Pupils Gap will narrow.
- We will increase the percentage of good and outstanding schools.

### **3. School Readiness**

We recognise that 'The quality of a child's early experience is vital for their future success. It is shaped by many interrelated factors, notably the effects of socio-economic status, the impact of high-quality early education and care, and the influence of 'good parenting'. What parents and carers do on a daily basis with their children is important. Providers who forge strong partnerships with parents and carers, and work in partnership to develop the home learning environment, help them to improve their child's progress and make a better start at school'.

*Ofsted April 2014*

#### ***What we will do***

- Make every contact count – agree key messages relating to school readiness which all professionals will reinforce upon contact with families.

- Health Visitors and Early Years professionals will work together in an integrated way with families to ensure that children in Central Bedfordshire get the best start in life. (School Readiness Partnership Plan).
- Share key health and education information with schools, in partnership with the School Nursing Service, as part of a seamless transition process into Reception in schools.
- Monitor the impact of the Early Years Pupil Premium.

#### ***Intended Outcomes***

- Children will have the skills to be ready for school on admission.
- Central Bedfordshire will be in the top quartile at end of Early Years Foundation Stage.
- The Free School Meals gap will narrow.

#### **4. Improving health outcomes to support improving educational outcomes**

The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full potential. (Gutman L and Vorhaus J (2012). The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. London: DfE).

We recognise that promoting the health and wellbeing (including mental health) of pupils and students within settings, schools and colleges has the potential to improve their educational outcomes *and* their health and wellbeing outcomes.

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional abilities are associated with greater health and wellbeing, better achievement and work readiness.
- A positive association exists between academic attainment and physical activity levels of pupils.

#### ***What we will do***

School Improvement Services, Public Health Services, settings and schools will work together by:

- Ensuring that the School Nursing Service health offer is embedded across the whole school community.
- Ensuring all schools sign up to the 2016 School Health Education Behaviour Survey and collectively use its outcomes to inform changes in practice.
- Sharing best practice case studies of impact of Pupil Premium and Primary Sports Premium.
- Developing School Safeguarding Process self evaluation tool.
- Developing the Central Bedfordshire PSHE/SRE Partnership Network.

#### ***Intended Outcomes***

- We will be in the top quartile nationally at end of each Key Stage.
- The Free School Meals Gap and Vulnerable Pupils Gap will narrow.
- School attendance rates will improve.
- Childhood obesity will reduce.
- Children's health and wellbeing will improve, and indicators will be in the top quartile nationally.

## **5. Young people have the skills to be work ready**

We recognise the importance of access early high quality independent career advice and work experience opportunities for all young people so that they understand what their further and higher education and career options and choices are.

We recognise the importance of preparing young people to understand and respond to the needs of the employment market.

We recognise the importance of working with local employers to ensure that young people have opportunities to develop the skills they need for work and are able to enter the local work place successfully.

### ***What we will do***

- Support high aspirations throughout every pupil's learning journey.
- Strongly encourage all middle, upper and secondary schools to sign up to the Minimum Standards for Careers Education, Information Advice and Guidance (CEIAG), and review the effectiveness of this.
- Carry out an analysis of Post 16 learning provision with schools and FE Providers to inform whether we are making the best use of resources to meet the needs and aspirations of young people and the emerging requirements of the local labour market.
- Work across directorates to deliver the Employment and Skills Strategy, supporting employer engagement in schools, the development of Apprenticeship/Traineeship opportunities and improving access to support for our most vulnerable young people.

### ***Intended Outcomes***

- Young people will value the Information, Advice and Guidance they receive.
- Young people will have the work skills to secure and maintain employment.
- There will be clear progression routes for all young people for the next level of training/learning and into work.
- The percentage of young people achieving a level 3 qualification will improve.

## **6. Commission new school places from good or outstanding providers to serve growing communities**

- Central Bedfordshire retains its responsibility for commissioning sufficient school places and will continue to apply the following nine policy principles adopted by the Council's Executive in February 2013 for pupil place planning in schools which also support the Council's statutory responsibilities to promote parental preferences, diversity and fair access.
  - Local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel.
  - Creating schools that are of appropriate size to be financially and educationally viable.
  - Support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools.
  - Further promote and support robust partnerships and learning communities.
  - The ambition to achieve a single phase of education 0 -19 and reduce the negative impact of school transfer points.
  - To support the Raising of the Participation Age (RPA).



- To seek opportunities to create inspirational learning environments for the school and to maximise community use
- To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice.
- To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools.

***What we will do***

- Seek to learn further from the best commissioning systems and develop current systems into an approach that delivers high reliability, high quality improvement while at the same time embodies trust and mutual accountability and learning.
- Work with headteachers, Special Educational Needs Coordinators (SENCOs), special school leaders and our parent/carer forum (SNAP) to ensure development of provision for Special Educational Needs and Disabilities (SEND) meets local need both now and into the future.
- Act upon the findings of the Special School/Specialist provision review to plan effectively for future generations of children and young people with Special Educational Needs and Disabilities.
- Ensure that community resources are considered when new schools are built.
- Work with schools to develop sixth form models.

***Intended Outcomes***

- There are sufficient high quality local school places for all children and young people
- Parents/carers are confident in local provision and want to send their children to school in Central Bedfordshire.

**Delivering the Partnership Vision – next steps**

- A detailed work programme with clear outcomes and measures will be developed.
  
- Governance will be via the Partnership Vision for Education Board and progress will be reported to the Children's Trust Board and Overview and Scrutiny Committee.



**A great place to live and work**

**Contact us...**

by telephone: 0300 300 8304

by email: [customer.services@centralbedfordshire.gov.uk](mailto:customer.services@centralbedfordshire.gov.uk)

on the web: [www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

Write to Central Bedfordshire Council, Priory House,  
Monks Walk, Chicksands, Shefford, Bedfordshire SG17 5TQ

\*Locality based on where Pupil resides

2015 Early Years Foundation Stage Profile		
Locality	% of children classed as having "a Good Level of Development"	Total Cohort
BEDFORD	68	348
Chiltern Vale	59	860
Ivel Valley	65	895
Leighton Buzzard	61	576
West Mid Beds	68	589
Unmatched*	63	235
<b>Central Bedfordshire LA</b>	<b>64</b>	<b>3503</b>
<b>England</b>	<b>66</b>	<b>-</b>

Source: Early Years Foundation Stage, Data collection 2015

2015 Key Stage 1				
Locality	Reading L2+	Writing L2+	Maths L2+	Total Cohort
BEDFORD	95	92	95	317
Chiltern Vale	92	89	94	855
Ivel Valley	92	90	94	831
Leighton Buzzard	91	89	95	592
West Mid Beds	95	94	96	632
Unmatched*	90	89	92	272
<b>Central Bedfordshire LA</b>	<b>92</b>	<b>90</b>	<b>94</b>	<b>3499</b>
<b>England</b>	<b>90</b>	<b>88</b>	<b>93</b>	<b>-</b>

Source: Key Stage 1, Data collection 2015, Postcodes matched to 2015 Spring Census

2015 Key Stage 2 Provisional		
Locality	Level 4+ in Reading, Writing and Mathematics	Total Cohort
BEDFORD	84	256
Chiltern Vale	71	768
Ivel Valley	80	688
Leighton Buzzard	77	447
West Mid Beds	79	543
Unmatched*	78	218
<b>Central Bedfordshire LA</b>	<b>77</b>	<b>2920</b>
<b>England</b>	<b>80</b>	<b>-</b>

Source: Key Stage 2, Provisional Data collection 2015, Postcodes matched to 2015 Spring Census

2015 Key Stage 4 Provisional		
Locality	5A*-C (or equivalent) including English and Maths GCSE	Total Cohort
BEDFORD	52.2	138
Chiltern Vale	49.2	723
Ivel Valley	56.9	687
Leighton Buzzard	61.4	420
West Mid Beds	67.4	565
Unmatched*	52.9	187
<b>Central Bedfordshire LA</b>	<b>57.2</b>	<b>2720</b>
<b>England</b>	<b>52.8</b>	<b>-</b>
<b>England (Sate funded Sector)</b>	<b>56.3</b>	<b>-</b>

Source: Key Stage 4, Provisional Data collection 2015, Postcodes matched to 2015 Spring Census

\*Central Bedfordshire has some Bedford Locality population. In addition, some postcodes remain unmatched. Reasons for this could include that children reside outside of Central Bedfordshire but attend a Central Bedfordshire school.

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## Partnership Vision for Education Board

### TERMS OF REFERENCE

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#### Introduction

The Partnership Vision was developed with partners, including schools, from the 2012 Education Vision and approved by the Council's Executive in August 2015. In order to oversee delivery of the vision and provide professional challenge and support to all partners, the previously named Head Teachers and Partners Reference Group will be reconstituted as the Partnership Vision for Education Board

This Board is responsible for monitoring delivery and the impact of the actions of the work streams of the Partnership Vision for Education Strategy. The group will do this by overseeing the actions of the six work streams as follows:

1. School Leadership
2. Improving Educational Outcomes
3. School Readiness
4. Improve Health Outcomes
5. Young People and Skills
6. School Places

#### Specific Responsibilities

1. Receive highlight report for each work stream on progress to date
2. Provide challenge and support to work stream leads
3. Review data and identify trends
4. Identify additional actions required to implement successful change
5. Through appropriate communication ensure a two-way progress of the vision
6. Agree the communication plan

#### Membership

The Partnership Vision for Education Board will be chaired by Central Bedfordshire Council's Director of Children's Services. This will be undertaken by the Assistant Director for School Improvement in her absence.

