

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

**This meeting
may be filmed.***



please ask for Paula Everitt
direct line 0300 300 4196
date 03 March 2016

NOTICE OF MEETING

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Date & Time

Tuesday, 15 March 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***

***Please note that phones and other equipment may be used to film, audio record, tweet or blog from this meeting. No part of the meeting room is exempt from public filming.**

The use of the arising images or recordings is not under the Council's control.

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 28 January 2016 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

Item	Subject	Page Nos.
9	Executive Member Update	* verbal

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

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

Other and Cross Cutting

Item	Subject	Page Nos.
10	Q3 Budget Monitoring Report	* 15 - 22

To receive a presentation regarding the directorate's capital and revenue budget monitoring information for the third quarter of 2015/16.

The Executive Agenda dated 9 February 2016 contains full details of the Q3 capital and revenue budget and is available from this link

<http://centralbeds.moderngov.co.uk/documents/g4947/Public%20reports%20pack%20Tuesday%2009-Feb-2016%2009.30%20EXECUTIVE.pdf?T=10>

Protecting Vulnerable Children

Item	Subject	Page Nos.
11	Strategy for Provision of Special Educational Needs and Disability places in Central Bedfordshire	* verbal

To receive for information a verbal update on the work being undertaken to inform the proposed Strategy for the provision of Special Educational Needs and Disability places on users of the service.

12	Children's Services Transformation programme	* 23 - 32
----	---	-----------

To consider the proposals to redesign the service and reduce the number of children from the early years stage onwards that are required to be taken into care and make recommendations to inform the future shape of the service.

Education and Skills

Item	Subject	Page Nos.
13	Commissioning of New School Places in Biggleswade and Arlesey for September 2017 <p>Members are asked to scrutinise the proposals and strength of proposed provider(s) as set out within the report, and provide recommendations to the Executive Member prior to commencement of any consultation to expand:-</p> <p>Biggleswade Academy Trust and the Governing Body of St Andrews Church of England (C of E) Voluntary Controlled (VC) Lower School, Biggleswade, each by one form of entry (30 places in each lower school year group) by September 2017, and;</p> <p>Etonbury Academy, Arlesey, to expand by one form of entry (30 places in Year groups 5-8 and 80 places in Year groups 9-11) from September 2017.</p>	* 33 - 72
14	Partnership Vision for Education <p>To receive for information a 6 month update on implementation of the Education Partnership Vision.</p>	* 73 - 108
15	Work Programme 2014/15 & Executive Forward Plan <p>The report provides Members with details of the currently drafted Committee work programme and the latest Executive Forward Plan.</p>	* 109 - 116

This page is intentionally left blank

CENTRAL BEDFORDSHIRE COUNCIL

At a meeting of the **CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE** held in Council Chamber, Priory House, Monks Walk, Shefford on Thursday, 28 January 2016.

PRESENT

Cllr G Tubb (Chairman)

Cllrs P A Duckett
Mrs J Freeman
P Hollick

Cllrs D McVicar
A Ryan
T Stock

Ms G Deans (co-optee)
Ms E Rowlands (co-optee)
Mr S Court (co-optee)

Apologies for Absence: Cllrs Mrs A Barker
K Ferguson
Mr D Morton
B Walker

Members in Attendance: Cllrs R D Berry
Mrs A L Dodwell Deputy Executive Member for
Social Care and Housing
Mrs S A Goodchild
C Hegley Executive Member for Social
Care and Housing
M R Jones Deputy Leader and Executive
Member for Health
B Saunders
T Swain
M A G Versallion Executive Member for
Education and Skills

Officers in Attendance: Mrs P Everitt – Scrutiny Policy Adviser
Mr D Galvin – Head of Financial Performance
P Hardy – Compliance and Risk Adviser
Mrs S Harrison – Director of Children's Services
Ms D Hill – Senior Finance Manager - Children's
Services
Miss H Redding – Assistant Director School Improvement

Others in Attendance Dr G Lamb Clinical Director Children's Services
Mr J Wilkins Managing Director ELFT & Deputy Chief
Executive Beds and Luton Mental Health
and Wellbeing Services

Public: 0

CS/15/72. Minutes

RESOLVED that the Minutes of the meeting of the Children's Services Overview and Scrutiny Committee held on 08 December 2016 be confirmed and signed by the Chairman as a correct record.

CS/15/73. Members' Interests

Mr S Court as a Member of the Schools Resilience Panel.

CS/15/74. Chairman's Announcements and Communications

The Chairman made the following announcements:-

1. That a new Roman Catholic Diocese representative had been appointed to the Committee. Debbie Main would attend her first meeting of the Committee in March. The Committee passed on their thanks to Frances Image for her contribution to the work of Children's Services OSC.
2. That the School exclusion update and Schools Visits and Journey's annual report be removed from the Committee's work programme and circulated for information outside of the meeting.
3. That the Committee be invited to send their questions arising from future any Children's Services agenda ahead of the meeting to enable a full response to be available from officers at meetings.

CS/15/75. Petitions

None.

CS/15/76. Questions, Statements or Deputations

The Chairman announced the receipt of an anonymous letter that raised concerns about the Children's Disability Hubs in Biggleswade and Dunstable. The Director announced the letter coincided with a formal review of the two hubs and a report would be submitted to a future meeting of the Committee. The Committee requested that this opportunity be reviewed at an upcoming Scrutiny meeting.

CS/15/77. Call-In

None.

CS/15/78. Requested Items

None.

CS/15/79. Executive Members Updates

The Executive Member for Social Care and Housing reported on a number of activities and meetings she had attended. Pressure on the Looked after Children service had increased with the number of unaccompanied asylum children now at 42.

Due to the length of time taken for this update, including questions relating to the national picture, the Chairman requested that a separate session with separate updates be created.

Member briefings on performance and budgets had taken place and Members were reminded of the briefing on domestic violence scheduled on 12 February.

The Executive Member advised that a Children's Services Transformation Plan was being developed to ensure the continuous improvement of services and details would be submitted to the Committee in March 2016.

The Executive Member for Education and Skills referred to the Education Vision and visits made to schools to encourage their support. A refresh of the Skills Strategy was underway and would be included on the work programme.

The Executive Member for Health advised the Executive would be asked to extend the contract for the 0-5 Health and Family Visiting service to allow time to work on a new specification. Arrangements for the Executive Member to shadow a health visitor over a day had been arranged. It was agreed to remove the Health and Wellbeing Board Strategy from the work programme.

A Member raised concern that Toddington Service Station had become the main location where children seeking asylum had been found and queried what mechanism was in place to care for them. The Director advised that social worker teams worked in partnership with the Police and arranged for the children to be cared for by foster carers. Children arriving in the past 6 months had settled well in the community, to date no refugee families had been referred to the Council although teams were ready to support them as necessary.

Members raised concerns regarding the slow response from schools to sign up to the Education Vision, which it was suggested might be improved by the publication of a best practice manual for school governors. In response the Assistant Director Education advised Members would receive an update on the Education Vision and work streams at their next meeting and Governors would continue to be advised of good practice.

CS/15/80. Child and Adolescent Mental Health Services (CAMHS)

The Managing Director of the East London Foundation Trust (ELFT) Bedfordshire and Consultant Child and Adolescent Psychiatrist/Clinical Director of Children's Services ELFT, introduced a presentation that outlined the work undertaken by ELFT as the new provider of CAMHS.

A Member welcome the update and the introduction of a single point of access for patients along with the other priorities outlined in the presentation. Concern was raised regarding the current referral waiting timescale of 10-11 weeks and Members queried the targets ELFT would implement. The Clinical Director advised urgent referrals would be seen on the same day, a priority referral within 2 weeks and routine referral in 5 weeks.

In response to a Member query it was agreed that a list of those schools that had taken part in the specialist schools link project would be circulated to the Committee.

A Member asked how ELFT would know how the new service had improved outcomes for residents. The Managing Director advised that some key goals had been set, acknowledged that this was an area that needed more attention and Members of the Committee would be provided with a 6 month performance update.

RECOMMENDED

- 1. That the Committee support early discussions with schools taking place to provide improved services Mental Health services.**
- 2. That a performance update on key targets be submitted to the Committee in 6 months.**
- 3. That the Committee expressed their thanks for the impressive Mental Health services provided by ELFT available to children and adolescents in Central Bedfordshire.**

CS/15/81. Quarter 2 (July - September) 2015/16 Performance Report

The Executive Member for Social Care and Housing introduced the quarter 2 performance report and congratulated the Academy of Central Bedfordshire and Oakbank on their Ofsted ratings. Following a system change there had been an improvement in the number of assessments carried out in 45 days.

A Member raised a concern that 18 schools were rated as 'needing improvement', which the Assistant Director Education explained was due to changes in wording in the new Ofsted framework. The old 'satisfactory' judgment had been replaced by 'Requiring Improvement'.

Members were advised that maintained schools causing concern shared their improvement plans with the local authority and received support with their school improvement planning process. Academy schools do not receive this level of support from the Regional School Commissioner, who does not have capacity to provide it. A recruitment drive from the Regional Schools Commissioner to appoint people to support academies was underway. Where an academy school requests support in school improvement planning from the local authority this support is provided.

Noted the report.

CS/15/82. Draft Budget, MTFP and Capital Programme Reports 2016/17

The Executive Member for Social Care and Housing introduced the Draft Budget 2016/17 and Medium Term Financial Plan for Children's Services that had been presented to Executive in January 2016.

The Head of Finance advised the Government Financial Settlement had been significantly worse (-5.6%) than anticipated for the Council and exacerbated the substantial efficiencies and pressures contained in the draft budget and MTFP.

The proposed 2% precept proposed by Government for Social Care would not make up for the shortfall in funding.

The Council Tax precept was discussed and it was the view of the Committee that in the light of a 5.6% worsening of our budget position from national Government action, the maximum increase of 3.95% was not unreasonable.

A Member requested greater precision in the commentary in the budget papers as they felt the assumptions quoted did not provide sufficient explanation for the stated budget numbers and provided an example. It was acknowledged that children's services was the most difficult service to predict.

The Executive Member commented that cutting back on services was not the answer, however, transformation of services and working in a different way would deliver the efficiencies required.

The Committee focussed on pressures in Special Guardianship Orders, Foster Scheme allowances and reduced funding to voluntary services. The Director advised that quality services would be delivered to children at the right level and there was no intention to diminish the current services provided.

A member requested accurate additional information on the financial and quality risk of the proposed efficiencies and pressures detailed in the Executive report. It was also requested that the Committee be provided with information of any key performance indicator that diminished as a result of the proposed cuts.

In consideration of the Capital Budget, Members had no comment on the proposals given cuts in Government funding.

In the process of agreeing the recommendations it was not possible to reach a consensus with regard to the draft Revenue budget and particularly whether this was noted or accepted. The recommendations will be discussed in public by Members at the next Committee meeting in March. The Committee did however recommend the following:-

RECOMMENDED

- 1. That the Executive apply the maximum Council Tax rise of 3.95%**
- 2. That the Committee be provided with a risk register highlighting material risks to the quality of service provided to residents and risks to our ability to provide those services at the budgeted costs.**
- 3. That the Committee be informed of any diminished Key Performance Indicators.**
- 4. As a result of implementing the planned efficiencies the Capital budget be noted.**

CS/15/83. Traded Services to Schools & Academies – Proposed charges for 2016/17

The Executive Member for Education and Skills introduced a report that outlined proposed charges for Traded Services to Schools and Academies for non statutory services not previously considered by Scrutiny. The Committee

accepted the proposal increase of 1% and noted that opportunities to explore the market would be undertaken.

Noted the report.

CS/15/84. Education Outcomes (Provisional) 2015

The Executive Member for Education and Skills introduced a report that outlined an overview and analysis of the 2015 education outcome data. The validated KS4 data had been received and the Council had improved its position for this key stage. Schools were to be congratulated on this achievement.

A Member raised a concern that there did not appear to be a Governor representative on the Partnership Vision for Education Board. The Director advised that two Governors had been appointed, both of whom are national leaders of governance. A joint meeting with Head Teachers and the Governor Forum would be arranged to discuss the results and a School Improvement Peer Review would take place in March to examine the processes followed by the Council.

Progress on the Partnership Vision and work streams would be considered at the next meeting of the Committee.

Noted the report.

CS/15/85. New Lower School Places in Stotfold

The Executive Member for Education and Skills introduced a report that sought the support of Members on the proposal of new Lower School Places in the Fairfield Ward from September 2017. It was noted that the name Stotfold should not have been published in the report.

A Member proposed that the achievements of the school be included in this and future reports. It was also proposed that a policy of “drop off points at schools” be considered for inclusion in all future Travel Plans, however Cllr McVicar wished it to be recorded that he was not in favour.

RECOMMENDED

- 1. That the Committee supported the provision of new lower school places in Fairfield Ward.**
- 2. That the achievements of a school seeking approval for expansion be included future reports.**

CS/15/86. Annual Report of The Resilience Group for Schools and Other Settings (2014 -15)

The Executive Member for Education and Skills introduced a report that outlined the work undertaken by the Schools’ Resilience Group and asked Members to consider the proposed objectives for 2015/16 detailed within the document.