Core membership of the group will include:

Director of Children's Services

Assistant Director School Improvement

Central Bedfordshire Teaching School Partnership (CBTSP)

The Acorn Teaching School (TATS)

Head teacher - Aspley Guise Lower School (LLE)

Head teacher - Parkfields Middle School (NLE)

Head teacher - Redborne Upper School (LLE)

Draft Version 1

Head teacher - Manshead Upper School (Chair Schools Forum)

Head teacher - Weatherfield Special School (Special School Rep)

NLG Rep

Early Years Rep

Public Health Rep

Post 16 Rep

Local Academy Sponsor

Voluntary Organisations for Children, young people and families

It is expected that the work streams leads will be members of the Board. The seniority of these roles is fundamental and it is expected that deputies will only be sent in exceptional circumstances. Where a Partnership Vision for Education Board member needs to send a deputy it is expected they will be:

- of sufficient seniority
- able to speak with authority
- able to commit resources
- able to make decisions
- suitably briefed

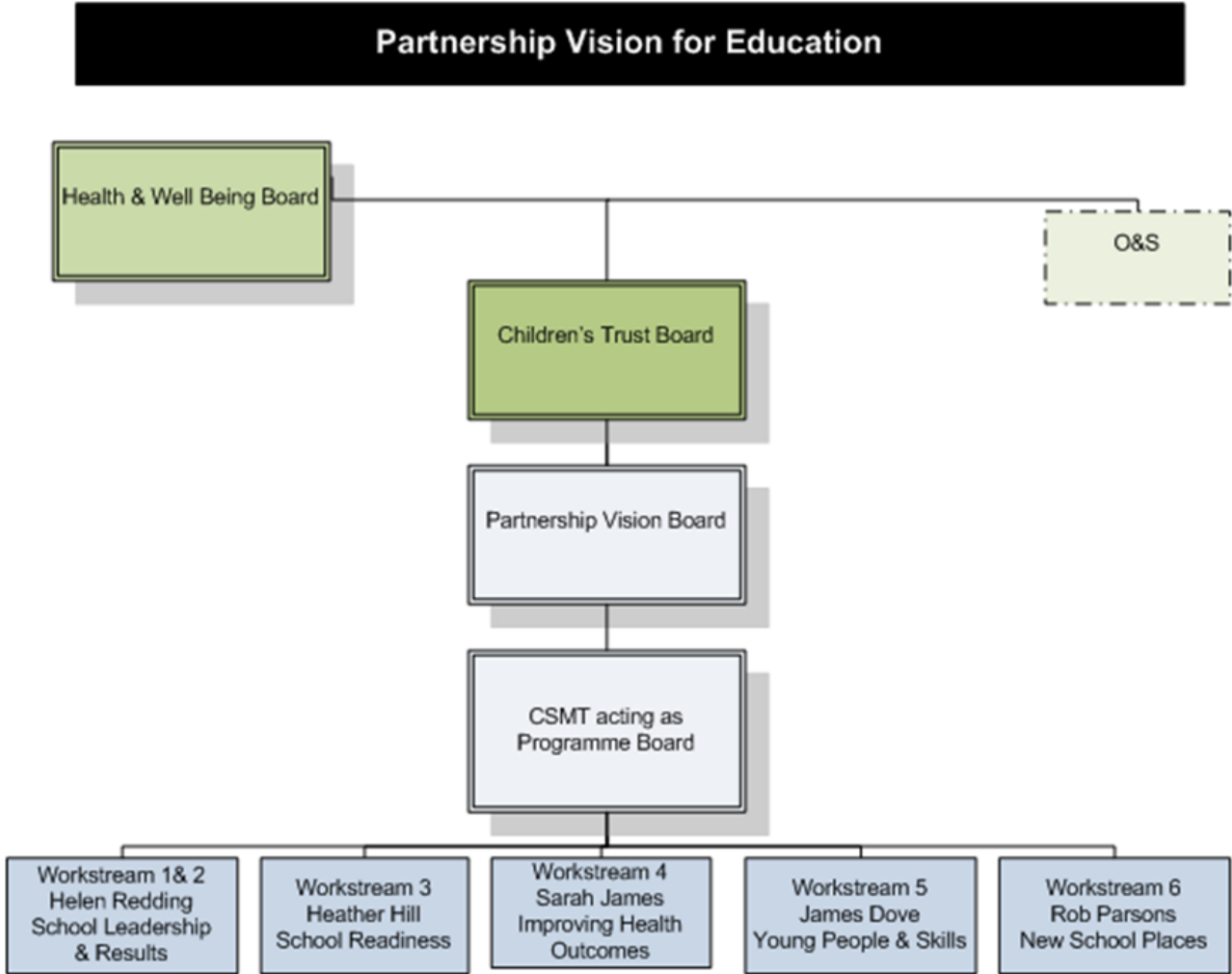
The meeting will be deemed to be quorate if there is representation from at least fifty percent of the Board member.

### **Frequency of meetings**

The Partnership Vision for Education Board will meet half-termly/six times a year.

### **Governance**

This Board is accountable to the Children's Trust. The Board will receive highlight reports on the six work streams focusing on actions, risks and issues this will be by exception reporting.



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**Central Bedfordshire Council**

**Children's Services Overview and Scrutiny Committee 28 January 2016**

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**Commissioning of New Lower School Places in Stotfold**

Report of Cllr Mark Versallion, Executive Member for Children's Services  
([mark.versallion@centralbedfordshire.gov.uk](mailto:mark.versallion@centralbedfordshire.gov.uk))

Advising Officers: Sue Harrison, Director of Children's Services  
([sue.harrison@centralbedfordshire.gov.uk](mailto:sue.harrison@centralbedfordshire.gov.uk))

Helen Redding, Assistant Director, School Improvement, Children's Services  
([helen.redding@centralbedfordshire.gov.uk](mailto:helen.redding@centralbedfordshire.gov.uk))

**This report relates to a non Key Decision**

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**Purpose of this report**

1. The attached report to 9 February 2016 Executive seeks support for a proposed consultation to provide new Lower School places in Stotfold from September 2017. The school referred to within the report serves the Ward of Stotfold.

**RECOMMENDATION**

The Committee is asked to:

1. **Consider the Executive report attached as Appendix A and support the recommendation set out within it.**

**Council Priorities**

2. The report supports Central Bedfordshire's Five Year Plan 2015- 2020 and the specific priority of Improving Education and Skills.

**Legal Implications**

3. As set out in the Legal Implications section of the report attached as Appendix A.

**Public Health**

4. Extended Services around School and Early Years settings will be further developed as a result of growing school populations. The range of extended services that may be provided in schools includes:

- Parenting and family support officers.
- Transition support for pupils, schools and families.
- Combined clubs and after school activities.
- Holiday activities.
- Support for vulnerable pupils and families i.e. siblings group and young carers.

### **Sustainability**

5. Whilst there may be additional costs in order to meet sustainability objectives for new build and/or expansion of existing schools, these will be contained within the costs identified for each individual project within the programme. These measures would contribute to reduced running costs through better energy and resource efficiency, alongside creating a better learning environment for the pupils.

### **Financial Implications**

6. As set out in the Financial Implications section of the report attached as Appendix A.

### **Equalities Implications**

7. As set out in the Equalities Implications section of the report attached as Appendix A.

### **Risk Management**

8. The proposal to commission new lower school places and to allocate related capital investment outlined in this report implements the identified need to manage demographic growth in the previously published school organisation plan and mitigates the risk on the Council of failing in its statutory duty to provide sufficient school places.
9. Key risks include:
  - Failure to discharge legal and statutory duties/guidance.
  - Failure to deliver the Council's strategic priorities
  - Reputational risks associated with the non delivery of required school places.
  - Inability of schools to recruit suitable additional staff
  - Failure to secure planning consents
  - Financial risks, including;
    - Non realisation of anticipated Section 106 monies and anticipated levels of government grant.
    - Potential for overspend on any project within the programme.

### **Appendices**

Appendix A – Executive Report (and Appendices 1 and 2 to that report) to  
Executive 9 February 2016 - Commissioning of New Lower School Places in  
Stoffold

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**Central Bedfordshire Council**

**EXECUTIVE**

9 February 2016

---

**Commissioning of New Lower School Places in Stotfold**

Report of: Cllr Mark Versallion, Executive Member for Education and Skills  
(mark.versallion@centralbedfordshire.gov.uk)

Advising Officer: Sue Harrison, Director of Children's Services  
(sue.harrison@centralbedfordshire.gov.uk)

**This report relates to a non Key Decision**

---

**Purpose of this report**

1. To seek Executive support for a proposed consultation to provide new Lower School places in Stotfold from September 2017. The school referred to within the report serves the Ward of Stotfold and is located within the Parish of Fairfield.

**RECOMMENDATION**

1. **Support the proposed commencement of consultation by the Governing Body of Fairfield Park Lower School to permanently expand onto a second site from a 2 form of entry (300 place) lower school for pupils aged 3 to 9, to a 4 form of entry (600 place) lower school for pupils aged 3 to 9 also providing a 60 place nursery, increasing the school's published admission number from 60 to 120 with effect from 1 September 2017.**

**Children's Services Overview and Scrutiny**

2. This report was presented to Children's Services Overview and Scrutiny Committee at its meeting on the 28 January 2016 and the Committee was asked to indicate its support for the recommendation set out within the report. The views of the Committee will be reported to Executive at its meeting.

**Pupil place planning for Lower School places in Stotfold, including the Parish of Fairfield**

3. Since 2011 the Council has commissioned an increase of 525 new lower school places to serve the Stotfold and Fairfield area through the

expansion of St Marys Academy from 225 to 300 places, the expansion of Fairfield Park Lower School from 150 to 300 places and the expansion and relocation of Roecroft Lower School from 150 to 450 places on a new site.