A Member sought clarification on the biggest risk faced by the Resilience Group, which the Compliance and Risk Adviser explained was delivering the Council's duty to promote compliance in schools and schools taking their responsibilities seriously.

Members extended their thanks to the volunteers for their work in this area and endorsed the report.

RECOMMENDED that the report be endorsed.

CS/15/87. Work Programme 2015/16 & Executive Forward Plan

The Committee considered the current work programme and were advised that the Health and Wellbeing report would be removed. The Executive Member for Education and Skills reflected on the imbalance of items and work to address this would be undertaken by officers.

RECOMMENDED that the items noted in the Minutes be added to the work programme and that it be reviewed further to ensure a balance of items across the areas of the 5-year plan.

CS/15/88. Schools Budget (2016/17)

The Executive Member for Education and Skills introduced an Executive report that set out the proposed distribution of Dedicated Schools Grant (DSG) Schools Block for 2016/17. The report outlined an imbalance of funding from the Government and would see Central Bedfordshire schools receive a minimum figure.

RECOMMENDED that The Committee fully understood the imbalance in the schools budget formula and supported the Executive in their endeavours to resolve the issue.

(Note: The meeting commenced at 10.00 a.m. and concluded at 2.17 p.m.)

This page is intentionally left blank

Children Services Overview and Scrutiny Committee

2015/16 Budget Monitoring Q3 – Sept to December 2015

Revenue

Key points to note (see link to the Executive report for details):

- The 2015/16 forecast outturn is to overspend by £1.42M after the use of £1.58M of Earmarked Reserves brought forward from 2014/15 (excluding Schools).
- Overspends in the Operations directorate (£1.857m) include LAC Placement Costs (£863k) Intake & Family Support (£358k), Children in Care & Care Leavers (£513k), Fostering & Adoption (£347k) offset by savings in Early Intervention and Prevention (£254k) and Children with Disabilities (£62k)
- Total debt for Children's Services is £392k of which £227k is debt over 61 days.

Revenue

Key points to note (cont):

The main overspends can be grouped as follows:

- £940k The use of agency staff mitigating the AYSE programme, vacant posts, maternity and sickness absences across the directorate offset where possible by holding posts vacant.
- £206k Leaving Care for young people aged 16 and 17 who want to live more independently.
- £228k Secure Accommodation for 1 young person subject to Section 25 of the Children's Act 1989.
- £164k Allowances including Adoption and Residential Orders (now Child Arrangement Orders)
- £86k Inter agency adoption costs
- £345k Residential Care Home Payments
- £140k In-house Fostering
- £87k St Christopher's Contract

These have been offset by savings identified in Early Intervention and Prevention £254k, CWD £62k, Commissioning and Partnerships £180k, Educations Services £68k and additional Education Services Grant £190k.

Slide 2

Revenue

Key points to note (cont):

The table below indicates the upward trajectory and pressure on the budget

	Total as at Dec 2014	Total as at Dec 2015	% Increase / Decrease
Number of LAC (Excluding UASC)	241	253	5%
In-House Placements	99	114	15%
Independent Placements	84	77	(8%)
Unaccompanied Asylum Seeking Children	14	41	192%
In-House Foster Placements	1	5	400%
Independent Foster Placements	3	13	333%
Semi Independent Living	10	23	130%
Total Number of LAC	255	294	15%
Special Guardianship Orders	106	131	23%
Child Protection Plans	174	194	11.5%
Children in Need	1385	1331	(3.9%)
Number of Referrals (YTD)	1767	1792	1.4%

Slide 3

Revenue Forecast Outturn

	Approved Budget	Forecast Outturn	Variance after Use of Reserves
	£'000	£'000	£'000
Director CS	115	136	0
Programme Management	277	448	0
AD – CSO	22,364	23,717	994
LAC Placement Costs	9,444	10,732	863
AD – C&P	3,821	3,753	(180)
AD – Education Support Services	1,476	1,920	181
Partnerships	593	655	0
Sub Total	38,090	41,361	1,858
DSG Contribution to Central Support	(719)	(719)	0
ESG contribution to Central Support	(637)	(827)	(190)
Other Schools Budgets	0	(80)	(248)
Total Children Services	36,734	39,735	1,420
Schools Individual Budgets	86,362	86,362	0
Supported by DSG/EFA	(86,362)	(84,007)	0
Total Schools	0	(2,355)	0
Total Children's Services	36,734	42,090	1,420

Slide 4

Capital Position

Key points to note:

- The capital budget for 2015/16 is £31.3m (£2.7m net).
- Forecast gross expenditure outturn is to spend £29M, below the original budget by £2.4M due to the annual review of projects within the New School Places programme. The Council contribution of £2.1M to the New School Places Programme is no longer required for 2015/16.
- All but two projects, Schools Access and Temporary Accommodation are funded wholly by grant receipts and or Section 106 that have no expenditure deadline.

Slide 5

Capital Outturn

Scheme Title	Approved Budget	Forecast Outturn	Variance
	£'000	£'000	£'000
New School Places	28,151	23,571	(4,580)
2 year old entitlement	0	180	180
Temporary Accomodation	400	400	0
Schools Devolved Formula Capital	460	460	0
Schools Access Initiative	200	200	0
LPSA & LAA Grant payout	0	200	200
Schools Capital Maintenance	2,100	2,720	620
Special School Provision	0	1,200	1,200
Children's Services	31,311	28,931	(2,380)

Slide 6

This page is intentionally left blank

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 15 March 2016

Advising Officer: Director of Children's Services

Purpose of this report

1. To engage the Committee in the transformation process in Children's Services

RECOMMENDATIONS

The Committee is asked to:

1. Engage in the visioning exercise to be led by the DCS in the Committee meeting
2. Comment on the three workstreams
3. Note the timelines for the transformation process

Issues

- A visioning exercise will take place
- Children's Services mandate for transformation will be shared and discussed – See Appendix A

Council Priorities

- Protecting the vulnerable; improving wellbeing
- Creating stronger communities
- A more efficient and responsive Council.

Legal Implications

1. None

Financial and Risk Implications

2. The transformation programme is the vehicle by which Children's Services efficiencies, as detailed in the medium term Financial Plan, will be delivered.
3. Should the plan not be successful there is a risk that efficiencies may not be met.

Equalities Implications

4. Public Authorities must ensure that decisions are made in a way which minimises unfairness, and without a disproportionately negative effect on people from different ethnic groups, disabled people, women and men.

Appendices

Appendix A – Children's Services mandate

Background Papers

5. The following background papers, not previously available to the public, were taken into account and are available on the Council's website:

Appendix A



Children's Services Transformation Plan Mandate

Children's Services Vision and Values

Our vision for young people and how we work in Children's Services

Children only get one childhood. In Children's Services we can all make a big difference to children's lives and their experience of childhood. We can help to keep them safe and inspire them to achieve. Everyone will champion children at every opportunity and everything is underpinned by our belief that

- everyone deserves respect
- everyone deserves to be heard
- everyone deserves to be safe and achieve.

What we want for every young person in Central Bedfordshire

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.

Which values underpin our work

- respect and empowerment – we will treat people as individuals who matter to us
- stewardship and efficiency – we will make the best use of the resources available to us
- results focused – we will focus on the outcomes that make a difference to people's lives; and
- collaborative – we will work closely with our colleagues, partners and customers to deliver on these outcomes.

How we work with young people and as *one team* in Children's Services

- seeking out young people's views so that they shape the support and help they get
- giving the most vulnerable a strong voice and support
- putting young people first and championing their rights
- building resilience in young people and their families
- working with young people and partners to ensure they get a good quality education
- helping families early and quickly and recognising that working successfully with young people will mean working successfully with the family
- treating families with respect
- sharing young people's information with each other and partners to keep children safe and making sure that young people's information is stored, recorded and handled securely
- knowing whether we have made a positive difference

Central Bedfordshire Children's Services

Transformation Programme

- Providing an outstanding service,
- Reducing family breakdown and child abuse
- Delivering our Vision for Children

In Central Bedfordshire we recognise that we have created well performing services to support and protect children, intervening at the first point of need and supporting children to overcome any barriers to their learning and achievement. Providing targeted early help to support families improves children's health, education; wellbeing; their interactions with their community and their life chances, and it minimises the need for costly statutory interventions from a range of agencies and partners.

Therefore we are creating a flexible way of working that harnesses the **power of partnership** (children, families, agencies; staff; academics) to enrich the lives of the people we work with and by working together aim to deliver the goal of better early outcomes for children with increasingly greater efficiency.

We shall achieve this through a relentless focus on:

- developing effective and dynamic relationships and using these to co construct solutions
- understanding the impact and cost of everything we do
- assessment; challenge; research; analysis; reflection; decision making and risk management

Underpinned by empowerment, respect, passion for learning; listening to children

We know when we will have achieved this when:

- Our children's outcomes are amongst the best in the country.
- Statutory organisations in Central Bedfordshire consolidate a national reputation for the quality of our early help;
- People seek us out to work with because they know that doing so will enrich all parties

The Aims of the Transformation Programme are:

- Reduce levels of child abuse/family breakdown, managing demand effectively
- Deliver more for less, managing our resources effectively
- Ensure consistent high quality services which demonstrate positive impact on children

The Objectives of the Transformation Programme are:

- Remodel and develop the way we work
- Improve team integration and skill mix
- Co-production and multi-agency working with staff, internal and external partners
- Outstanding and consistent practice from Early Help through to Fostering and Adoption

The Transformation Programme Mandate:

The mandate of the Transformation Programme is to review, develop and transform services and the way we work ensuring ***we use our resources (human and financial) wisely on those things that will work for children and families.***

The Transformation Programme will be aligned to delivering the priorities in the 5 year plan and meeting the efficiencies in the medium term financial plan.

The Transformation Programme:

This is a significant programme that presents an opportunity to re-engineer some of the structures, procedures and practice across Children's Services with emphasis on early intervention with children and young people at risk; and the prevention of those children and young people on the edge of care escalating to care proceedings.

The programme is an opportunity for forward thinking and preparedness for multi agency working and co-production specifically the way we work and plans we prepare for children and families. It also prepares the way for joint decision making and actions around key initiatives such as Locality Working, SEND and MASH developments.

The Transformation Programme is not limited to Operations but includes everyone working in Children's Services and as such will be identified as in scope of the programme with staff suitably engaged in helping to drive the programme forward.

For this reason, work-streams will be set up to lead on the coordinated activities necessary to achieve the outcomes of this programme. Work-stream leads have the special opportunity to bring people together from across the sub directorates to share responsibility of implementing the Transformation Programme.

The success of developing the way we work is underpinned by the ethos of more for less. The implementation of the Transformation Programme and ability to achieve its objectives over the next four years 2016-2020 is dependent on the success of each of the work-streams output. It is also dependent on pre-transformation activity, which needs to commence from November 2015.

Planning:

Implementing a successful programme and project starts with good planning and the role of the programme manager and project officer(s) is to work collaboratively with the various work-streams and other stakeholders to achieve the goals that have been set.

Each work-stream must include representatives that understand the organisation, the business processes (how work gets done), budgets and cost implications to how the organisation conducts its business and the technical expertise and skills needed to do the job. It also needs to understand the interaction and joint working needs with other professionals and providers.

To drive this change forward requires all to remove attachment to the way things are and requires open thinking to how things should be.

Work-stream Scope/Objective:

A scoping document and Plan will be produced to shape the programme with agreed overarching aims and objectives. Each work stream will also have its set of objectives.

A "high-level Implementation Diagram", which clearly set out the deliverable outputs for each work-stream will be produced. Work-stream leads will be required to use this document as a basis for setting out their detailed work plan for their area of responsibility and report on accordingly.

Phase 1

Pre-Transformation

The first phase of the programme is what we need to do now (Pre-Transformation). This is to ensure

- a. we are able to meet the financial efficiencies identified in the medium term financial plan (MTFP) year 2016/17 as at 1 April 2016
- b. to prepare and ensure the ability to meet efficiency targets 2017-2020
- c. that the transformation programme plans 2016-2020 are ready for implementation from April 2016 onwards.

Phase 2

Transformation

Phase 2 will be the implementation of the 4-year Transformation Plans and will be live from 1 April 2016.

The actions and activity identified and agreed will have realistic time lines throughout the life of the Transformation Programme. This will include research, consultation and engagement. It will also require clear understanding of the budget expectations, fully costed and able to deliver the transformation efficiencies in the MTFP as we enter the 2017/18 financial year and following years.

The Transformation Plan will consist of three work streams outlined below. The work streams below will consist of specific work packages each with their own delivery/action plans aligned to the aims and objectives of the overarching plan and MTFP.

Workstreams

○ Remodelling

This work stream will look at the structures **across the whole** directorate (**AS IS**) understanding the roles and service delivery models. It will look at best practice models and with our own visioning, put forward options for remodelled/enhanced teams/services (**TO BE**) that are efficient, effective and strong ensuring the right skills mix with opportunity to develop and evolve further. Remodelled services must be planned to have family centred approach that includes aspects of the directorate duties and embraces locality focused multi agency working. This work stream has the remit to ensure a range of and the appropriate facilities and services are in place and accessible to all our children and their families.

○ Delivering improved outcomes and driving efficiencies through integrated partnership working

This work stream will be centred on working with our partners to understand where integrated working will drive improved outcomes and support for children and families and deliver efficiencies. Through this work stream we will drive forward projects that will develop and deliver partnership working through identified and new projects including a Multi Agency Safeguarding Hub (MASH) and locality hubs. Our work will be underpinned by the development of a pan Beds referral and assessment process and well understood thresholds.

○ Quality, Risk Management and Learning

Strong leadership and the right culture will be key to delivering transformation. We need to be a learning organisation where staff take responsibility for driving improvement and innovation to improve outcomes. This work stream will look at practice and how we will deliver services using an approach of evidence based methodologies. It will focus on the systems and processes used including appropriate tools and technology as well as policies and procedures to support how we deliver services. It will be people focussed using the resources available to us ensuring a skilled workforce.

Demand and Financial Management will be influencing factors running through each of the work streams and any associated work packages including accommodation, human resource, IT and systems.

Partner Engagement:

Strong engagement with partners will be part of the transformation programme. Partner agencies own transformation plans, for example the police MASH plan, and CCG's Transforming Mental Health plan, will be referenced in Children's Services Transformation Plan.

Co-production with partners with the development and delivery of our transformation plan will be essential to for realising our aim of multi agency work arrangements.

Deployment and implementation:

The deployment and implementation of the Transformation Plan will be led by the Programme Manager.

- The work streams leads will be required to meet monthly and seek input from other work streams leads and an *independent* functions group (or change board)
- The *independent* functions (or change board) group will include a combination of officers including subject experts/technical, HR, finance, project officer, external partner and non CS staff member
- All work stream leads will be required to provide a 4-weekly highlight/decision report to CSMT who will be responsible for direction, approval and sign off.
- Progress on the transformation programme will be subject to reporting to the corporate programme management group and through that to CMT and PFMT.

We will review all current working groups to establish whether they are fit for purpose moving forwards and driving our work streams forwards. A detailed action plan will be put together by the work-stream leads.

Transformation Testing and Challenge:

The baseline set by the Transformation Programme is that as a minimum, the future structure and functional abilities of Children's Services must be capable of delivering equal to the current status in terms of performance and outcomes.

Change must be carefully monitored and measured against the financial envelope and efficiencies as per the medium term financial plan.

Research into other good authorities must be undertaken and analysed with a view to following best practice and should be used for planning and implementing change.

As the programme is subject to long term delivery it will be necessary to test and challenge activity periodically ensuring milestones and targets are delivering as expected and contributing to the overall implementation success. The test plan will be based on timely delivery of actions, financial and performance monitoring, staff morale and partner engagement and buy in.

Time scales:

It is important that the time scales set out for each work-stream deliverables are adhered to and therefore realistic. The programme by its nature consists of interrelated activities, some of which are dependant on outputs from other work-streams or joined-up working to achieve outputs/outcomes.

Any deviation from time scale or any identified risks or issues that will impact on delivering the work-stream or any other work-stream should be reported to the programme manager at the

earliest opportunity, which will be escalated to CSMT so that decision and action can be taken to mitigate them.

Pre-Transformation	November 2015 – April 2016
Year 1	April 2016-April 2017
Year 2	April 2017-April 2018
Year 3	April 2015-April 2019
Year 4	April 2019-April 2020

Other documents:

- The Project Initiation Document
- Programme Plan for developing the Transformation Plans
- Project Plans for each workstream

This page is intentionally left blank

Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee 15 March 2016

Commissioning of New School Places in Biggleswade and Arlesey for September 2017

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

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

This report relates to a Key Decision

Purpose of this report

1. The attached report to 5 April 2016 Executive seeks support for proposed consultations by Biggleswade Academy Trust and the Governing Body of St Andrews Church of England VC Lower School, Biggleswade, each to expand by one form of entry (30 places in each lower school year group) by September 2017.
2. The report also seeks the support of the Council's Executive for the consultation by Etonbury Academy, Arlesey, to expand by one form of entry (30 places in Year groups 5-8 and 80 places in Year groups 9-11) by September 2017.
3. The schools referred to within the report serve the Wards of Arlesey, Stotfold and Langford, Biggleswade North and Biggleswade South.

RECOMMENDATION

The Committee is asked to:

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

Council Priorities

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

Legal Implications

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

Public Health

6. 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

7. 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

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

Equalities Implications

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

Risk Management

10. The proposal to commission new lower, middle and upper 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.

11. 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 – 4 to that report) to Executive 5 April 2016 - Commissioning of New School Places in Biggleswade and Arlesey for September 2017

This page is intentionally left blank

Central Bedfordshire Council

EXECUTIVE

5 April 2016

Commissioning of New School Places in Biggleswade and Arlesey for September 2017

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 Key Decision

Purpose of this report

1. This report seeks support for proposed consultations by Biggleswade Academy Trust and the Governing Body of St Andrews Church of England (C of E) Voluntary Controlled (VC) Lower School, Biggleswade, each to expand by one form of entry (30 places in each lower school year group) by September 2017.
2. The report also seeks the support of the Council's Executive for the consultation by Etonbury Academy, Arlesey, to expand by one form of entry (30 places in Year groups 5-8 and 80 places in Year groups 9-11) from September 2017.
3. The schools referred to within the report serve the Wards of Arlesey, Stotfold and Langford, Biggleswade North and Biggleswade South.

RECOMMENDATIONS

1. **Support the proposed commencement of consultation by Biggleswade Academy Trust to expand by one form of entry (30 places in each lower school year group) by September 2017.**
2. **Support the proposed commencement of consultation by the Governing Body of St Andrews Church of England VC Lower School, Biggleswade, to expand by one form of entry (30 places in each lower school year group) by September 2017.**
3. **Support the proposed consultation by Etonbury Academy, Arlesey, to expand by one form of entry (30 places in Year groups 5-8 and 80 places in Year groups 9-11) from**

September 2017.

Children's Services Overview and Scrutiny

4. This report was presented to Children's Services Overview and Scrutiny Committee at its meeting on the 15 March 2016 and the Committee was asked to indicate its support for the recommendations 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 Biggleswade

5. Since 2013 the Council has commissioned an additional 300 lower school places in Biggleswade, required as a result of demographic growth in the area, most significantly due to increases in housing on the land east of Biggleswade and adjacent developments.
6. The additional places have been provided by the expansion of St Andrews CofE VC Lower School on a new site in the Kings Reach area. The construction of the new school site is now complete and it accepted its first intake in September 2015.
7. In July 2015 the demographic forecasts for the Council's School Place Planning pyramid area covering Biggleswade and the surrounding rural area were revised with refreshed data as part of the annual review of the Council's School Organisation Plan.
8. The outcome confirms a further sustained 2 form entry (60 places per year group) forecast deficit in Lower School provision in the town by 2018/19 with pressure building from Sept 2016 when at least 1 additional reception class will be required, and a further new reception class required from Sept 2017.
9. Other than the now complete satellite site for St Andrews C of E VC Lower School there are no new school sites secured through S106 in the town, on Kings Reach or any other new development area other than St Andrews.
10. The anticipated rate of growth in the town's lower school year groups is also such that a new standalone school would not fill and be revenue efficient for a number of years. The solution to manage the further growth in places is therefore through the expansion of existing schools.
11. The Town is served by 3 lower schools, St Andrews, Lawnside Lower and Biggleswade Academy, all rated Good by Ofsted. Of these, Lawnside Lower is on a restricted and land locked site that does not currently meet Department for Education guidelines for its gross site area and is therefore not suitable for expansion.

12. In December 2015 Executive approved acquisition of a parcel of land to be used for expansion purposes in conjunction with the new St Andrews C of E VC Lower School, Chestnut Avenue, on the Kings Reach development in Biggleswade.
13. Biggleswade Academy Trust is formed of the predecessor schools of Holmemead Middle School which converted as an Academy in March 2012 and Southlands Lower School which joined the Trust as an Academy in March 2013.
14. Since September 2013, Biggleswade Academy Trust has also provided education and wrap-around care for children aged 2 to 13 following a merger with Brigham Pre-School located on the school site and in December 2015 the Council also approved a merger with The Lawns Nursery School and Children's Centre.
15. Both Biggleswade Academy Trust and St Andrews C of E VC Lower School are members of the Biggleswade Community Union of Schools (B.C.U.S.) which is a group of local schools who work together on joint priorities such as transition, new school provision and joint development priorities to ensure the town's educational provision is as supportive and seamless as possible for children and young adults between the ages of 0-19.

Expansion of Lower School Places in Biggleswade from September 2016

16. Biggleswade Academy Trust is located centrally within the town and has indicated its willingness to admit children above its published admission number and accommodate the additional reception class required in September 2016.
17. To do so it has commissioned a new build with Ivel Valley School that is to be procured by the Trust to replace temporary accommodation on the school site and also to manage an increase in Early Years places required by the area special school. Further permanent accommodation will be required to enable the new reception class to continue through subsequent year groups.
18. The Academy has submitted an application to the Education Funding Agency following feasibility studies supported by the Council, for capital funding in 2016/17 to expand and also address a number of accommodation issues on the school's site. If successful, the Academy and Council would be able to pool capital resources to permanently provide one of the additional forms of entry in growth in new lower school places required in the Biggleswade area.
19. St Andrew's new satellite school site is in the centre of the main housing development that is the predominant source of the growth in demographic demand for school places in Biggleswade. The school is

growing quickly with pupil numbers and could only accommodate an additional reception class from September 2017 if additional physical accommodation is provided.

20. Following acquisition by the Council in December 2015 of the land adjacent to the new school site, feasibility studies have been undertaken and are now complete to enable a further one form entry expansion of St Andrews Lower to be deliverable by Sept 2017.

Pupil place planning for Middle and Upper School places in Arlesey

21. In 2013 the Council's forecasts confirmed an anticipated deficit in middle and upper school places serving the Arlesey, Stotfold and Fairfield area from September 2015.
22. Working in partnership with the Council, Bedfordshire East Multi Academy Trust (BEMAT) developed a proposal to expand Etonbury Academy to provide the additional Middle School places required to serve its catchment and also to change the age range of the Academy to provide the additional Upper School places required in the catchment of Samuel Whitbread Academy.
23. Etonbury Academy was rated Good by Ofsted at its last inspection in 2012.
24. In May 2013 the Council's Executive considered a detailed business case submitted by BEMAT and approved the capital expenditure required for the expansion of Etonbury Academy from its original capacity of 480 places to provide a total of 600 middle school places and a further 300 places to serve the upper school age range with an implementation date of September 2015.
25. The Academy's proposal was subsequently approved by the Department for Education and the Council has worked in partnership with BEMAT to deliver a range of new school facilities at Etonbury including a community sports and fitness centre along with a 3G AstroTurf pitch on expansion land adjacent to the school site, leased by the Council.
26. In July 2015 the demographic forecasts for the Council's School Place Planning pyramid area covering Etonbury's catchment were revised with refreshed data as part of the annual review of the Council's School Organisation Plan. A separate review had also been undertaken of the forecasts of middle and upper school places through to 2024.
27. The increasing size of Year 5 catchment cohorts that has been accommodated by the Academy above its published admission number of 150 in the past 2 years has been enabled as a result of the new accommodation and smaller cohorts feeding out of the school in Year 8.

28. The forecast further increases in size of the Year 5 catchment cohort, and the Academy's retention of its first Year 8 into Year 9 on site from September 2016 produces a forecast deficit in provision from September 2017.
29. As a result, and as options are further considered by the Council for managing a forecast additional total requirement for catchment places equivalent to a new 5 form entry (1050 place) school serving children from 9 to 16 in the longer term, it is proposed to further expand Etonbury Academy to provide a total of 6 forms of entry (180 places in each year group) from September 2017.
30. This proposal will provide the Academy with coherent size of year groups from Year 5 through to 11 with students continuing to have choice to express a preference to access Samuel Whitbread from Year 9 and an enhanced offer at Key Stage 4 across both of these BEMAT schools.

Conclusion

31. Each of the 3 schools in this report supports the proposals to expand and provide new school places for their local communities.
32. As a maintained mainstream school the Governing Body of St Andrews C of E VC Lower 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.
33. The school's consultation document is attached to this report at Appendix 3.
34. As Academies, Biggleswade Academy Trust and Etonbury Academy can similarly propose an enlargement of their premises and must consult with stakeholders as a requirement of the Department for Education.
35. Each Academy's consultation documents are attached to this report at Appendix 2 and 4. A map indicating the location of each of the schools subject of this report is attached at Appendix 1 to this report.
36. The consultees for all 3 proposals will include parents and carers of pupils at the schools and at their feeder schools, the head teachers and governing bodies of all other Central Bedfordshire schools, all members of Central Bedfordshire Council and local town and parish councils.