4. These new school places have been required as a result of the Council's forecasts of demographic growth in the area, driven largely by new housing development. These school sites are now at their capacity as defined by Department for Education guidelines and cannot be expanded further.
5. The Council's School Organisation Plan 2015-20 sets out its current five year forecast. This indicates that despite the new school places commissioned previously by the Council the existing schools in the Stotfold and Arlesey pupil place planning area, which includes the Parish of Fairfield, will remain very close to capacity and unable to accommodate significant additional pupil yield from further housing.
6. A minimum of 176 dwellings are planned to be completed within the Stotfold area alone over the Council's current five year forecast period. These are developments within the Council's current housing trajectory published in May 2015, which had received planning consent and were already in construction or are expected to commence within the next 5 years, or are sites allocated for housing that are expected to come forward with planning applications within this period.
7. In addition to the forecast level of completed dwellings on planned developments indicated in the housing trajectory in May 2015, a number of planning applications have since been made. Some of these applications relate to sites not previously allocated for housing and in total they represent the potential eventually for a further 450 additional dwellings in Stotfold and the Parish of Fairfield.
8. These planning applications will also be reflected in the Council's housing trajectory if planning permissions are granted and as build rates are known. They will also then be reflected in the Council's pupil forecasts as they have the potential to impact further on the supply and demand for local school places in the area. Families moving into new housing will create further pressure on places as a result with many potentially requiring admission to a local school in year, outside of the normal admissions cycle.
9. Included within the figure given above in Section 7 of this report is one such development proposal for approximately 130 dwellings. This application was received by the Council and subsequently approved in August 2015 for new housing on the site of the former pig testing unit on Hitchin Road, within the Parish of Fairfield. In approving the application the Council also secured capital contributions for new education provision in the area in a Section 106 agreement with the developer.

10. In parallel with the housing development and following discussions between Council Officers and the developers, an outline planning application for a new school site on adjacent land was also submitted and approved by the Council in August 2015.
11. The Council's requirement for a school site reflected the scale of housing expected on the Hitchin Road site and also allowed for further demographic growth in the local area. The school site area is sufficient to accommodate a two form entry (300 place) lower school with a 60 place nursery for pre school provision.
12. It is anticipated that this new housing development will commence during 2016/17 and as a result, the Council is now working to bring the new school site forward as soon as possible with a target date of September 2017 for opening the new provision.

### **Commissioning of a provider for the new school site**

13. The new school site is located within the Parish of Fairfield as is one other school, Fairfield Park Lower School, a Community School rated at its last inspection in 2012 by Ofsted as Outstanding across all inspection judgements. The school has been oversubscribed each year since 2009.
14. A map indicating the location of the new school site and Fairfield Park Lower School is attached at Appendix 1 to this report.
15. The school's headteacher is a National Leader of Education (NLE), designated by the National College for Teaching and Leadership and Department for Education (DfE). NLEs are high performing school leaders who use their success and professionalism, along with the staff in their school which is designated a National Support School to increase the leadership capacity of other schools and help raise standards.
16. The school's Chair of Governors is a National Leader of Governance (NLG), also designated by the National College for Teaching and Leadership and Department for Education. NLGs are experienced governors with track records of success in school improvement who use their experience to support excellence in governance and leadership in schools that are in need of support.
17. Both roles are part of the Council's and of the government's plan to ensure schools have a central role in developing a self-improving and sustainable school led system. The school has recent significant experience of managing growth successfully with the support of the Council through the expansion of the school on its current site which was completed in 2014.

18. The Governing Body of the school has indicated its desire to provide for the new, or satellite school site which will serve the same local community. It proposes to do so through the expansion of its governance, leadership and management. The new school site would be integrated within the admission arrangements of the existing school.
19. The school has also indicated its willingness to accommodate a new Reception Class from September 2016, utilising a temporary building that is located on the existing school site, ahead of the availability of the new school buildings in September 2017 to which the additional reception class would then transfer as Year 1.
20. The proposal would enable the gradual increase in pupil numbers from completed housing in the area to be accommodated within an existing local popular and successful school which can grow at an equivalent rate on its new site while remaining financially efficient.
21. Governing bodies of all categories of maintained mainstream school can propose an enlargement of premises without following a formal statutory process and the school has indicated an intention, subject to the support of the Council's Executive, to consult with the support of Council officers with its local community and other stakeholders throughout February and March 2016.
22. The school's consultation document is attached to this report at Appendix 2. The consultees will include parents and carers of pupils at Fairfield Park Lower School, the head teachers and governing bodies of all other Central Bedfordshire schools, all members of Central Bedfordshire Council and local town and parish councils.
23. The outcome of the consultation along with a business case submitted by the school to illustrate the alignment of the school's proposal with the Council's Policy Principles for Pupil Place Planning in Schools will be reported to the Council's Executive in April 2016 for final approval.
24. Executive approval of the school's proposal will enable the Governing Body to work in partnership with Council officers to influence the design and delivery of the new provision, funded through developer contributions and Department for Education basic need grant, within the Council's New School Places Programme.

### **Reasons for decision**

25. The recommended consultation on the proposal to expand Fairfield Park Lower School is to ensure the Council continues to meet its statutory obligations to provide sufficient school places and also to ensure the school meets the requirements set out in DfE guidance regarding proposals by Governing Bodies to expand maintained schools.



26. Commitment to capital expenditure and therefore final approval of the proposal will be determined by the Council's Executive in April 2016, informed by the outcome of the consultation exercise undertaken by the Governing Body and the business case which it will also prepare.
27. Ward Councillors have received a briefing on the Council's forecasts of demographic growth and the need to plan for additional school places in this area and are supportive of the school's proposal.

### **Council Priorities**

28. The report supports Central Bedfordshire's Five Year Plan 2015- 2020 and the specific priority of Improving Education and Skills.

### **Legal Implications**

29. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient primary and secondary school places to provide appropriate education for pupils in its area. S14A of the Education Act 1996 imposes a duty to consider representations about the exercise by local authorities of their functions from the parents of qualifying children in relation to the provision of primary and secondary education. Qualifying children include all those of compulsory school age or under.
30. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners, of school places and includes duties to consider parental representation, diversity and choice, duties in relation to high standards and the fulfilment of every child's educational potential and fair access to educational opportunity.
31. The main legislation governing school organisation is found in sections 6A-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013 and the School Organisation (Prescribed Alterations to Mainstream Schools) (England) Regulations 2013.
32. Department for Education Guidance for proposers and decision makers regarding school organisation in maintained schools was published in January 2014 to support the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
33. This guidance can be viewed at:  
<https://www.gov.uk/government/publications/school-organisation-maintained-schools>
34. As a consequence of changes introduced by these 2013 Regulations (at Schedule 2, paragraph 12) and Statutory Guidance, Governing Bodies are now able to propose to make a range of changes to their schools without following a formal statutory process. These include

significant expansion such as that proposed to Fairfield Park Lower School.

35. Governing Bodies are required to adhere to the usual principles of public law: they must act rationally; they must take into account all relevant considerations; and they must follow a fair procedure.
36. The Governing Body of Fairfield Park Lower School will also be expected to liaise closely with the Local Authority to ensure that, where possible, a proposal is aligned with wider place planning/ organisational arrangements and that any necessary consents have been gained.
37. The Governing Body is also expected to ensure that there is effective consultation with parents and other interested parties and will be supported throughout the consultation, to gauge demand for the proposed change and provide consultees with sufficient opportunity to give their views.
38. The Governing Body will need to work with the Council to ensure that the new school site has suitable accommodation and any necessary capital funding and planning permission has been secured before the expansion can be implemented. Once the change has been implemented, the Governing Body must inform the Secretary of State.
39. DfE guidance is clear that where proposers seek to expand onto an additional site they will need to ensure that the new provision is genuinely a change to an existing school and not in affect a new school. Where proposers seek an expansion which is in fact a new school the Council would be required to set up a new free school through a prescribed DfE process.
40. The DfE guidance requires that the Council will need to consider whether the proposal is an expansion of an existing school through a number of factors that must be set out within the school's proposal.

These include,

- The reasons for the expansion
  - what is the rational for this approach and this particular site.?
- Admission and curriculum arrangements
  - How will the new site be used (eg which age groups/pupils will it serve)?
  - What will the admission arrangements be?
  - Will there be movement of pupils between sites?
- Governance and administration
  - How will whole school activities be managed?
  - Will staff be employed on contracts to work on both sites? How frequently will they do so?

- What governance, leadership and management arrangements will be put in place to oversee the new site (eg will the new site be governed by the same governing body and the same school leadership team)?
  - Physical characteristics of the school
    - How will facilities across the two sites be used (eg sharing of the facilities and resources available at the two sites, such as playing fields)?
    - Is the new site in an area that is easily accessible to the community that the current school serves?
41. The purpose of considering these factors is to determine the level of integration between the two sites; the more integration, the more likely the change can be considered as an expansion.

### **Financial Implications**

42. The New School Places Programme is funded by developer contributions and Basic Need grant income from the Department for Education (DfE) and on current planning assumptions the programme 2016/17 to 2020/21 is now forecast with gross expenditure of £20.2M in 2016/17, £25M in 2017/18, £19M in 2018/19, £17M in 2019/20 and £7.7M in 2020/21.
43. The Council will continue to ensure that all opportunities are taken to increase income and to seek alternative funding sources for new build and expansions of existing school buildings.
44. The day to day running costs of school provision is met through revenue funding which is made available to each school as part of the Dedicated Schools Grant (DSG) and is based primarily on the numbers of pupils attending and will increase accordingly in an expanded school.
45. Where necessary and where Schools and Academies are undertaking significant expansion on commission from the Council additional revenue support for relevant costs can be accessed on application through the DSG funded Growth Fund established by the Schools Forum.
46. Capital expenditure within the New School Places Programme is subject to the Council's Code of Financial Governance. Expenditure to commission feasibility studies and design work required for projects within this rolling programme has been approved by the Executive Member for Children's Services, in consultation with the Director of Children's Services as required by the Council's constitution.