37. The outcome of the consultations along with a business case submitted by each school to illustrate the alignment of their proposal with the Council's Policy Principles for Pupil Place Planning in Schools will be reported to the Council's Executive for final approval.
38. The Executive will consider the outcome of the Etonbury proposal in June 2016 and for Biggleswade Academy Trust and St Andrews CofE Lower School a report will be presented in August 2016.
39. Executive approval of each proposal will enable the schools to continue 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

40. The recommended consultations on the proposals to expand the schools in this report are to ensure the Council continues to meet its statutory obligations to provide sufficient school places.
41. Commitment to capital expenditure and therefore final approval of each proposal will be determined by the Council's Executive, informed by the outcome of the consultation exercise undertaken by each Governing Body and the business case which each will also prepare.
42. Ward Councillors have received briefings on the Council's forecasts of demographic growth and the need to plan for additional school places in these areas and are supportive of each school's proposal.

Council Priorities

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

Legal Implications

44. 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.
45. 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.

46. 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) Regulations 2013 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
47. 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.
48. This guidance can be viewed at:
<https://www.gov.uk/government/publications/school-organisation-maintained-schools>
49. As a consequence of changes introduced by these 2013 Regulations 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 St Andrews C of E VC Lower School.
50. 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.
51. The Governing Body of St Andrews CofE Lower School will also be expected to liaise closely with the Local Authority to ensure that the proposal is aligned with wider place planning/ organisational arrangements and that any necessary consents have been gained.
52. 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.
53. The Governing Body will need to work with the Council to ensure that the new accommodation is suitable and the 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.
54. Department for Education (DFE) Guidance for Academies wishing to make significant changes, including enlargement of their premises, was published in January 2014.
55. The Guidance can be viewed at:

<https://www.gov.uk/government/publications/making-significant-changes-to-an-existing-academy>

56. Academy Trusts are to exercise their own judgments in deciding whether a change is significant although it is anticipated that the proposals set out in this report by BEMAT and Biggleswade Academy Trust would come within the definition of 'fast track significant change' as set out by 2014 DfE Guidance.
57. The process is overseen by the Education Funding Agency on behalf of the DfE and requires an Academy to undertake consultation, to obtain consent of the Secretary of State and to secure any capital required by the proposal before implementation.
58. The business case submitted to the Education Funding Agency must be rigorous enough for a decision to be made on whether the change is necessary. Details of minimum content are set out in the 2014 DfE Guidance.

Financial Implications

59. 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.
60. 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.
61. 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.
62. 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.
63. 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.

64. There are no financial implications arising out of a decision to support the commencement of consultations as outlined in this report.

Equalities Implications

65. 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.
66. 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.
67. 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.
68. As commissioner of the new school places that will be provided through the proposals set out in this report the Council has considered that there are no specific discrimination issues that arise from the change being proposed.

Risk Management

69. The proposal to commission new 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

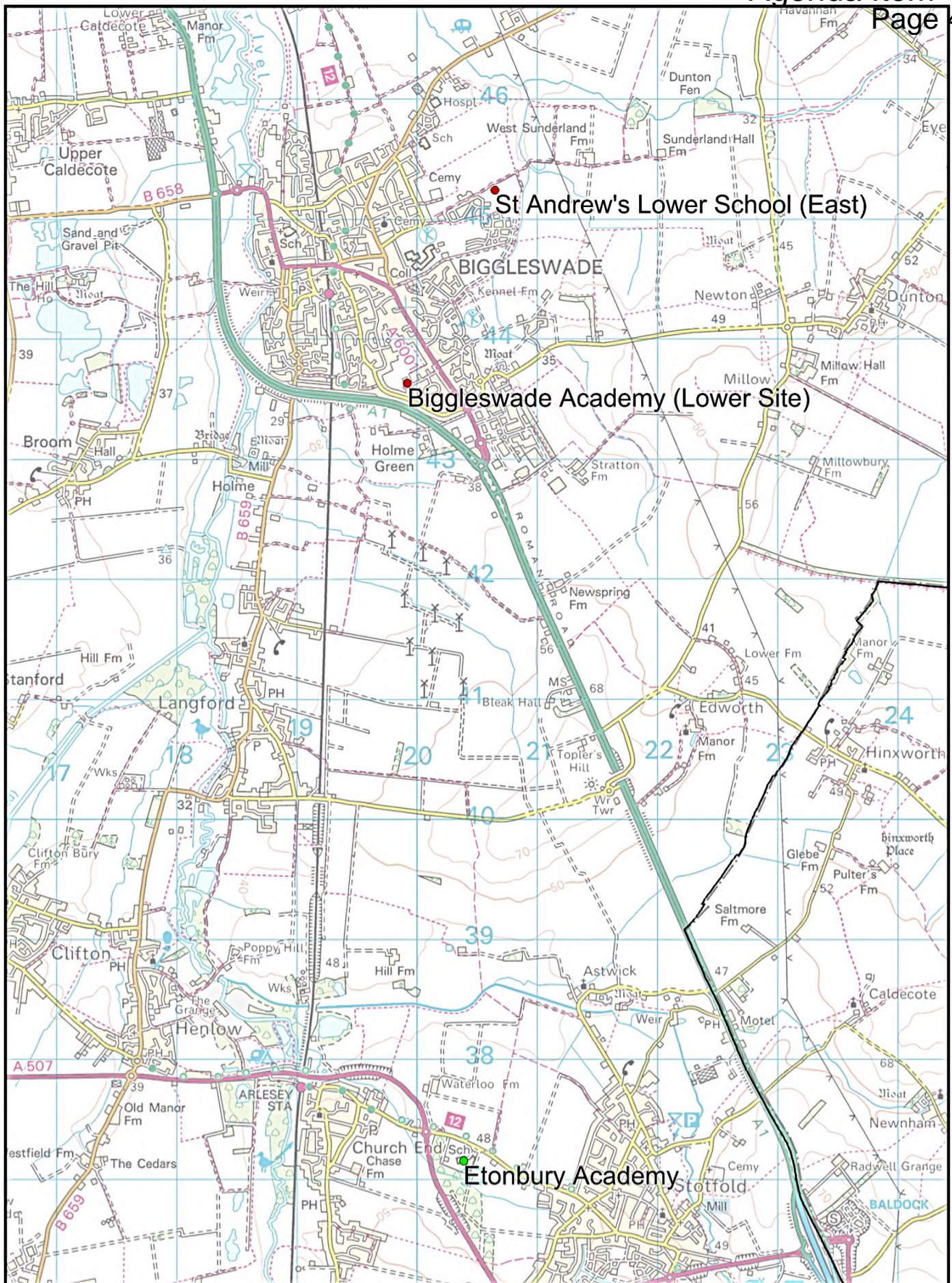
The following appendices are attached:

Appendix 1 – Map showing the location of each school subject of this report


Appendix 2 – Biggleswade Academy Trust's expansion consultation documents

Appendix 3 – St Andrews C of E Lower School's expansion consultation documents

Appendix 4 – Etonbury Academy's expansion consultation documents



Location of School Expansions Proposed for September 2017

	<p>Date: 26 January 2016</p> <p>Scale 1:43032</p>	<p>© Crown Copyright and database right. 2016 Ordnance Survey 100049029. Central Bedfordshire Council.</p> <p>Cities Revealed aerial photography copyright The GeoInformation Group, 2010</p> 
--	---	---

This page is intentionally left blank



Dear parents, carers and other stakeholders

Proposed Permanent Expansion of
St Andrews Church of England Voluntary Controlled Lower School,
Biggleswade – East Site



As you will be aware, St Andrews C of E VC Lower School was expanded onto a second site in Bantock Way, Biggleswade in order to serve the new housing on the King's Reach development, on land east of Biggleswade, and other smaller local developments. The new site opened in September 2015.



In view of the increased number of children that now require school places within the catchment area, the governing body propose to expand the eastern site of St Andrews Church of England Voluntary Controlled Lower School, on Bantock Way, Biggleswade, from two form of entry to three form of entry, from 300 places to 450 places, for Year Reception to Year 4.



It is proposed that building works would be completed to allow the extra facilities to be available 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 by completing the response form on pages 5 - 7 of the consultation document and returning this to the school **by 3.00 pm on 12 May 2016**. All of the responses received by the close of the consultation will be considered by the Governing Body when deciding whether or not to pursue the proposed expansion.



If the School's Governing Body decides to proceed, a summary of the outcome of the consultation will be provided to the Council who would subsequently decide on 2 August 2016 whether to commit the funding required.



If you have any queries regarding the proposed expansion please contact us via the School Office or the school email: standrews@cbc.beds.sch.uk

Yours sincerely



Head Teacher

Chair of Governors

Aspire, Believe, Celebrate



Agenda Item 13

Page 50

St. Andrew's VC Lower School
Bruns Lane, Biggleswade, Beds. SG18 0LY
Headteacher: Mrs. S. Rolfe

Tel: 01767 312311 Fax: 01767 600531
Email: standrews@cbc.beds.sch.uk
www.standrewslowerschool.co.uk



Consultation on the proposed expansion of

St Andrews Church of England Voluntary Controlled Lower School, East Site, Bantock Way, Biggleswade.



Purpose of this consultation document

The purpose of this document is to provide information relating to the Governing Body's proposal to expand the East site of St Andrews C of E VC (Church of England Voluntary Controlled) Lower School, at Bantock Way, Biggleswade, from a two form of entry (300 place) to a three form of entry (450 place) school for children aged 4 – 9.

This would eventually increase the school's published admission number for the Bantock Way site from 60 to 90.



Background

St Andrews C of E VC Lower School was expanded onto a second site which opened in Bantock Way, Biggleswade in September 2015 in order to serve the new housing on the King's Reach development, on land east of Biggleswade, and other smaller local developments. Up to 2500 new dwellings are being provided within the Kings Reach development and the original plans for the development included the new site for additional lower school provision to serve the area and also provided capital contributions towards the cost of the new provision. The school's expansion onto the second site had the support of the St Alban's Diocese and mirrored federation arrangements elsewhere in Central Bedfordshire where schools are managed in a similar way and governed across two or more sites.

Other Biggleswade schools are also being expanded to meet demographic growth, via Central Bedfordshire Council's New School Places Programme, these include: Edward Peake C of E VC Middle School where 120 additional places are to be provided at by September 2016 and the Academy of Stratton Upper School which is to be expanded from its current capacity of 1250 places to provide 1650 places with a phased implementation date. Work is also underway to plan for further growth and the need for school places in the area.

Proposal

In July 2015 the demographic forecasts for the Council's School Place Planning pyramid area covering Biggleswade and the surrounding rural area were revised with refreshed data as part of the annual review of the Council's School Organisation Plan.

The outcome indicates a further sustained forecast deficit in Lower School provision in the town. This is as a result of additional local housing developments, including the area off Potton Road in Biggleswade, that are now reflected in the Council's current housing trajectory.





An option to purchase an area of land adjacent to the new Lower School site within the Kings Reach development was approved by the Council in December 2015 to enable further expansion and accommodate pupils arising from other developments in the area. The area of this land is sufficient to provide a further 1 form (30 places per year group) of accommodation as an expansion to the existing school.

Following discussions with Central Bedfordshire Council, the Governing Body of St Andrews C of E VC Lower School has agreed to consult on a proposed expansion of the school's Bantock Way site by the provision of an additional 150 lower school places from September 2017, the increase in pupils phased over a five year period.

The Governing Body always understood that there was a possibility that the new East site would need to expand in order to meet the growing demand from not only the Kings Reach development but from other smaller local developments in Biggleswade.

School capacity

The current capacity of St Andrews C of E VC Lower School, across both sites, is 750 children from Year Reception to Year 4. The proposed expansion would provide additional accommodation for up to 150 pupils. The proposed total capacity for St Andrews C of E VC Lower School, across both campuses, is therefore 900 children from Year Reception to Year 4.

Objectives of proposal

- To meet local demographic demand for school places in the future
- To meet parental demand for places at St Andrews C of E VC Lower School
- To expand an already highly regarded, Ofsted 'good' school

Timeline

Following support expressed by Central Bedfordshire Council's Executive Committee on 5 April 2016 for the commencement of the Governing Body's consultation on the proposed expansion, the timetable for the consultation process is as follows-

Action	Date –
Consultation starts	14 April 2016
Informal drop-in event in school – between 3.30 pm and 7.00 pm	<i>To be agreed</i>
Consultation ends	12 May 2016
Outcome of consultation considered by the Governing Body and decision regarding whether to proceed advised to Council	By 27 May 2016
Council Executive consider consultation outcome and determine funding for proposed expansion	2 August 2016
Proposed implementation	1 September 2017

On pages 5 – 7 there is a Consultation Response Form. Please complete this and return it to the address provided. Alternatively, responses to the consultation can be made by e-mail to standrews@cbc.beds.sch.uk



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

Q – My child currently attends St Andrews C of E VC Lower School, how can I be assured that standards and provision would be improved or maintained if the school is expanded?

A – The Governors and staff of St Andrews C of E VC Lower School are proud of their 'good' 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. With the economies of scale of a larger organisation, there would be more resources available for a good standard of teaching and a good quality curriculum. A larger organisation would also be able to spread subject leadership roles which would have a positive impact on future curriculum development.

Q – What are you proposing to provide for the school within the planned expansion?

A – Proposals are being developed for a building that which would provide for up to 150 pupils (aged 4 - 9) There will be a town planning application process for the new building and there will be a separate opportunity to comment on the plans as part of that process. Design proposals for the new buildings are being developed in parallel with this consultation exercise.

Q – Does the Council have the land and the funds to provide this expansion to the school?

A – Yes, the land is owned by the council. The costs for the building the school and fitting it out would be funded through the Council's New School Places Programme.

Q – Would changes be made to the admission arrangements for the school?

A – The admissions arrangements would remain as they are for the two school sites, other than an increase in the admission number by the additional 30 places per year group for the East site. The catchment area for each site would remain unchanged and a total of 900 places would eventually be available across the two sites

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. Pre school provision was proposed within the original planning approvals for the development to be provided through the establishment of an external provider in new premises to be constructed by the developer of the Kings Reach site. As this has been delayed, the school has made arrangements with a pre-school to provide early years education, as well as wrap around care and holiday care, for school age children on site.

Q – Would this expansion impact upon the existing staff at the school?

A – The school would need to recruit new teaching and support staff to enable the larger school to operate effectively in the long term.



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 St Andrews C of E VC Lower School at their meeting in August 2016, following the outcome of the Governing Body's consultation. If the Executive give their approval for the proposal, the Governing Body has indicated its willingness, if necessary, to accommodate a new reception class from September 2016, on the existing school site and utilising a spare classroom, ahead of the availability of the new school buildings in September 2017.

Q – Have any alternative solutions been considered, other than the expansion of St Andrews C of E VC Lower School?

A – Yes. A number of options were considered by the Council including the possible creation of a completely new school. A number of alternatives are being taken forward, of which the further expansion of St Andrews is one. However, by asking St Andrews C of E VC Lower School to consider expansion, 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



St. Andrew's VC Lower School
Bruns Lane, Biggleswade, Beds. SG18 0LY
Headteacher: Mrs. S. Rolfe

Tel: 01767 312311 Fax: 01767 600531

Email: standrews@cbc.beds.sch.uk

www.standrewslowerschool.co.uk

St Andrews C of E VC 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 also put your views in a letter or email.

Letters and completed forms should be returned to St Andrews C of E VC Lower School, Bantock Way, Biggleswade, Bedfordshire, SG18 8UQ or responses can be sent by e-mail to:

standrews@cbc.beds.sch.uk

All responses must be received by 3.00 pm on Thursday 12th May 2016

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

I support the proposed expansion of St Andrews C of E VC Lower School.

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

Comments/concerns:

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

	Please tick
Individual	
Organisation – please specify	

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



St. Andrew's VC Lower School
 Brunts Lane, Biggleswade, Beds. SG18 0LY
 Headteacher: Mrs. S. Rolfe

Tel: 01767 312311 Fax: 01767 600531

Email: standrews@cbc.beds.sch.uk

www.standrewslowerschool.co.uk

Age

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

	Yes	No
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 St Andrews C of E VC 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.

This page is intentionally left blank



Purpose of this consultation document

The purpose of this document is to provide information relating to the proposal by the Directors of Biggleswade Academy Trust to expand Biggleswade Academy for each 'lower school' aged year group, from 2 forms of entry (60 children) for children aged 5–9, to 3 forms of entry (90 children) for children aged 5–9 on a permanent basis, via an expansion to the Academy facilities, with a phased intake from September 2017.

This would eventually increase the academy's published admission number for 'lower school' year groups (Years R-4) from a maximum of 60 pupils per year to a maximum of 90 pupils per year on a permanent basis.

Background

Biggleswade Academy was opened in 2012 following the closure of its predecessor school, Holmemead Middle School. In July 2013, Southlands Lower School also converted to become part of Biggleswade Academy and on 1st September 2013 the newly merged school (also incorporating the former Brigham pre-school) opened in its current form - providing education and wrap-around care for children aged 2 to 13, 51 weeks of the year, across a single extended campus.

In order to help address the demand for lower school places in Biggleswade, St Andrews Church of England Voluntary Controlled Lower School has already been expanded to provide a total of 150 Reception places per year. This expansion was achieved via a new second campus, which opened in September 2015 on Bantock Way. Further expansion of this second campus is also required and is currently subject to consultation by the school's governing body.

Despite this expansion, the demand for lower school places is forecast to exceed the number of places available locally and, if the proposal to expand Biggleswade Academy is approved by the Department for Education (who must be consulted for all proposed changes to academies) the Directors of Biggleswade Academy Trust have indicated its willingness to accommodate an additional new class per 'lower school aged' year group.

Proposal

In July 2015 the demographic forecasts for the Council's School Place Planning pyramid area covering Biggleswade and the surrounding rural area were revised with refreshed data as part of the annual review of the Council's School Organisation Plan.

The outcome indicates a further sustained forecast deficit in Lower School provision in the town. This is as a result of additional local housing developments, including the area off Potton Road in Biggleswade, that are now reflected in the Council's current housing trajectory.

Following discussions with Central Bedfordshire Council, the Directors of Biggleswade Academy Trust have agreed to consult on a proposed expansion of Biggleswade Academy's facilities to house the provision of an additional 150 'lower school' aged places from September 2017, the increase in pupils phased over a five year period.

School capacity

The current capacity of Biggleswade Academy, for pupils entering through the Kitelands Road entrance, is 300 children from Reception to Year 4 and from the Mead End entrance is 560.

The majority of pupils and parents access the site either from Kitelands Road or from Mead End. However, some pupils and parents also utilise the school entrance from Kitelands Park (situated in the middle of these two entrances) to access both parts of the site.

The proposed expansion would provide additional accommodation for up to 150 pupils aged 3- 9 and it is proposed that such accommodation would be most easily accessed from this third entrance – directly from Kitelands Park.

This will allow the current classroom configuration at the Kitelands Road end of the site to be adapted slightly to accommodate pupils from Year R – Year 2 (Early Years and Key Stage 1 pupils, in addition to the 4+ Nursery class also situated here), whilst creating a more specifically 'Key Stage 2' area for years 3, 4 & 5 from a combination of new and existing accommodation accessed most directly from Kitelands Park.

Objectives of proposal

- To meet local demographic demand for school places in the future
- To meet parental demand for Biggleswade Academy evident in sustained levels of over subscription
- To expand an already highly regarded, Ofsted 'good with outstanding features' academy.

Timeline

Following approval by Central Bedfordshire Council's Executive Committee on 5 April 2016 for the Governing Body's consultation on the proposed expansion to commence, the timetable for the consultation process is as follows-

Action	Date –
Consultation starts	14 April 2016
Drop in meeting for staff, parents, carers and other interested parties	27 th April 2016
Consultation ends	12 May 2016
Outcome of consultation considered by the Governing Body and decision regarding whether to proceed advised to Council	By 27 May 2016
Governing Body submit application to DfE for approval to expand – if applicable	By 27 May 2016
Council Executive consider consultation outcome and determine funding for proposed expansion- if applicable	2 August 2016
Proposed implementation – if applicable	1 September 2017

Attached to this proposal is a Consultation Response Form (pages 5-7). Please complete the form and return it to the address provided. Alternatively, responses to the consultation can be made by e-mail to enquiries@biggleswadeacademy.org

.....

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

Frequently asked questions –

Q – My child currently attends Biggleswade Academy, how can I be assured that standards and provision would be maintained and improved if the academy is expanded?

A – The Governors and staff of Biggleswade Academy are proud of their Ofsted rating of 'good with outstanding features' for the main Academy and 'Outstanding' for the Pre-School.

Both of these reports graded the Leadership and Management of the Academy to be 'Outstanding' validating the fact that the Academy is well placed to grow further to support the needs of the town. In addition, the Academy are fully 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 and are confident in their ability to do so for an extended number of children.

Q - Would Biggleswade Academy be able to continue to provide a full and varied curriculum on the expanded campus?

A – The curriculum taught across Biggleswade Academy is well designed and matched to the needs, abilities, interests and aspirations of all children, also being commented positively upon during the school's last inspection. Staff regularly review this curriculum and would simply continue to plan this to meet the needs of the additional children. The academy also already has an extremely well developed extra-curricular programme and extended school activities which would be able to be accessed by all new children joining the Academy.

Q – What are you proposing to build and what facilities would be available?

A –Proposals are being developed which would provide accommodation for an additional 150 pupils, also allowing the more logical re-grouping of pupils across the Academy site into their related Key Stages. All building will be to the recognised standards for our size and type of school.

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

Q – When would the new facilities open?

A - Subject to obtaining all the necessary consents it is likely that the new facilities would be operational from September 2017 with the Academy gaining an additional class per year group (YR-4) from this point. An additional class could also be accommodated from September 2016 utilising alternative accommodation.

Q – Does the Council have the funds to provide this expansion for Biggleswade Academy??

A –The costs for building the extension to the academy 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 – How would admissions to the expanded campus be managed? Would there be an intake from across the age range?

A –. The same admissions arrangements and criteria would remain in place for the expanded campus and the catchment area for the academy would remain unchanged. The only difference would be that a total of 90 places would eventually be available per year group from Years R-4.

As always, the Council and Biggleswade Academy 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 – Would this expansion impact upon the existing staff at the academy?

A – The academy would need to recruit new teaching and support staff to enable the larger academy to operate effectively.

– Have any alternative solutions been considered, other than the expansion of Biggleswade Academy?

A – Yes. A number of options were considered by the Council including the possible creation of a completely new school. However, by asking Biggleswade Academy 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



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 -

Biggleswade Academy, Kitelands Road, Biggleswade, Beds SG18 8NX

or responses can be sent by e-mail to enquiries@biggleswadeacademy.org

All responses must be received by 3.30 pm on Thursday 12th May 2016

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

- I support the proposed expansion of Biggleswade Academy

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?

	Please tick
Individual	
Organisation – please specify	

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/academy and which year group		
Parent/ carer of child / children - please state which school/academy		
Parent/ carer of preschool child / children		
School Governor - please state which school/academy		
School Staff - please state which school/academy		
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

	Yes	No
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 Biggleswade Academy 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.

This page is intentionally left blank



CONSULTATION

31st March 2016

Bedfordshire East Multi Academy Trust Ltd [BEMAT]

Dear Parents, Guardians, Head Teachers, School Leaders, Staff, Governors and Members of the Community.

As you know, Etonbury, Robert Bloomfield, Gravenhurst, Langford, Gothic Mede and Samuel Whitbread Academies together form the multi academy trust of BEMAT Ltd. In partnership with its foundation, Bedfordshire East Schools Trust Ltd [BEST], BEMAT is working with Central Bedfordshire Council [CBC] in order to meet the Council's need for school places to serve the communities of Stotfold, Fairfield and Arlesey.

BEMAT is proposing to enlarge its Etonbury campus to increase the number of places it currently offers for children across the middle and upper school age range. If approved, this further expansion of Etonbury Academy serving children from Year 5 to Year 11 with a PAN of 150 would change it to a school serving the same age range but with a PAN of 180. This would increase the total size of the school from 900 places to 1260 places from September 2017.

This will increase the number of school places that are available to serve the Academy's local catchment from Year 5 and will also increase the GCSE provision in the Etonbury catchment area without enlarging the already extensive campus at Samuel Whitbread Academy. This new proposal for development builds upon the facilities at Etonbury due to be completed at the end of May 2016.

Further details can be found in our FAQ document and we would be delighted if you could take a little time to complete our questionnaire. This can be found on the BEMAT website and hard copies are available in the reception area of Etonbury Academy.

BEMAT will also be holding a public consultation meeting at Etonbury Academy on 12th April at 1830 in the Main Hall and we are eager to gauge local public opinion and receive the views of parents, the local community and local schools.

Ian F Kite
On behalf of BEMAT and Etonbury Academy

BEMAT | BEST House | Shefford Road | Clifton | Shefford | Bedfordshire | SG17 5QS | 01462 811519

Bedfordshire East Multi-Academy Trust BEMAT Registered Company Number: 07546141



Etonbury
Academy



Robert Bloomfield
Academy



Samuel Whitbread
Academy



Gravenhurst
Academy



Gothic Mede
Academy



Langford Village
Academy



Frequently asked questions:

Q – My child currently attends Etonbury, how can I be assured that standards and provision would be maintained as the campus grows?

A – BEMAT, the Local Governors and staff at Etonbury are proud of their 'Good' Ofsted rating and are committed to continuing to improve to 'Outstanding', provide a curriculum that is well designed and matched to the needs, abilities, interests and aspirations of all of their pupils.

This development will enable the excellent work on standards at Etonbury to be fully accommodated. BEMAT and local Governors intend to build upon the 'best ever' key stage 2 results of last year and provide an all through learning experience for the children in Arlesey and Stotfold, 9 to 16 with outstanding facilities.

Q - Would the expanded Etonbury Academy be able to continue to provide a full and varied curriculum?

A – The curriculum of Etonbury Academy 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 extended 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 – What are you proposing to build on the Etonbury site and what new facilities would be available?

A – The proposal is to expand Etonbury Academy to provide 180 places in each of the school's year groups from year 5 to year 11. The recent developments will accommodate pupils for sports and recreation and the proposed accommodation for this further expansion would mostly comprise of classrooms, a dance studio, offices and circulation space.