### **Equalities Implications**

47. The consultation and decision making process set out in regulation for proposals to expand Academies and Council maintained schools requires an evaluation on a project by project basis of any equalities and human rights issues that might arise.
48. Public authorities have a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and to foster good relations in respect of the following protected characteristics: age, disability, gender re-assignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
49. This statutory duty includes requirements to:
  - i. Remove or minimise disadvantages suffered by people due to their protected characteristics.
  - ii. Take steps to meet the needs of people from protected groups where these are different from the needs of other people.
  - iii. Encourage people from protected groups to participate in public life or in other activities where their participation is disproportionately low.
50. As commissioner of the new school places that will be provided through the proposal of Fairfield Park Lower School the Council has considered that there are no race or disability discrimination issues that arise from the change being proposed.

### **Risk Management**

51. The proposal to commission new lower school places and to allocate related capital investment outlined in this report implements the identified need to manage demographic growth in the previously published School Organisation Plan and mitigates the risk on the Council of failing in its statutory duty to provide sufficient school places.

Key risks include:

- Failure to discharge legal and statutory duties/guidance.
- Failure to deliver the Council's strategic priorities
- Reputational risks associated with the non delivery of required school places.
- Inability of schools to recruit suitable additional staff
- Failure to secure planning consents
- Financial risks, including;
  - Non realisation of anticipated Section 106 monies and anticipated levels of government grant.
  - Potential for overspend on any project within the programme.

### **Appendices**

The following appendices are attached:

Appendix 1 – Map showing location of new lower school site in Stotfold

Appendix 2 – Fairfield Lower School's expansion consultation documents

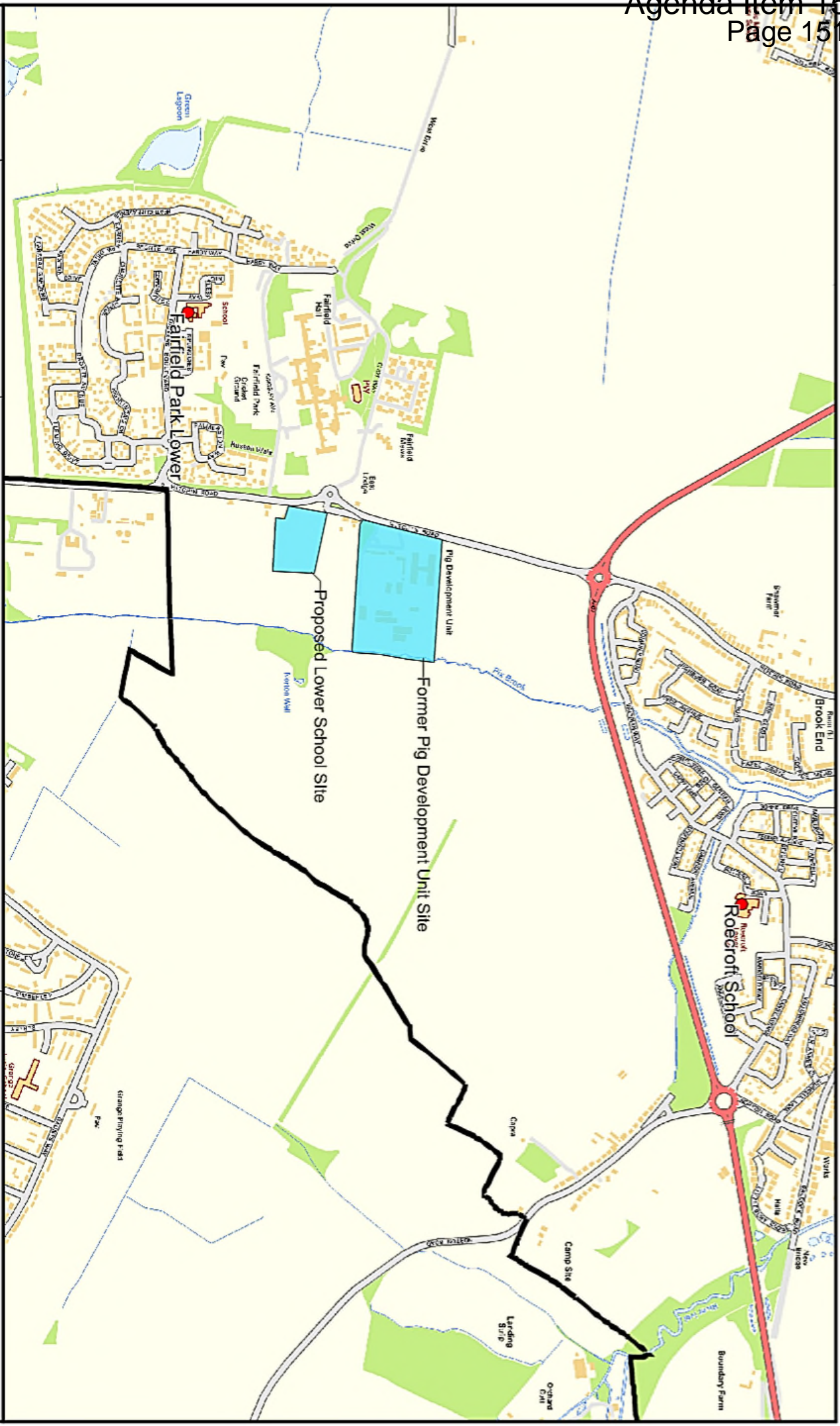
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Date: 09 December 2015

Scale 1:11942

### Former Pig Development Unit and Proposed Lower School Site, Fairfield

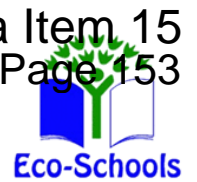


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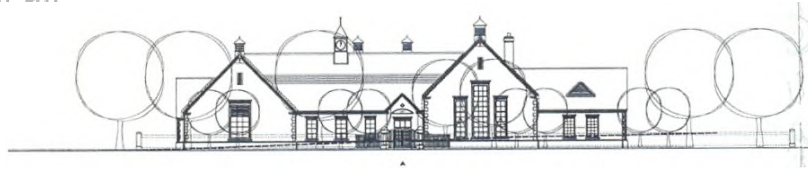


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Fairfield Park Lower School  
Dickens Boulevard, Stotfold, Hitchin, Herts, SG5 4FD



Head teacher: Mrs J Stone  
Email: [Fairfield@cbc.beds.sch.uk](mailto:Fairfield@cbc.beds.sch.uk)  
Website: <http://www.fairfield.beds.sch.uk/>

Telephone: 01462 830000  
Fax: 01462 830009

Wednesday 10 February 2016

Dear parents, carers and other stakeholders

### **Proposed Permanent Expansion of Fairfield Park Lower School**

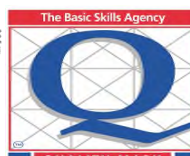
As you may be aware, Central Bedfordshire Council has given planning permission for a development of approximately 130 dwellings on the site of the former pig testing unit on Hitchin Road, within the Parish of Fairfield, along with outline planning permission for a new school site on land adjacent to the development.

This new school would serve the same area as Fairfield Park Lower and therefore, with the support of Central Bedfordshire Council's Executive, the governing body propose to expand Fairfield Park Lower via a second campus onto the new site. This would double the size of the school, increasing it from two form of entry to four form of entry, and from 300 places to 600 places.

It is proposed that building works on the new campus would be due for completion to allow the first extra class to be available from September 2017. In preparation for this, the Governing Body would be willing to admit additional children into a third reception class on the current school site in September 2016. This would help to meet the Council's forecast need for additional school places at that time and it is proposed that those additional pupils would be moved on to the new campus from September 2017.

For a proposed permanent school expansion the Department for Education requires the school's governing body to consult with all interested parties and provide sufficient opportunity for them to give their views. The attached consultation document details the proposal and gives you the opportunity to respond. It also lists some 'frequently asked questions' which we hope will answer many of the concerns that you may have regarding the proposal.

**Please respond to this consultation** using the response form provided and return this to the school **by 3.00 pm on 9 March 2016**. All of the responses received by the close of the consultation will be considered by the Governing Body when deciding whether to pursue the proposed expansion.





If you have any queries regarding the proposed expansion please contact us via the School Office or the school email: [Fairfield@cbc.beds.sch.uk](mailto:Fairfield@cbc.beds.sch.uk)

Yours sincerely

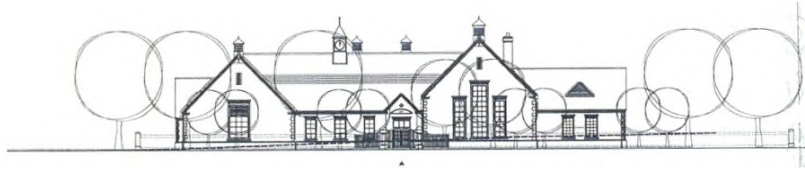
Jenny Stone  
Head Teacher

Sue Howley MBE  
Chair of Governors





Fairfield Park Lower School  
Dickens Boulevard, Stotfold, Hitchin, Herts, SG5 4FD



Head teacher: Mrs J Stone

Email: [Fairfield@cbc.beds.sch.uk](mailto:Fairfield@cbc.beds.sch.uk)

Website: <http://www.fairfield.beds.sch.uk/>

Telephone: 01462 830000

Fax: 01462 830009

### Purpose of this consultation document

The purpose of this document is to provide information relating to the Governing Body's proposal to expand Fairfield Park Lower School from a 2 form of entry (300 place) for children aged 3 – 9, to a 4 form of entry (600 place) for children aged 3 – 9 via a new campus on the Lower Wilbury Farm site, with a phased intake from September 2017.