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

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

A – The pupils will study at key stage 2, 3 and KS 4 [GCSE], aged 9 to 16. In the main pupils will transfer to Samuel Whitbread Academy at 16+ for Sixth Form programmes of study.

Q – Will parents have the option to transfer their children to Samuel Whitbread at the end of year 8?

A – Yes, parents will be able to complete the relevant admissions documents on the CBC website.

Q – When would the new accommodation for the school's expansion be completed?

A - Subject to obtaining all the necessary consents it is likely that the new accommodation would be subject to a phased completion from September 2017.

Q – Does the Council have the funds to provide the accommodation needed for the school's expansion?

A – Yes, the cost of the school expansion and fitting 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 – How would admissions to the expanded school be managed? Would there be an intake from across the age range?

A – The admissions arrangements would remain as they are for the existing Etonbury Academy site, with the same admissions criteria remaining in place. The catchment area for the academy would remain unchanged and a total of 180 places would eventually be available per year group. The admission to Etonbury would be based primarily on its catchment.

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

A – The current consultation which the Council supports, is specifically related to provision for statutory aged pupils. The provision of extended school activities would be the subject of further discussions between the academy 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.

The Academy is seeking to establish nursery provision on the school site but this is not part of the current consultation and is a proposal that is being developed separately with further announcements to be provided in due course.

Q – Would this expansion impact upon the existing staff?

A – The school would need to recruit new teaching and support staff to enable the larger school to operate effectively in the long term.

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 commence consultation on the proposal to expand Etonbury Academy at their meeting on 5 April 2016. If the Executive give their approval for the proposal, Etonbury Academy has indicated its willingness to accommodate catchment pupils over its admission number in September 2016, ahead of the availability of the new buildings in September 2017.

Q – Have any alternative solutions been considered, other than the expansion of Etonbury Academy?

A – Yes. A number of options were considered by the Council including the possible creation of a completely new school. However, by asking BEMAT to expand Etonbury Academy, the Council is following its Policy Principles for Pupil Place Planning, which underpins 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



Bedfordshire East Multi Academy Trust Ltd [BEMAT]

The expansion of Etonbury Academy [phase 2]

Questionnaire – please circle your answer [YES/NO] and make a comment if you wish.

1. Would you be in favour of Etonbury Academy expanding to provide secondary education in the Arlesey and Stotfold area so that all children can be educated locally?

YES NO

Comment

2. Would you be in favour of the enlargement of the campus to accommodate up to 1260 pupils by 2017 to facilitate this?

YES NO

Comment

3. Do you have any concerns about these proposed changes?

YES NO

Comment

4. Is there anything else you would like to suggest to us as part of this consultation?

YES NO

Comment

[Optional]

Name: Email:

Address:

This page is intentionally left blank

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW & SCRUTINY COMMITTEE

Tuesday, 15 March 2016

Partnership Vision for Education

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

Advising Officers: Sue Harrison, Director of Children's Services
(sue.harrison@centralbedfordshire.gov.uk and Helen Redding, Assistant
Director School Improvement, helen.redding@centralbedfordshire.gov.uk, Tel:
0300 300 6057

This report relates to the key council objective to improve education and skills

Purpose of this report

1. This report provides an update to the Overview and Scrutiny Committee of the actions taken and being taken following the launch of the Partnership Vision For Education in September 2015.

RECOMMENDATIONS

The Committee is asked to:

1. Comment on the progress made to date in delivering the Partnership Vision For Education
2. Recommend any additional actions for the Partnership Vision For Education Board to consider

Background

2. The Partnership Vision for Education was approved by the Council's Executive on 4 August 2014 following engagement with a range of key partners including the Children's Trust Board, The Headteachers and Partners' Reference Group, Head and Governor Forums in addition to individuals being offered the opportunity to comment. The list of engagement meetings that took place to inform the Partnership Vision was included with this report.

3. Letters were written to all headteachers, Chairs of Governors and partners early in September to start their engagement in the delivery of the Vision, and they were invited to a formal launch on 5 October 2015.
4. The Headteachers and Partners Reference Group Membership has been reviewed and extended, and has been re-designated as The Partnership Vision For Education Board. Terms of Reference are attached at Appendix A.

Progress to Date

5. All partners were invited to demonstrate their commitment by signing up to a Pledge (Appendix B)
6. As at 26 February 2016, 66 organisations have signed the Pledge, and a further 10 people have responded as a separate representative of an organisation (i.e. Head and a Governor have responded individually). 76 signed pledges have therefore been received. This comprises of:
 - 1Nursery School;
 - 40/76 Lower Schools;
 - 3/21 Primary Schools;
 - 8/11 Middle Schools (3 others are closing this August and are working with us to improve outcomes this year. 1 of these has submitted a signed Pledge);
 - 2/6 Upper Schools;
 - 3/6 Secondary Schools;
 - 3/5 Special Schools (including ACB);
 - 6 key partners (including 1 Chair of a Trust of schools representing all 9 schools in the Trust group which have all also signed the Pledge separately).
7. Schools and their Governing Bodies and being continually encouraged to formally express their commitment by signing the Pledge. In order for schools to make a collective commitment, we have drafted a version of the Pledge that can be signed by partnerships of schools, trusts and locality groups.
8. Some schools are demonstrating their commitment to delivering the Vision even though they have not signed the Pledge as yet, for example by taking part in the actions identified in the plans. It is therefore important to recognise that not returning the Pledge does not signify a lack of engagement. Engagement also requires more than a signature. We are therefore monitoring engagement in key school improvement activity.
9. A Programme Plan has been developed which provides an overview of the Programme structure and the approach being taken to deliver actions in the priority areas and sets out key deliverables. This is attached at Appendix C.

10. Each work stream lead provides a highlight report for the Board meeting, updating on the status of actions over that period. New actions are added to the action plans as a consequence of the meetings.

Work stream 1 and 2 progress – School leadership and achieving results in the top quartile in key stage tests, including GCSE and A levels.

11. The key elements to this work stream are:
 - develop models of successful leadership, supporting the development of outstanding headteachers and school leaders
 - improve school governance;
 - recruit and retain the best teachers;
 - secure effective school to school support;
 - identify routes to improving results;
 - improve outcomes at all key stages;
 - narrow the gap between all pupils and vulnerable pupils;
 - improve the percentage of good and outstanding schools.
12. An analysis of the career progression of people undertaking the Leadership training through the Teaching Schools has been carried out. Of the 62 delegates who have taken part in this training since 2012/2013, to date 29 have progressed to a promoted post. We are continuing to track delegates and support opportunities for career progression. An example of this is that a successful Deputy from 1 school has been seconded part time to a school being supported through the School Intervention Strategy.
13. We are reviewing the materials for supporting governors with recruitment of headteachers. School are also encouraged to consider alternative models of leadership. The following documents are available:
 - CBC Recruitment Guidance with links to other helpful documents;
 - a quick guide – step-by-step overview;
 - a good practice guide – a more detailed guide of the process;
 - a shortlisted candidates form;
 - a flyer developed with the Teaching Schools to promote Central Bedfordshire as a Great Place to Live and Work.
14. Meetings have been set up by the Director of Children's Services with head teachers and Chairs of Governors and the Executive Member for Education and Skills. This aims to further strengthen the partnership between schools and the Council, and provide an opportunity to agree collective actions to improve outcomes., starting with secondary and upper schools. 10 meetings have been held (up to 1 March), initially with upper and secondary schools, and more are being planned.

15. Governor Dashboards have been developed, and additional training has been provided for Local Authority Governors.
16. We have reviewed Her Majesty's Chief Inspector (HMCI) Report on governance in 21st Century Schools with a group of National Leaders Of Governance (NLGs), and are meeting with them again in March to develop a strategy.
17. We have met with 'The Key', an organisation that is highly regarded by schools using it that provides advice and guidance to school leaders and governors. We have asked them to look at a discounted price for our schools if we bulk buy and sell back to schools. This is currently being negotiated.
18. We have surveyed schools to establish their views on the Local Authority Arrangements for School Improvement, and to establish impact to date of the Partnerships Vision for Education and take suggestions for future actions. The analysis will be reviewed by the Board in March.
19. Recruitment of the teachers remains an issue which is affecting all schools, particularly in key subject areas. This is a national issue. To date the Teaching Schools have carried out the following actions
 - Prepared a flyer for schools to send to applicants.
 - Attempted to set up a Recruitment website on behalf of schools although there has been a lack of interest from schools due to the requirement to assist with funding.
 - Attended NQT Recruitment Fairs at local universities.
 - Attended Initial Teacher Education recruitment fairs to recruit trainee teachers.
 - Currently developing updated flyers for issue at the NQT and ITE recruitment fairs i.e. to target different audiences.
 - Promoted the School Direct route into teaching.
20. At the meeting of the Board on 18 January 2016, it was agreed that a different approach was needed. Suggestions included:
 - A co-ordinated marketing approach – with support in place to consider how to attract students to key courses, and retain staff (promoting future prospects).
 - Identifying officers that have worked or are working in a recruitment environment as it was felt that they would be better placed to consider marketing strategies and drive a campaign than those working in the education field.
 - Further promoting Central Bedfordshire as a place to work with different messages considered for each school phase. It was noted however that Central Beds schools are competing with others who can offer (for example) an outer London wage.

- Consideration should be given initially to expertise within the community – i.e. whether there were any suitable volunteers who could assist in the recruitment and retention process.
 - Consideration of schools buying into a central role.
 - There is a need to think broadly in terms of the work skills / economic agenda.
21. It was agreed that a Recruitment and Retention Group be formed with representatives of each school phase to develop a Recruitment Strategy which could be considered by the Board.
22. The data sharing agreement has been reviewed, and 4 Locality Data Reports have been produced following feedback from the Board on 18 January 2016. These will be circulated to schools by the end of February, and will enable schools to consider collectively the issues in their locality and identify actions to address these. These reports will be amended this September to take account of the new assessment arrangements.
23. A consultant was identified to provide an external challenge to 'Raising The Bar' at Key Stage 2 and 4. Following feedback from board members at the meeting in January 2016, it was agreed to focus his attention on meeting with heads in localities focussing on improving the progress between key stages 2 and 4. He is starting these meetings as a Pilot in February in Leighton Buzzard.
24. Following sharing best practice from 2 schools regarding improving outcomes in mathematics, we have investigated bulk buying the App they used to support achieving 100% of children achieving expected levels in maths at end of key stage 2. This will bring the cost down for schools. 21 schools have registered an interest: 6 lower schools; 9 primary schools; 4 middle schools, 1 middle/secondary school and 1 secondary school (to support intervention work at KS3). We are delighted with this response.
25. A Peer Review of the Local Authority Arrangements for School Improvement has been commissioned for the 7 and 8 March 2016. The key elements that the Review will consider are:
- How engaged are schools in the LA's 5 year vision and how well do they understand joint roles, responsibilities and accountabilities?
 - What are the LA mechanisms to monitor and evaluate school improvement and how effectively does this shape ongoing priorities and practice for schools and the LA?
 - How do schools feel that the Local Authority holds them to account?

26. The Peer Review team has also been asked to consider whether we are achieving Best Value through our commissioned school improvement services?

Work stream 3 – School Readiness

27. The key outcomes for this work stream are:
- ensuring that children have the skills to be ready for school on admission;
 - taking actions to ensure that Central Bedfordshire is in the top quartile at end of Early years Foundation Stage (EYFS);
 - taking actions to narrow the gap at the end of the EYFS.
28. The School Readiness work stream has been focussing on 2 key elements, developing a detailed action plan with key partners, including schools, providers and Health Visitors, and establishing key messages on school readiness for parents and professionals.
29. 3 areas have been identified as important to improving outcomes, and these have been articulated in the 3 key deliverables identified below:
- Improve communications with parents and professionals
 - Improve assessment and observation
 - Develop clear pathways for children who are identified as needing support in order to be ready for school.
30. A draft Key Messages document has been developed based on the Public Health England Document 'Improving School Readiness, creating a better start for London'. This is attached at Appendix D.
31. This is being customised to reflect Central Bedfordshire needs and data and form a presentation, with video links, that can be used by all lead professionals at cluster/ specialist meetings.
32. The presentation will be formatted and available for lead professionals to easily cascade to their teams, and a schedule for initial delivery is being created and will commence mid March.
33. The agreed parent outcomes are being drafted into a 'reader-friendly' brochure that will be available to be distributed with the offer of school places in April. Brochures will also be distributed to child-centred organisations such as doctors' surgeries, child and baby clinics, children's centre, libraries etc.
34. The group are investigating approaches that ensure that parents maintain their child's development during the summer break using mediums that are easily accessed by all parents, including those that are harder to reach. It is probable that this will take the form of a phone APP.

Work stream 4 – Improving health outcomes to support improving educational outcomes.