This would eventually increase the school's published admission number from 60 to 120.

The proposal also includes an additional 30 full time equivalent (FTE) nursery provision on the new campus.

### Background

Fairfield Park Lower School was opened in 2007 in order to serve the new Fairfield Park community, which was being established on the former site of the Three Counties Psychiatric and Fairfield Hospitals that closed in 1999. Following an Ofsted inspection in May 2012 the school was judged to be 'outstanding' and as such is a popular school, attracting pupils from beyond the Fairfield Park development.

The school's Headteacher is a National Leader of Education (NLE), designated by the National College for Teaching and Leadership and Department for Education (DfE). NLEs are high performing school leaders who use their success and professionalism, along with the staff in their school which is designated a National Support School to increase the leadership capacity of other schools and help raise standards.

The school's Chair of Governors is a National Leader of Governance (NLG), also designated by the National College for Teaching and Leadership and Department for Education. NLGs are experienced governors with track records of success in school improvement who use their experience to support excellence in governance and leadership in schools that are in need of support.



Both roles are part of the Council's and of the government's plan to ensure schools have a central role in developing a self-improving and sustainable school led system. The school has recent significant experience of managing growth successfully with the support of the Council through the expansion of the school on its current site which was completed in 2014 and doubled the school's capacity in order to meet the growing demand for places

Other Stotfold lower schools have also been expanded, via Central Bedfordshire Council's New School Places Programme: St Marys Church of England Academy reopened in September 2015 with a new two-storey building in order to accommodate an additional 75 pupils, taking its capacity to 300 places and Roecroft Lower School has expanded from 300 to 450 places with a new extension to the school. The Council has also commissioned 420 extra places at Etonbury Academy, which are due for completion later this year, again to cater for the growth in local population.

The demand for lower school places is forecast to exceed the number of school places available locally and, if the proposal to expand Fairfield Park Lower School is approved by Central Bedfordshire Council, the Governing Body has indicated its willingness to accommodate a new reception class from September 2016, utilising a temporary building that is located on the existing school site, ahead of the availability of the new school buildings in September 2017, to which the additional reception class would then transfer as Year 1.

### **Proposal**

A planning application has been approved for 131 dwellings on the site of the former pig testing unit on Hitchin Road, Stotfold which includes approved outline planning permission for the provision of a new school site on Lower Wilbury Farm to accommodate the children from the development. The land that is required for the new school is owned by Central Bedfordshire Council and is immediately adjacent to the existing Fairfield Park estate.

Following discussions with Central Bedfordshire Council, the Governing Body of Fairfield Park Lower School has agreed to consult on a proposed expansion of the school by the provision of an additional 300 lower school places from September 2017, phased over a five year period. The Lower Wilbury Farm school site would become a second campus to Fairfield Park Lower School.

This proposal would retain the school's existing site and capacity ensuring that the needs of the existing local community would continue to be met on that site, but would also ensure that more local provision is made to meet the needs of the growing Fairfield Park community on the Lower Wilbury Farm development, on the other side of the Stotfold/Hitchin Road.

It is planned that the new permanent school accommodation at the Lower Wilbury Farm site should be ready for occupation for the 2017/18 school year.

### **School capacity**

The current capacity of Fairfield Park Lower School is 300 children from Reception Year to Year 4.

The proposed second campus would provide additional accommodation for up to 300 pupils aged 3- 9 and the relevant space required for a 30 FTE nursery provision.

The proposed total capacity for Fairfield Park Lower School, across both campuses, is 600 children from Year Reception to Year 4, with 60 FTE nursery places

### **Objectives of proposal**

- To meet local demographic demand for school places in the future
- To meet parental demand for Fairfield Park Lower School, evident in sustained levels of over subscription
- To expand an already highly regarded, Ofsted 'outstanding' school

**Timeline**

Following approval by Central Bedfordshire Council’s Executive Committee on 9 February 2016 for the Governing Body’s consultation on the proposed expansion to commence, the timetable for the consultation process is as follows-

<b>Action</b>	<b>Date –</b>
Consultation starts	10 February 2016
Consultation ends	9 March 2016
Outcome of consultation considered by the Governing Body and decision regarding whether to proceed advised to Council	By 16 March 2016
Council Executive consider consultation outcome and determine funding for proposed expansion	5 April 2016
Proposed implementation	1 September 2017

Attached to this proposal is a Consultation Response Form (pages 7 to 10). Please complete the form and return it to the address provided. Alternatively, responses to the consultation can be made by e-mail to [Fairfield@cbc.beds.sch.uk](mailto:Fairfield@cbc.beds.sch.uk):

.....

Below is a list of ‘Frequently Asked Questions’ which may help to address some immediate concerns that you have.

**Frequently asked questions –**

**Q – What are you proposing to build at the new Lower Wilbury Farm site and what facilities would be available?**

A – Although the proposal is to expand Fairfield Park Lower School, the new site would be a fully functioning and completely self sufficient physical campus in terms of the facilities that would be available. Proposals are being developed which would provide for up to 300 pupils (aged 3 - 9), including nursery provision, to the recognised standards for this size and type of school.

There will be a town planning application process for the new school site and therefore there will be a separate opportunity to comment on the plans as part of that process.

**Q – How would the new site be used, e.g. what age groups/pupils would it serve?**

A – The use of the new site would mirror that of the current Fairfield Park Lower School site. It would serve the same age group (3-9 yrs) although it is anticipated that when the new site opens it would only initially be fully operational across Key Stage 1. There would be smaller numbers in the older Key Stage 2 age groups allowing mostly for siblings of younger pupils plus providing some capacity for some other and potentially new local pupils. The school leadership team would work closely with the Council to plan for the growth of the school in more detail as and when admission numbers and parental preferences are known.

**Q – When would the new school site open?**

A - Subject to obtaining all the necessary consents it is likely that the new school site would be operational from September 2017. The school would open with 1 form of entry, 30 places per year group, and expand to accommodate 2 forms of entry, 60 places per year group, as further dwellings are occupied on the Lower Wilbury Farm development and the demand for school places increases.

**Q – Does the Council have the land and the funds to provide this new school site?**

A – Yes, the land is owned by the council. The costs for building the school and fitting it out would be paid for by developer's contributions and the Department for Education's basic need grant via the Council's New School Places Programme.

**Q - Would Fairfield Park Lower School be able to provide a full and varied curriculum on the new site?**

A – The curriculum of Fairfield Park Lower School is well designed and matched to the needs, abilities, interests and aspirations of all children. Staff regularly review the current curriculum and would plan the curriculum for the new school site to meet the requirements of the national curriculum and the needs of the community. The school would also work with the local community to develop relevant extra curricular and extended school activities.

**Q – How would admissions to the new school site be managed? Would there be an intake from across the age range?**

A –. The admissions arrangements would remain as they are for the existing Fairfield Park Lower School site, with the same admissions criteria in place for the two sites. The catchment area for the dual-site school would remain unchanged and a total of 120 places would eventually be available per year group across the two sites. The admission to each school site would be based on distance; therefore children from the new development would get priority for admission to the new school site, whilst children from the existing development would get priority for admission to the existing school site. Depending on subscription, the admission to each school site in future years is likely to be variable.

The Council and Fairfield Park Lower School would work very closely together to plan for specific numbers and year groups in more detail as parental preferences are known and admission numbers are confirmed.

**Q – What provision would be made for early years and 'wrap around' care?**

A – The current consultation is specifically related to provision for statutory aged pupils. The provision of extended school activities would be the subject of further discussions between the school and community to establish the type of provision and/or activities which are to be sought or needed and could be provided within the available accommodation. In terms of pre school provision, this is not currently part of the consultation and is not subject to the same legal process, however nursery provision is proposed on the new site.

**Q – What governance, leadership and management arrangements would be put in place to oversee the new site (e.g. would the new site be governed by the same governing body and the same school leadership team?)**

A – The new site would be governed by the Governing Body and leadership team of Fairfield Park Lower School, both of which would be expanded. It is anticipated that there would be a Deputy Head Teacher / Head of School based at each site with the Head Teacher operating across the two sites.

**Q – Would this expansion impact upon the existing staff at the school and would staff be employed on contracts to work on both sites?**

A – The school would need to recruit new teaching and support staff to enable the larger school to operate effectively across both sites in the long term. Current Fairfield Park Lower School staff may be redeployed but a number of new staff would also need to be recruited. The exact deployment and mix of new and existing staff across the sites would be decided by the Governing body and would be subject to the actual numbers of pupils on roll at each site and across the two sites as a whole.

**Q – How would the children on the new site be made to feel part of the expanded school?**

A – The children at the new school site would follow the same curriculum and have access to the same level of facilities as those at the current school site. They would also wear the same uniform as their fellow pupils. The Head teacher would divide her time between the two sites along with other members of staff.

**Q – How would whole school activities be managed? How would facilities across the two sites be used?**

A – Pupils of Fairfield Park Lower School would be based at one of the two sites and may not be expected to need to move between the two sites to receive their education. Separate arrangements would be put in place for children to move from one site to the other to enable them to take part in extra events such as sporting fixtures and musical activities or whole school events. Once the new housing development is completed, there would also be a short walking route between the two sites.

**Q – Are there any interim proposals in advance of the new accommodation being ready?**

A - The Executive of Central Bedfordshire Council will consider the proposal to expand Fairfield Park Lower School at their meeting on 5 April 2016. If the Executive give their approval for the proposal, the Governing Body has indicated its willingness to accommodate a new reception class from September 2016, on the existing school site, ahead of the availability of the new school buildings in September 2017.

**Q – My child currently attends Fairfield Park Lower School, how can I be assured that standards and provision would be maintained if resources are to be shared?**

A – The Governors and staff of Fairfield Park Lower School are proud of their ‘outstanding’ Ofsted rating and are committed to continuing to provide a curriculum that is well designed and matched to the needs, abilities, interests and aspirations of all of their children, on whichever school site they are based.

**Q – If I move onto the Lower Wilbury Farm development and have 1 child already at Fairfield Park Lower School at the current site and a younger child due to start school in September 2017, would I be able to move my older child to join their sibling at the new site?**

A – Yes, as long as there are sufficient children to enable a class to be created for a particular age group, or possibly a mixed age class. If there are insufficient children, siblings would be expected to remain at the original school site until the numbers increase sufficiently.

**Q – Have any alternative solutions been considered, other than the expansion of Fairfield Park Lower School?**

A – Yes. A number of options were considered by the Council including the possible creation of a completely new school. However, by asking Fairfield Park Lower School to expand, the Council is following its Policy Principles for Pupil Place Planning, which underpin all council decisions regarding new school places. These policy principles include -

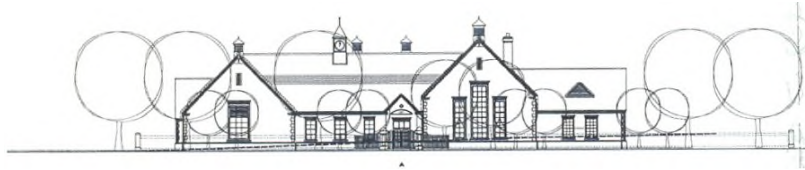
1. the need to provide local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel
2. the need to create schools that are of sufficient size to be financially and educationally viable
3. the ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools
4. the potential to further promote and support robust partnerships and learning communities

The proposed expansion also offers a shorter time-scale for implementation and the ability for the Council to work with the school to provide an interim solution ahead of full implementation in recognition of the significant shortage of lower school places across the area.





Fairfield Park Lower School  
Dickens Boulevard, Stotfold, Hitchin, Herts, SG5 4FD



Head teacher: Mrs J Stone  
Email: Fairfield@cbc.beds.sch.uk

Telephone: 01462 830000  
Fax: 01462 830009

Website: <http://www.fairfield.beds.sch.uk/>

### Fairfield Park Lower School - Consultation Response Form

Please read the consultation document and tell us what your views are.

If you prefer not to use this form, you can put your views in a letter or email.

Letters or completed forms should be returned to -

Fairfield Park Lower School, Dickens Boulevard, Stotfold, Herts SG5 4FD

or responses can be sent by e-mail to Fairfield@cbc.beds.sch.uk

**All responses must be received by 3.30 pm on Wednesday 9<sup>th</sup> March 2016**

**How much do you agree with the following statement? Please tick as appropriate.**

- I support the proposed expansion of Fairfield Park Lower School.

Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know



Do you have any comments/concerns regarding the proposed expansion? If so, please list them here -

**Are you responding as an individual or on behalf of an organisation?**

	<b>Please tick</b>
<b>Individual</b>	
<b>Organisation – please specify</b>	

Optional information -

Name	
Address	
Postcode	

**If you are responding as an individual, please tell us a little bit about yourself.**

The following information will help us when considering your opinions and to make sure that we are getting views from all sections of the community. All the questions are optional, and you can give as little or as much information as you wish.

**Please tell us if you fall into any of the following categories (please select all that apply)**

Please tick all categories that apply	√	Additional information
Pupil - please state which school and which year group		
Parent/ carer of child / children - please state which school/s		
Parent/ carer of preschool child / children		
School Governor - please state which school		
School Staff - please state which school		
Other please specify		

**Gender**

Male	Female	Transgender	Prefer not to say

**Age**

Under 18	18 - 24	25- 34	35- 44	45- 54	55- 64	65 and over

	<b>Yes</b>	<b>No</b>
Do you consider yourself a disabled person		

Ethnic Group	Please tick as appropriate
White British	
White Irish	
White other – please specify	
Black or Black British Caribbean	
Black or Black British African	
Black or Black British other – please specify	
Mixed White and Black Caribbean	
Mixed White and Black African	
Mixed White and Asian	
Mixed other – please specify	
Asian Indian	
Asian Pakistani	
Asian Bangladeshi	
Asian other – please specify	
Chinese	
Other – please specify	

Data Protection Act 1998 - please note that your personal details supplied on this form will be held and/or computerised by Fairfield Park Lower School for the purpose of the consultation. Summarised information from the forms will be shared with Central Bedfordshire Council and may be published, but no individual details will be disclosed under these circumstances. Your personal details will be safeguarded and will not be divulged to any other individuals or organisations for any other purposes.

**Central Bedfordshire Council**

**Children's Services Overview and Scrutiny Committee**  
28 January 2016

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**Annual Report of the Resilience Group for Schools and other Settings (September 2014 – July 2015)**

*Hereinafter referred to as the Schools' Resilience Group (or Group)*

Advising Officer: (Sue Harrison), Director of Children's Services  
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**Purpose of this report**

1. The Schools' Resilience Group Annual Report is the vehicle by which the Children's Services Management Team (CSMT) monitors the work of the Schools Resilience Group, and which in turn enables it to be fully accountable.
2. To provide members of the Children's Services Overview and Scrutiny Committee with an update on the work of the Schools' Resilience Group and the opportunity to review its progress against the objectives for 2014/15 set out in the previous Annual Report.

**RECOMMENDATIONS**

The Overview and Scrutiny Committee is asked to:

1. Review and comment on the Annual Report
2. Endorse the objectives identified by the Schools' Resilience Group for its work across 2015 / 16 detailed in 'Conclusion and Next Steps'.

**Overview and Scrutiny Comments and Recommendations**

3. The previous Annual Report of the Schools' Resilience Group was presented to the Children's Services Overview and Scrutiny Committee on 11 November 2014. The Committee endorsed the Group's proposed objectives for 2014/15 which were set out within the report. These are identified in italics in the Executive Summary.

## INTRODUCTION

4. The Resilience Group for Schools and other Settings (originally called the 'Critical Incidents in Schools Group') was adopted by Central Bedfordshire Council (CBC) in April 2009 at which time it was led by the Emergency Planning Team and supported by the Head of School Support and the Area Education Officer. The Group was originally established under Bedfordshire County Council, three years before the re-structuring of Local Authorities in 2009, which saw the creation of CBC.
5. Following consultation with the Director of Children's Services in April 2011, it was decided that the Group should henceforth be chaired by a School Governor. Once the new Chairperson was in place, to ensure it was fit-for-purpose going forward, the Group conducted a wide-ranging review, covering: membership, terms of reference and current work programme.
6. In August 2011, the Group was given its current name to reflect its broader overview of CBC educational establishments. New Terms of Reference were drawn up and subsequently approved by the Children's Services Management Team (CSMT) from which the Group derives its governance.
7. This is the third Annual Report of the Schools' Resilience Group which covers the period from September 2014 to August 2015.
8. The Schools' Resilience Group provides a forum for the relevant, key CBC officers, supported by Headteachers and School Governors, to consider and, as appropriate, recommend and develop CBC support and guidance for educational establishments in relation to Emergency and Business Continuity Planning.
9. In operational terms, the Group acts as a consultative forum for CBC's Compliance and Risk Adviser who is responsible for ensuring that the recommendations of the Group are implemented in line with other CBC policies and procedures. The Group meets once a term; and reports annually to the CSMT and to CBC's Children's Services Overview and Scrutiny Committee.

This Annual Report comprises two sections, as follows:

**The Executive Summary** - provides an assessment of progress against objectives for the same period (which were listed in the previous annual report). It also provides brief details of the Group's work in other areas; plus some data about school closures and other significant incidents during 2014/15

**Main Body** - gives further detail of the above, including detail of the evidence underpinning these assessments

### **EXECUTIVE SUMMARY**

*(Objectives contained within the 2013 -14 Annual Report are denoted in italics)*

#### **The School Open Status (SOS) system**

**Objective:** *To successfully oversee the final phase of SOS development and provide training to commissioned providers of schools' transport with regard to their use of the SOS system*

#### **Assessment:**

10. Not achieved. The proposed development of the SOS system to incorporate alerts for closed transport routes is currently under wider review in order to identify the most cost effective, efficient and secure means of communicating route closures to parents of the children affected.

#### **Emergency and Business Continuity Planning in Pre-Schools**

**Objective:** *To continue to collect pre-school data in relation to Emergency and Business Continuity Planning, in order to be able to establish a clearer and fuller picture of preparedness within Central Bedfordshire's pre-school sector to manage effectively unforeseen contingencies.*

#### **Assessment:**

11. Achieved – an ongoing process. The emerging picture from the data collected thus far, is of a sector having in place few such plans, other than those required in law;
12. To encourage the development of plans to address this cross-sector weakness, CBC circulated to all pre-schools in its region in March 2015 relevant guidance plus associated planning template. The Group considers it important for CBC to continue to collect relevant data for this sector. In the light of this it will consider what further action may be advisable

#### **Resilient Schools Award**

**Objective:** *To develop, pilot and launch a 'Resilient Schools' award scheme – drawing on findings from the biennial survey of Emergency and Business Continuity planning in all schools in the Central Bedfordshire area. It is proposed that the evidence required for assessment of awards is collected as*

*part of the existing data collection process which as a result may be subject to a review with regard to timing.*

**Assessment:**

13. Significant progress: an on-line tool which enables schools to self-assess (confirming the extent of their existing Emergency and Business Continuity planning) and CBC to verify, has been developed. A trial by six schools in April 2015 led to some further improvement in this tool.
14. The Group intends to promote this Award scheme to schools during the 2015 Autumn term; with the intention of it being fully launched in January 2016.