35. The key outcomes for this work stream are:
 - We will be in the top quartile nationally at the end of each key stage
 - The free school meals gap will narrow
 - School attendance rates will improve
 - Childhood obesity will reduce
 - Children's health and wellbeing will improve, and health indicators will be in the top quartile nationally
36. All schools are members of the PSHE/SRE Partnership Network (Personal, Social and Health Education/Sex and Relationships Education) led by Public health. Feedback is very positive on this and on the Professional Study Group set up through the Teaching Schools.
37. A survey was developed to establish changes in school practices, and to identify best practice. Responses were low and so the survey was resent directly to PSHE Network members in January.
38. 2 workshops were delivered on improving emotional resilience in October and November 2015 for schools and early years settings. 60 delegates attended and feedback was positive, although it is recognised that there is more to do to support schools in this area.
39. 7 Central Bedfordshire Schools are part of a national Mental health Pilot Project aimed at improving joint working between schools and Child and Adolescent Mental Health Services (CAMHs)
40. There was a big push to encourage more schools to sign up to the 2016 Health Related Behaviour Perception Survey. In 2014 3099 pupils took part from 19 schools. By December 66 schools had registered and 13,259 pupils are taking part. This will provide us with much richer information on the issues for our children, and enable us to target services and support accordingly. We are delighted with this response.
41. A workshop is being held on 20 April 2016 for schools to consider the findings from their school and other schools, and identify next steps.

Work stream 5 - Young people have the skills to be work ready

42. The key outcomes for this work stream are:
 - Young people will value the information, advice and guidance (IAG) 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.
43. A new All Age Skills Strategy is being developed across directorates to ensure that we are able to meet the needs of young people, schools, employers and the growing economy. The strategy will focus on 3 key priority areas:
- Working together;
 - Raising individual aspirations and achievement;
 - Developing the workforce.
44. The strategy will be consulted on with partners over the next few months and will be in place by July 2016.
45. In addition to the All Age Skills Strategy, Children's Services and the Business and Regeneration Team are working together to ensure collaboration in order to help meet the needs of the local economy. This includes brokering support from the new Careers and Enterprise Company (CEC) in order to secure maximum involvement in Central Bedfordshire schools.
46. The CEC is a government funded company and will provide those participants a dedicated enterprise adviser that will act as a broker between local employers and schools. A key focus of this work will be to enable young people to have greater exposure into the 'world of work', including work experience.
47. The council is working on developing a revised offer of work experience for young people, which is anticipated to be in place by September 2016.
48. All upper schools and secondary schools are now signed up to the Careers Education and Information, Advice and Guidance (CEIAG) minimum standards. Work is now focussing on middle schools that have recently converted to secondary schools.
49. Additional actions have been identified, including working with young people (via the Youth Audit) to assess the quality of CEIAG and a review of the standards with schools to ensure that they continue to reflect national policy and local aspirations.

Work stream 6 - Commission new school places from good or outstanding providers to serve growing communities.

50. The Programme for commissioning of new school places is currently on track.
51. The current 9 key principles for commissioning new school places will be reviewed in line with the updated guidance from the DfE on school organisation, which are yet to be published.

52. A methodology agreed with the special schools is now in place for forecasting special school places for the next 5 years. The actual numbers against forecasts are reviewed termly, and forecasts amended accordingly. Other Local Authorities have approached us to share this methodology.
53. The SEND Vision is being developed with involvement from all key partners, including parents. The outcome of this work will report separately to the Overview and Scrutiny Committee later this year.
54. There have been initial meetings to consider the development of an options appraisal for 6th Form provision in Dunstable and Houghton Regis for the future. This will support the development of an efficient and effective model that will support improved outcomes for young people.

Council Priorities

55. This report supports the Council Priority of 'Improving Education and Skills'

Corporate Implications

56. All partners' support is required to deliver the Partnership Vision for Education, and in particular public health, housing, regeneration and business.

Legal Implications

57. None

Financial and Risk Implications

58. There is currently no additional budget identified to support delivery of the Vision and therefore we are looking at creative ways of using existing budgets and external funding.

Equalities Implications

59. Public Authorities must ensure that decisions are made in a way which promotes equality of opportunity, minimises unfairness, and without a disproportionately negative effect on people in relation to 9 protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
60. It is important that Councillors are aware of this duty before they take a decision. The work streams identified in the Partnership Vision

relating to attainment, school readiness, health outcomes and skills for work, all have the potential to impact positively in terms of advancing equality of opportunity for vulnerable groups.

61. The schools' outcome data is analysed to ensure that children from vulnerable groups, including those with special educational needs and disability, (SEND), pupils who are disadvantaged and those entitled to free school meals, children who are looked after (LAC), and children from ethnic minority groups.
62. Professional development is commissioned via the 2 Teaching Schools where issues are identified for any of the groups identified above. Additionally the Service For Vulnerable pupils, which includes the Virtual School for Looked After Children ensures that schools are supported and challenged to ensure those children make at least expected progress, and if not additional interventions are identified and implemented to support their progress.

Implications for Work Programming

63. It is recommended that Overview and Scrutiny receive 6 monthly reports, and give a view on progress and additional actions for the Board to consider.

Conclusion and next Steps

64. The Partnership Vision For Education Board will continue to agree actions to be added to action plans to ensure successful delivery of the Partnership Vision For Education.

Appendices

Appendix A: Terms of Reference for the Partnership Vision For Education Board.

Appendix B: The Pledge

Appendix C: Programme Plan

Appendix D: Key Messages for School Readiness.

Partnership Vision for Education Board

TERMS OF REFERENCE

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 (Chair)

Assistant Director School Improvement (Strategy Lead)

Central Bedfordshire Teaching School Partnership (CBTSP)

The Acorn Teaching School (TATS)

Head teacher - Aspley Guise Lower School (LLE) - Representing Lower/Primary Schools

Head teacher - Parkfields Middle School (NLE) - Representing Middle Schools

Head teacher - Redborne Upper School (NLE) - Representing Upper/Secondary

Updated Feb 2016

Schools

Chair of Schools Forum

Head teacher - Weatherfield Special School - Representing Special Schools

National Leaders of Governance Reps (x2)

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

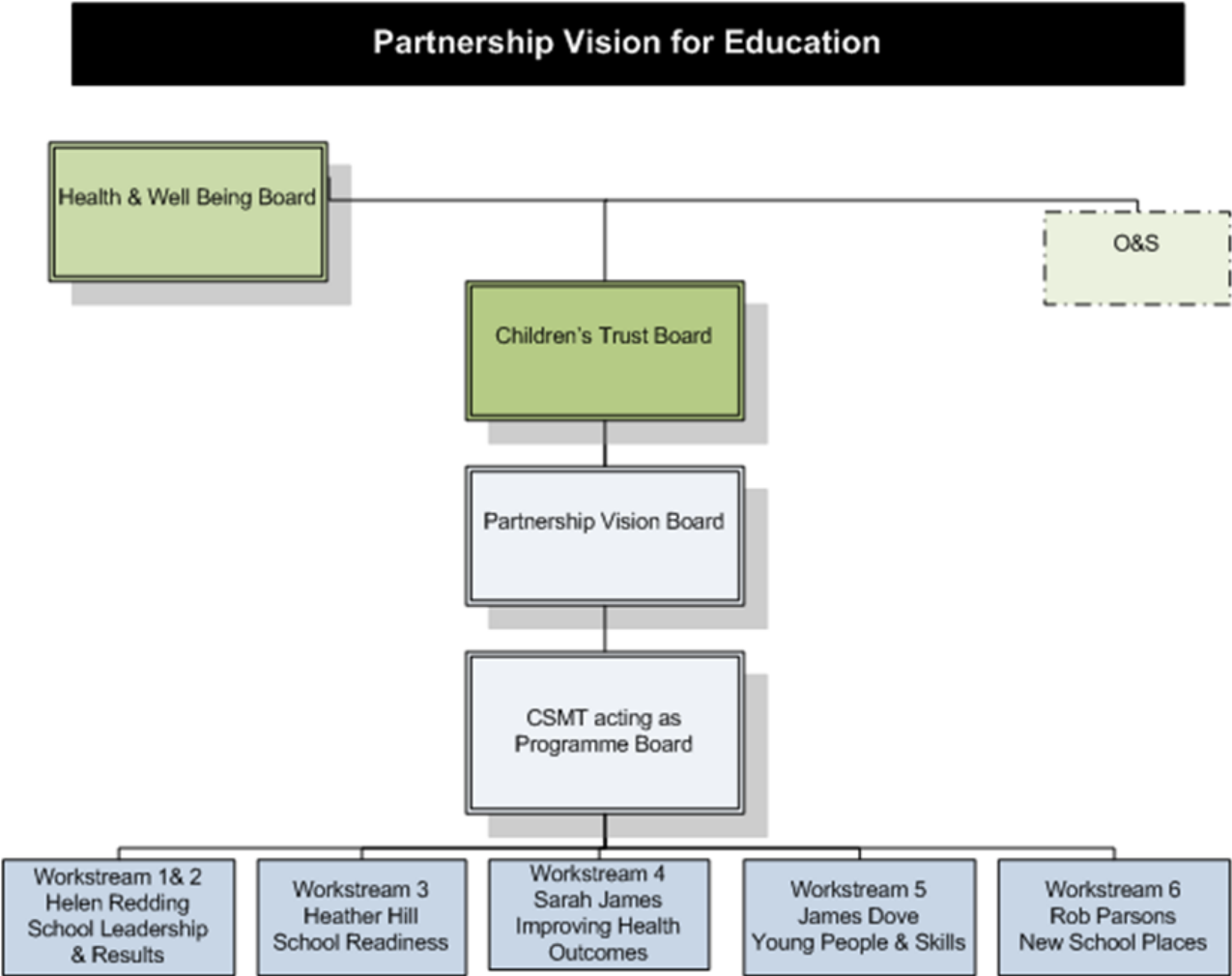
The meeting will be deemed to be quorate if there is representation from at least fifty percent of the Board members. Membership will be reviewed as required.

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.



This page is intentionally left blank



Partnership Vision for Education - Pledge

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.

While we have seen improvement in Ofsted outcomes and some educational outcomes, improvement has not been rapid enough and we need to work together with determination and ambition to drive up educational outcomes, improve progress and narrow the gap between outcomes for all pupils and outcomes for the most vulnerable.

The changes we need cannot happen unless we all, public services, schools, parents, local business and communities, work together.

We are asking all partners to work together with us to do all they can to create the best chance of success for all our children and young people.

We already have some outstanding school leaders and teachers who are providing excellent school to school support. We will work even harder with schools to identify, celebrate, promote and share best practice and support them to assist each other to accelerate improvement.

Call to action

Please commit to playing your part in this educational improvement journey by signing up to delivering this Vision, and identifying actions within your school improvement/development plan or your service/organisation's strategic plan that will support this.


We would welcome a copy of your plan so that we can learn from and share best practice across the Council area. Please send to helen.redding@centralbedfordshire.gov.uk

Your Organisation:

Name:

Your signature:

This page is intentionally left blank



Partnership Vision for Education 2015-2019

Contents

Page

- Central Bedfordshire Vision for Children and Young People 2
- Principles for the Partnership Vision for Education 3
- Programme Structure 4
- About the Programme and its Approach 5-6
- Terms of Reference of the Partnership Board 7-9
- Top line Communication Plan 10
- Work Streams 11-13
- Key Deliverables 14-15
- Milestones and Targets 16-17

Central Bedfordshire Vision for Children and Young People

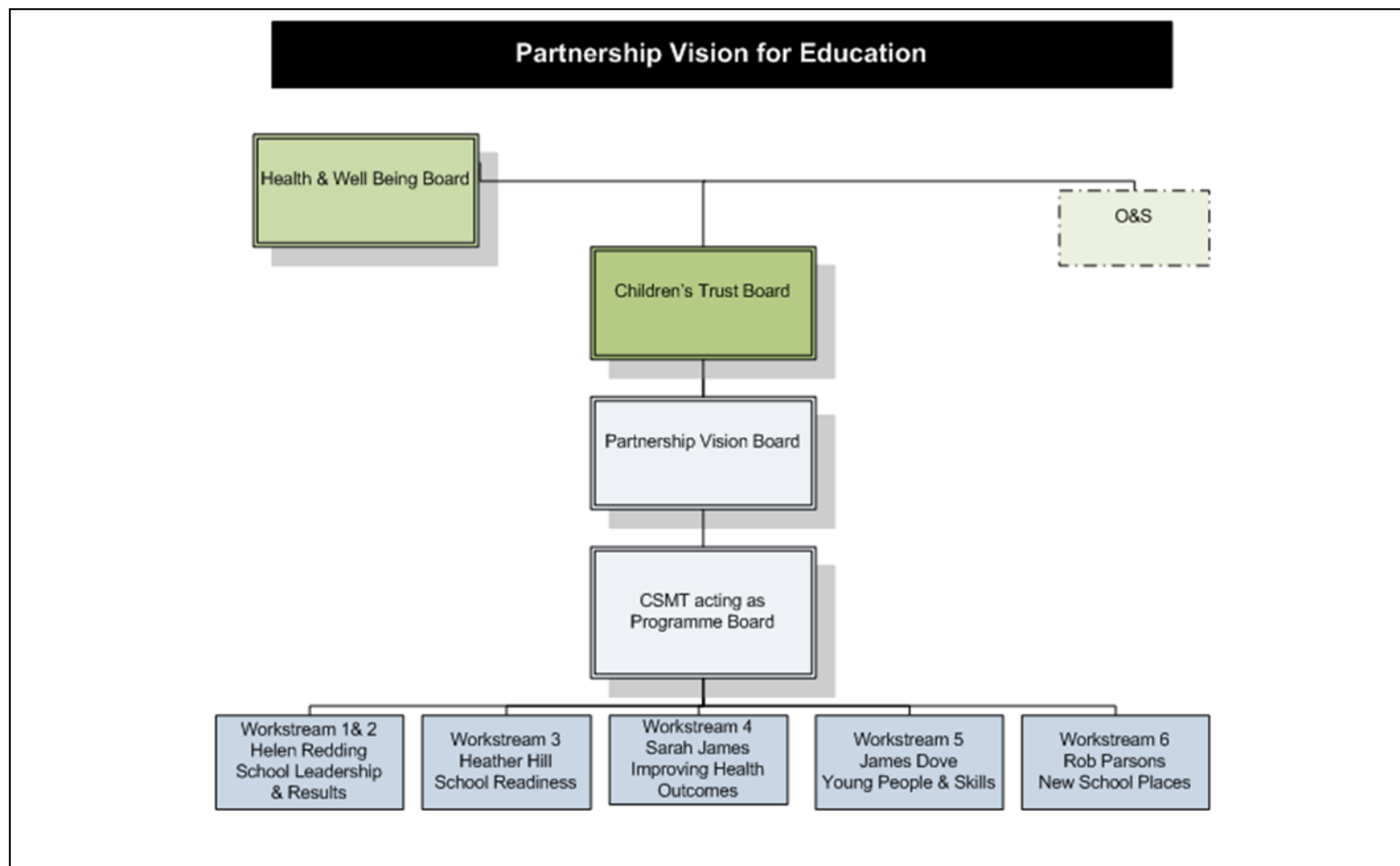
We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications 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.