**'Managing Emergencies in Schools' guidance**

**Objective:** *To further develop the 'Managing Emergencies in School' guidance to:*

- *Incorporate the most recent guidance around utility outages.*
- *Provide schools with clear and succinct advice regarding roles and responsibilities of key staff in the immediate aftermath of an incident.*
- *Link with, and cross-reference to, the 'Resilient Schools' Award Scheme*

**Assessment:**

15. Achieved: reflecting the feed-back and advice which the Group previously received from the Scrutiny Committee, this guidance has been up-dated and made available to all schools and academies.

**Additional Work**

16. During 2014/15 the Group has continued to engage with outside agencies in order to be able to inform schools and academies of best practice in areas related to Emergency and Business Continuity planning. To this end representatives from the Police and Fire and Rescue have made presentations relevant to schools to the Group.

**School closures/other significant incidents**

17. In the period covered by this report, there have been no school closures resulting from severe weather. However there have been two utility related school closures, one closure as a result of a police investigation in a house close to a lower school and two simultaneous



school lockdowns as a result of a direct warning from Bedfordshire Police concerning an armed man in the vicinity of the schools

## **MAIN BODY**

### **School Open status System (SOS)**

18. Concern has been expressed that the proposal to incorporate route closure alerts from school transport providers into the (non-secure) SOS system, could, in some circumstances, have unintended and adverse safeguarding consequences. In part because of this, CBC's Schools' Transport Team is currently therefore considering incorporating alerts for route closures into their new management system **Routewise**. Adoption of this system - which would render unnecessary any proposed, related improvements to the SOS system - would have two advantages:

- It will enable parents of children using school transport to be given a secure login to register for alerts
- Administrative support to maintain the databases of transport providers, would be required only for one, not two, CBC systems.

### **Emergency and Business Continuity Planning Support for Pre Schools**

19. In January 2014, a survey of all private, voluntary and independent providers of pre-school education was undertaken in order to establish a clear picture of the extent of Resilience arrangements in pre-school settings within the Central Bedfordshire area. The response to this survey was poor; only 23 responses out of a potential 140. This was reported to the Scrutiny Committee in December 2014.

20. In view of the poor response, data continued to be collected until March 2015 at which point the data collection process was reviewed in consultation with the CBC Early Years Team. In light of this discussion, it was agreed to cease collection of this data as an on-going process, and to revert to the original (pre-2014) plan to do so on a biennial basis. The next such collection of pre-school data is therefore planned for the Spring of 2016. This will provide a timely indication of the impact in this sector of recently published guidance (**see Appendix 1 & 2**).

21. In terms of total data collected, by March 2015 44 responses had been received. Of these:

- 42 pre-schools reported having some emergency arrangements
- 34 had lockdown procedures
- 20 had written an Emergency Plan; and
- 11 would be able to continue delivering a service if accommodation was unavailable.

22. Although the survey return was low, the data obtained strongly suggests that pre-schools tend not to have Emergency Plans in place (45% of the most pro-active settings [i.e. those who responded to the survey] reported that they did not have plans in place).
23. In March 2015, following a pilot project with one pre-school, CBC circulated 'Emergency Planning Guidance for Pre-Schools', together with an associated template, to all pre-school settings in the Central Bedfordshire area. (**Appendix 1 & 2**) The guidance includes advice on evacuation, lockdown and business continuity. These documents have also been made available on the CBC website.

### **Resilient Schools Award**

24. Given the importance attached to all schools having robust Emergency and Business Continuity plans in place, the Schools' Resilience Group believes that schools which are pro-active in this area should be publicly recognised for their resilience arrangements, not least because of the considerable contribution such arrangements make towards the safety and safeguarding of children. Whilst Ofsted do not provide a separate grade for safeguarding, a written judgement is included in the leadership and management section of an Ofsted report. The Resilient Schools Award will provide external verification and acknowledgement that a robust and resilient response to potential risks, is in place.
25. Between January and April 2015, the process, assessment criteria and documentation for the Resilient Schools Awards took shape; and, following feed-back from a trial with six schools (1 x Upper; 2 x Middle and 3 x Lower), were endorsed by the Schools Resilience Group. Three of these schools would have qualified for the award; while two realised that they needed to further develop their Emergency Plans because the process had exposed gaps in their resilience arrangements. CBC's Compliance and Risk Adviser has arranged to meet separately with these two schools to offer appropriate guidance.
26. CBC, in making this award to qualifying schools, are well aware that in so doing they are publicly confirming that such schools have in place arrangements which at least meet a basic level of resilience. It is therefore considered essential for a CBC officer to have sight of every application (and its supporting documentation).
27. It is proposed that the award scheme is promoted to schools via 'Central Essentials' and 'Governor Essentials' during the Autumn Term. The scheme will go live in January 2016 when it will be launched as part of a presentation ceremony with one of the pilot schools.

## **Schools' Emergency and Business Continuity Planning Guidance**

28. In February 2012, the 'Managing Emergencies in Schools' guidance and the Emergency Plan template were made available to schools and academies in the CBC region via the on-line Schools Portal. In a survey of schools conducted in February 2014, 51 of the 61 schools which responded (85%) reported having viewed this guidance.
29. Between June and August 2015, this guidance was reviewed and updated; in September it was made available to all schools (**appendix 3**). Significant changes and/or additions to the previous version were:
- a section-by-section reference to the CBC Resilient Schools Award and how individual schools could best satisfy the assessment criteria required
  - a clearer delineation of roles and responsibilities in the recommended 'School Emergency Leadership Team' (SELT)
  - inclusion of role cards within the Emergency Plan Template for identified SELT members and for 'other staff'.
  - inclusion of CBC Lockdown procedures
  - cross reference to CBC's 'Coping with Severe Weather' guidance for Schools
  - re-ordering of sections within both the guidance document and the Emergency template, to ensure both documents are aligned with each other
  - inclusion of recent examples of best practice locally and nationally

## **Visiting Speakers**

30. In the period covered by this report, the Schools' Resilience Group have continued to engage with outside agencies in order to inform best practice guidance to schools and academies in the Central Bedfordshire area.
31. An officer of Bedfordshire Fire and Rescue Service (BFRS) attended a Resilience Group meeting in March 2015. The group were updated on the role of BFRS in auditing schools, planning for coping with fires and in the provision of relevant advice and guidance. In the light of this briefing:
- CBC contacted all schools and academies within Central Bedfordshire and signposted to the [www.bedsfire.com](http://www.bedsfire.com) website as a source of further guidance and advice and in particular, the Fire Risk Assessment template.
  - the Group have a better understanding of the inspection process operated by BFRS in relation to Schools and Pre-Schools in Central Bedfordshire

- the Group have a better understanding of the process of schools' Fire Risk Assessments; the recently up-dated guidance to schools 'Managing School Emergencies' reflects this;
32. An officer of Bedfordshire Police attended a Resilience Group meeting in June 2015 to help the Group better understand the resilience challenges faced by schools in the aftermath of extremism-related events. The Group were keen to explore the extent to which issues around the new Counter Terrorism and Security Act (which places a duty on schools and local authorities to prevent pupils becoming radicalised and being drawn into terrorism) affect schools. In light of this presentation and subsequent discussion, the Group concluded that radicalisation is a Safeguarding issue and beyond its remit, although it would continue to monitor national and local developments.
33. Subsequent liaison with the Local Safeguarding Children's Board (LSCB) and with key officers within CBC have confirmed that training opportunities are in place to support schools in the management of the threat of radicalisation.

### **Notable Incidents in Central Bedfordshire Schools**

34. During January 2015, a lower school was forced to close for the afternoon when builders nearby damaged a mains electric cable. The school reported loss of telephones, heating and fire alarm. The school re-opened as usual the following morning.
35. During June 2015 another lower school was forced to close for the morning due to a lack of mains water as a result of a general outage in the area. The school was able to re-open in the afternoon.
36. On 19 June, the presence of an armed man on the streets of Houghton Regis was reported to police. The police issued a general alert and contacted two nearby lower schools directly. As a result the schools concerned followed lockdown procedures. At the time, this incident was not reported to Central Bedfordshire Council either by the Police or by the schools concerned.
37. As a follow up to the lockdown incident, CBC has issued a general notice to schools and academies in the Central Bedfordshire area to remind them of the importance of ensuring it is immediately made aware of any incidents likely to lead to closure, even if only temporary. A meeting has also been held with a representative of Bedfordshire Police to raise their awareness of CBC Lockdown Procedures.

### **Council Priorities**

During the period covered by this report, the following council priorities were current and relevant to the work undertaken by the Group:

- Central Bedfordshire Council's Strategic Plan 2012-16 Priority 3 – Promote health and wellbeing and protecting the vulnerable
- The Children and Young People's Plan 2015-2017 Priority 1 – Improved education attainment. Outcome 4 – Well led and managed schools

Future work strands will contribute to the following objectives as identified in the Council's Five Year Plan (2015 – 2020):

- Improve Education and Skills
- Protecting the Vulnerable; improving wellbeing

### **Corporate Implications**

38. There is a risk of damage to the reputation of CBC caused by inadequate Emergency and Business Continuity Planning by one of its establishments and a perceived failure of the Council to have effectively supported schools in their ability to respond to a school emergency.
39. There is a risk of being unable to deliver the work plan of the Resilience Group. This is owing to reduced capacity as a result of the medium term financial plan.

### **Legal Implications**

40. Local authorities have certain responsibilities and powers in relation to major civil emergencies, accidents and hazards under the Civil Contingencies Act 2004. Under the Civil Contingencies Act 2004, Central Bedfordshire Council has a duty to assess, plan and advise in relation to emergency situations which would affect the performance of its functions and therefore to promote Emergency and Business Continuity in Schools and Other Settings.
41. The Local Authority also has a duty under the common law to take care of pupils in the same way that a prudent parent would. In addition, the Local Authority is the employer in the context of community, voluntary controlled, community special schools and maintained nursery schools. Therefore the duties of an employer apply to school safety.
42. Under the Health and Safety at Work etc. Act 1974, the employer in a school must take reasonable steps to ensure that staff and pupils are not exposed to risks to their health and safety. Regulations made under the Health and Safety at Work etc. Act 1974 set out in detail what actions employers are required to take. For example, the Management of Health and Safety at Work Regulations 1999 require employers to:

- assess the risks to staff and others affected by school activities in order to identify the health and safety measures that are necessary and, in certain circumstances, keep a record of the significant findings of that assessment;
  - introduce measures to manage those risks (risk management);
  - tell their employees about the risks and measures to be taken to manage the risks; and
  - ensure that adequate training is given to employees on health and safety matters.
43. In particular, Regulation 8 requires employers to provide employees with information on procedures to be followed in the event of danger or threat of danger.
44. The Health and Safety (First Aid) Regulations 1981 set out requirements for first aid provision.
45. The Equality Act 2010 requires employers to make 'reasonable adjustments' to their premises to ensure that disabled people are not at a disadvantage. This includes ensuring that disabled people can leave the premises safely in the event of a fire or other emergency.
46. The current legal requirements governing fire safety procedures in schools are set out in the Regulatory Reform (Fire Safety) Order 2005. This legislation places a duty on all employers and other 'responsible persons' (which include the proprietor of schools in the case of independent schools and Academies), to undertake fire risk assessments.
47. The Workplace (Health, Safety and Welfare) Regulations 1992 set out standards for workplaces such as acceptable temperatures and facilities such as the availability of drinking water.
48. The Department for Education has published Guidance ( March 2014) for schools entitled: Emergencies and severe weather: schools and early years settings.

The School Premises (England) Regulations 2012 apply to schools maintained by local authorities in England (including pupil referral units). They set out the standards required of all schools to which the Regulations apply. These include Regulation 6 in relation to health, safety and welfare standards:

“School premises and the accommodation and facilities provided therein must be maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.”

49. Independent Schools including Academies are subject to the Education (Independent School Standards) Regulations 2014 which set out duties of the proprietor of the school in relation to welfare, health and safety of pupils (regulations 6-16).

### **Financial Implications**

50. None arising

### **Equalities Implications**

51. None Identified

### **Conclusion and Next Steps**

52. To review and as necessary update, the 'Lockdown Procedures: Guidance to Schools' document.
53. To review and as necessary update, the 'Coping with Severe Weather: Guidance to Schools' document.
54. To undertake, in Spring 2016, a second survey of pre-schools, in order to gauge the effectiveness of the Emergency Planning Guidance first circulated to this sector in March 2015.
55. In close co-ordination with CBC's Schools' Transport Team, to identify and put into operation, the most cost-effective and efficient means of communicating school transport route closure up-dates to parents.
56. Given that responsibility for Emergency and Business Continuity Planning is now often included in the role of school and academy Business Managers, to recruit such an individual onto the Schools' Resilience Group to better inform CBC's policy considerations and communications around this subject
57. To promote and launch the Resilient Schools Award to all schools and academies across Central Bedfordshire and to achieve a minimum target of 50% of schools and academies achieving a Bronze Award in the first year of the schemes operation. Evidence submitted by schools in support of their application will be recorded and incorporated into annual monitoring statistics.

### **Appendices**

The following Appendices are provided through an electronic link:

Appendix 1 [Emergency Planning for Pre-School Settings](#)

Appendix 2 [Emergency Plan Template for Pre-School Settings](#)

Appendix 3 [Managing Emergencies in School](#)

### **Background Papers**

The following background papers, not previously available to the public, were taken into account and are available on the Council's website:

None



Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

28 January 2015

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**Work Programme 2015-16 & Executive Forward Plan**

Advising Officer: Paula Everitt ([paula.everitt@centralbedfordshire.gov.uk](mailto:paula.everitt@centralbedfordshire.gov.uk))

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**Purpose of this report**

The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan. It also updates Members on recent conversations resulting in the refresh of the work programme.

**RECOMMENDATIONS**

The Committee is asked to:

1. Consider and approve the work programme attached, subject to any further amendments it may wish to make;
2. Consider the Executive Forward Plan; and
3. Consider whether it wishes to add any further items to the work programme and/or establish any Task Forces to assist it in reviewing specific items.

**Overview and Scrutiny Work Programme**

1. At previous meetings the Committee has expressed a desire to focus on its work programme so that it provides a balance of those items on which the Executive would be grateful for a steer in addition to those items that the Overview and Scrutiny Committee (OSC) wishes to proactively scrutinise.
2. The Overview and Scrutiny Co-ordination Panel has recently agreed a number of key principles relating to ways of working, these include:-
  - **Minimising duplication**
  - **Focusing on requested items**
  - **Focusing on outcomes and the 5-year plan**
3. In addition to focusing on outcomes it was agreed to restructure the agenda into three sections based on the focus of the 5-year plan. Future agendas will be separated into four sections to permit a clear focus on the priorities of the 5-year plan as follows:-
  - a. cross-cutting matters;

- b. protecting vulnerable children;
  - c. promoting children’s health; and
  - d. education and skills.
4. In light of these principles the revised work programme is attached at **Appendix A**. The Committee is requested to consider the work programme and the indicated outcomes and to amend or add to it as necessary. Also enclosed at **Appendix B** is a list of reports where other bodies are accountable for performance or the committee has little influence over a report that will be considered in public elsewhere and have been removed from the work programme.

**Overview and Scrutiny Task Forces**

5. In addition to consideration of the work programme, Members may also wish to consider how each item will be reviewed, i.e. by the Committee itself (over one or a number of Committee meetings) or by establishing a Member Task Force to review an item in greater depth and report back its findings.

**Executive Forward Plan**

6. Listed below are those items relating specifically to this Committee’s terms of reference contained in the latest version of the Executive Forward Plan. The full Executive Forward Plan can be viewed on the Council’s website at the link at the end of this report.

Item	Indicative Exec Meeting date
New Lower School Places in Stotfold	05 April 2016
Non Key Decisions	Indicative Exec Meeting date
Budget 2016/17 and Medium Term Financial Plan, Capital Programme 2016/17 to 2019/20 and HRA Plan	9 February 2016
Q3 Revenue, Capital and HRA	9 February 2016
Q3 Performance	05 April 2016

**Corporate Implications**

7. The work programme of the Children’s Services Overview & Scrutiny Committee will contribute indirectly to all 5 Council priorities. Whilst there are no direct implications arising from this report the implications of proposals will be details in full in each report submitted to the Committee.

**Conclusion and next Steps**

8. Members are requested to consider and agree the attached work programme, subject to any further amendment/additions they may wish to make and highlight those items within it where they may wish to

establish a Task Force to assist the Committee in its work. This will allow officers to plan accordingly but will not preclude further items being added during the course of the year if Members so wish and capacity exists.

9. Following the initial meeting to review the OSCs work programme it is intended to review this approach following the Overview and Scrutiny meeting in March 2016.

### **Appendices**

**Appendix A** Children's Services OSC Work Programme.

**Appendix B** Items being considered elsewhere that may be of interest

### **Background Papers**

Executive Forward Plan (can be viewed at any time on the Council's website) at the following link:-

<http://centralbeds.moderngov.co.uk/mgListPlans.aspx?RPId=577&RD=0>

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## Appendix A

### Children's Services OSC Work Programme (2015/16)

OSC date	Report Title	Outcomes we are seeking to achieve	5-year theme
12 February 2016	MEMBER BRIEFING - DOMESTIC ABUSE		
11 March 2016	MEMBER BRIEFING - LOCALITY WORKING		
15 March 2016	School Exclusion Update	To raise awareness of the Council's policies in relation to school exclusions and comment on changes/ trends contained within the report.	Education & Skills
15 March 2016	Q3 Budget Monitoring Report	To receive a presentation regarding the directorate's capital & revenue budget monitoring information for the third quarter of 2015/16.	Other or cross-cutting
15 March 2016	Education Partnership Vision	To receive a 6 month update on the implementation of the Education Partnership Vision.	Education & Skills
15 March 2016	Transformation of Children's Services	To redesign the service and reduce the number of children from the early years stage onwards that are required to be taken into care.	Other or cross-cutting
15 March 2016	Schools Visits and Journeys Annual Report	To raise awareness of training and monitoring offered to schools and ensure that schools have been compliant.	Education & Skills
15 March 2016	Strategy for Provision of SEND places in Central Bedfordshire	To Scrutinise the impact of the proposed Strategy for the provision of SEND places	Protecting vulnerable children
15 March 2015	Health and Wellbeing Board strategic priorities	To help Members understand the strategic priorities of the Health and Wellbeing Board and to scrutinise the extent to which Health and Wellbeing Board has delivered on those priorities, including giving every child the best start in life.	Promoting children's health
TBC	Teaching School		Education & Skills
TBC	Speech and Language Service		Protecting vulnerable children
21 June 2016 (Provisional date)	Supporting young people's progression pathways into employment through employer-informed careers advice and guidance to be submitted in the Spring.	Follow up to the first Youth Support Services Annual Report received in October 2015	Other or cross-cutting

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## Appendix B

Report Title	Lead group	Indicative date
Public Health Annual Report	Health and Wellbeing Board	March
Giving Every Child the Best Start in Life	Health and Wellbeing Board	Mid January
Local Safeguarding Children's Board Annual Report	Children's Trust	Mid September 2016
Children and Young People's Plan Annual Report	Children's Trust	Mid September 2016
Fostering Annual Report	Corporate Parenting	Early July 2016
Private Fostering Annual Report	Corporate Parenting	Early July 2016
Adoption Annual Report	Corporate Parenting	Early July 2016
Passenger Transport Strategy - Public Transport	Sustainable Communities OSC	Early August 2016

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