Principles for delivering the Partnership Vision

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

Programme Board and Structure



About the Programme

Central Bedfordshire's Partnership Vision for Education has been developed following engagement with a range of key partners to support implementation of the Children and Young People's Plan. Delivery of the vision document will be through a programme management approach. This document serves as the overarching programme plan detailing six key action plans that aim to deliver the identified priorities.

The six work streams are

- School Leadership
- Achieving results in the top quartile in key stage tests including GCSEs and A levels
- School Readiness
- Improving health outcomes to support improving educational outcomes
- Youth people have the skills to be work ready
- Commission new school places from good or outstanding providers to serve growing communities

The programme reaches and involves numerous groups and individuals from many sectors including

- Children and Young People
- Parents and carers
- Health Services
- Voluntary Sector
- Disability Services
- Schools and Colleges
- School Governors
- Youth Services

Programme Approach

A programme board to be known as the **Partnership Vision for Education Board** will be in place and will be responsible for monitoring delivery and the impact of the actions of the six work streams.

The specific responsibilities of the Board are as follows:

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

The agreed work stream leads will set up and work with a core group of colleagues and partners to identify the key deliverables, activity and measures to demonstrate delivery of the desired outcomes. A detailed action plan will be developed by each work stream and extracts from that will form the highlight report to be received by the Board.

It is expected the action plan will be subject to constant refresh and review to ensure deliverable fully realised and sustainable and to ensure ongoing development and delivery of vision.

Partnership Vision for Education Board

TERMS OF REFERENCE

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 (Chair)

Assistant Director School Improvement (Strategy Lead)

Central Bedfordshire Teaching School Partnership (CBTSP)

The Acorn Teaching School (TATS)

Head teacher - Aspley Guise Lower School (LLE) - Representing Lower/Primary Schools

Head teacher - Parkfields Middle School (NLE) - Representing Middle Schools

Head teacher - Redborne Upper School (LLE) - Representing Upper Schools

Chair of Schools Forum

Head teacher - Weatherfield Special School - Representing Special Schools

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.

Communication

Communicating the Partnership Vision for Education will be the responsibility of all those actively involved in the programme. Ensuring stakeholders and partners are aware of change, new initiatives, progress and opportunity to be involved will be some of the key messages for the communication plan. The outline communication plan is as follows.

What	Who/Target	Purpose	When/Frequency	Type/Method(s)
Work stream planning and updates	Those actively involved with the work streams	To engage in actions planning, reporting and raising of issues impacting on programme deliverables	Half termly before Board meetings	Group meetings, email exchange, conference calls
Work stream Highlight Reports	Programme Board	Update board members on the progress of the programme and all work stream delivery/action plans	Six times a year (half termly)	Distribute electronically with board papers
Cascade	Board Members and work stream leads	Board representatives to use their position to ensure colleagues	After each Board meeting as relevant	Email, briefing update
Briefing documents/progress reports	All stakeholders and key partner groups inc HT and Governor group meetings, CTB, HWBB	To update and raise awareness on progress of the delivery/action plans, engage and seek support/input as required for ongoing development	Once a term when action plans firmly established	Distribute electronically to stakeholder list and /or via Central and Governor essentials
Annual Review	Programme Board members, Council members and key stakeholders/partner groups inc HT and Governor group meetings CTB, HWBB	Inform on actions and activity, reflect on distance travelled in delivering the vision, focus on performance data and the difference made to lives of children and young people	Annual (September))	Formal Report to Overview and Scrutiny Committee; head teacher and governor meetings
Conferences and other events	Delegates and interested parties*	To update and raise awareness on progress of the delivery/action plans, engage and seek support/input as required for ongoing development	As appropriate	Presentations, briefing notes
Breaking News	To be determined by the Programme Board	General communications to inform	As needed	email lists

Programme Work Streams

Work Stream 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

Desired 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.

Work stream 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 focused support or intervention.

Desired 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

Work stream 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’

Desired 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

Work stream 4: Improving health outcomes to support improving educational outcomes

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.

Desired 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.

Work stream: 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.

The importance of preparing young people to understand and respond to the needs of the employment market

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

Desired 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

Work stream: 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.

Desired 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.

Programme Deliverables

Ref	Work Stream 1 - Key Deliverables
1.1	School leadership is improved, including succession planning, through implementation of a clear leadership strategy and programme
1.2	School governance is improved through development and implementation of a clear 'Improving Governance' Strategy.

Ref	Work Stream 2 - Key Deliverables
2.1	High quality teachers are recruited and retained in Central Bedfordshire schools.
2.2	Improved outcomes at each Key Stage

Ref	Work Stream 3 - Key Deliverables
3.1	Improving communications with parents and professionals
3.2	Improving assessment and observation
3.3	Developing clear pathways for children who are identified as needing support in order to be ready for school

Ref	Work Stream 4 - Key Deliverables
4.1	Improving communications with parents and professionals
4.2	Improving assessment and observation

Ref	Work Stream 5 - Key Deliverables
5.1	Bringing together partners to ensure that the skills needs of employers, schools, individuals and the growing economy are understood and met
5.2	Understanding employer skills and employment needs and building employer ownership
5.3	Supporting careers advice to incorporate local labour market intelligence to better equip young people and adults to make better informed decisions
5.4	Supporting the access and provision of learning opportunities that are appropriate to the needs of all
5.5	Ensuring that Central Bedfordshire businesses can improve their competitiveness through investment in the workforce

Ref	Work Stream 6 - Key Deliverables
6.1	The commissioning of new school places by applying the Council's 9 Policy Principles and ensuring sufficient school buildings and places are available in the right area to meet required demand

Programme Milestones and Targets

For each work stream key deliverables and timescales will be identified and recorded in the action plan. These following reflect key milestones which will impact on achievement of the Partnership Vision for Education.

Milestones	Targets and Timelines	Status Reporting
<p>School Leadership and skills – 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.</p> <ul style="list-style-type: none"> • improve key stage 2 results by working alongside underperforming primary and middle schools and brokering school to school support from top performing schools • Improve key stage 4 results by working alongside underperforming upper and secondary schools and brokering school to school support from top performing schools • Identify schools causing concern and drive improvement through the CBC school improvement strategy and commissioned support 	<p>Key stage 2 results improve to 3rd quartile by 2016 Key stage 2 results improve to 2nd quartile by 2017 Key stage 2 results improve to top quartile by 2018 Key stage 4 results improve to top quartile by 2016</p>	
<p>School Readiness – give every child a good start particularly in communications, language and literacy skills so that they are ready for school</p> <ul style="list-style-type: none"> • Identify those children who are likely to have language and communications issues early and ensure they get the right help at the right time • 	<p>Continued improvement in Language, Communication and Literacy in order to be in line with statistical neighbours by 2017 and top quartile by 2019</p>	

Improving health outcomes to support improving educational outcomes – School Improvement services, Public Health services, setting and schools will work together as pupils with better health and wellbeing are likely to achieve better academically.	2019	
<p>Young people have the skills to be work ready – supporting high aspirations throughout every pupil's learning journey</p> <p>All schools sign up for the minimum IAG standards so that there is early high quality independent career advice and work experience opportunities so that young people understand what their career options and choices are</p>	<p>All schools signed up in 2016</p> <p>Young people report positive work experience in 2017 through the annual Youth Audit</p>	
<p>Commission new school places from good or outstanding providers to serve growing communities.</p> <p>Spend £75m building new schools with inspirational learning environments and spaces for community use</p>	<p>Deliver 1045 school places by September 2016</p> <p>Deliver 1380 school places by September 2017</p> <p>Deliver 510 school places by September 2018</p> <p>Deliver 1770 school places by September 2019</p> <p>Deliver 980 school places by September 2020</p>	

School Readiness Workstream – DRAFT ‘School Readiness’ Key Messages

<p>Key messages for <u>PROFESSIONALS</u> within Central Bedfordshire</p> <p>(Referencing / building on the Public Health England Document ‘Improving school readiness: Creating a better start for London’)</p>	<p>Key messages for <u>PARENTS</u> within Central Bedfordshire</p> <p>(Referencing the Central Bedfordshire 12 Ticks leaflet ‘Is your child ready to learn?’)</p>
<p>Parents need to have:</p> <ul style="list-style-type: none"> • Good maternal mental health • A ‘good parenting’ experience with appropriate intervention and support available • Access to high quality Early Years experience and support networks e.g. Children’s Centres, Health Professionals <p>Children need to be able to:</p> <ul style="list-style-type: none"> • Communicate needs and have a good vocabulary through regular speaking and reading activities with parents and good access to books • Socialise with peers and form friendships • Take turns, sit, listen, and play • Have a good level of physical activity to develop motor control and balance (important for brain development and learning) • Have received all childhood immunisations and relevant health checks • Have good physical and oral health – to be well nourished and within normal weight for height • Be independent in getting dressed and going to the toilet • Be independent in eating, recognising and enjoying a range of healthy foods • Recognise numbers and quantities in the everyday environment • Participate in music activities such as singing and other activities (e.g. rhyming activities) to promote social skills 	<p>Children need to be able to:</p> <ul style="list-style-type: none"> • Speak to an adult and know when to ask for help • Understand the word ‘stop’ and that this might be used to prevent danger • Understand the word ‘no’ and the boundaries it sets • Recognise own name including familiar signs and logos • Talk in full sentences and have a good detailed vocabulary • Be aware of other children - play and form friendships • Sit still and listen when asked and also be able to take turns and share • Be toilet trained and able to visit the toilet unaided • Take coat on and off, put on shoes, and dress and undress for PE with minimal adult support • Open and enjoy a book both independently and with an adult • Recognise numbers and take part in counting games • Hold a pencil properly to make marks and begin to draw • Eat a meal or snack unaided, identify and enjoy a range of healthy foods

This page is intentionally left blank

Central Bedfordshire Council

CHILDREN'S SERVICES OVERVIEW AND SCRUTINY COMMITTEE

04 March 2015

Work Programme 2015-16 & Executive Forward Plan

Advising Officer: Paula Everitt (paula.everitt@centralbedfordshire.gov.uk)

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
Commissioning of New School Places in Biggleswade and Arlesey for September 2017	05 April 2016
New Lower School Places in Fairfield Parish	05 April 2016
Non Key Decisions	Indicative Exec Meeting date
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>

This page is intentionally left blank

Appendix A

Children's Services OSC Work Programme (2015/16)

OSC date	Report Title	Outcomes we are seeking to achieve
18 March 2016	MEMBER BRIEFING - LAC	
21 June 2016	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 and scrutinise actions
21 June 2016	Peer Review Looked After Children and Safeguarding	To scrutinise the outcomes of the Peer Review with regards to Looked After Children and Safeguarding Services and comment on actions/recommendations.
21 June 2016	Peer Review School Improvement Services	To scrutinise the outcomes of the Peer Review with regards to the School Improvement Service and comment on actions/recommendations.
21 June 2016	Q4 Budget Monitoring	To receive a presentation regarding the directorate's capital and revenue budget monitoring information for the forth quarter of 2015/16. The Executive Agenda dated April 2016 contains full details of the Q4 capital and revenue budget and is available from this link http://centralbeds.moderngov.co.uk/documents/g4947/Public%20reports%20pack%20Tuesday%2009-Feb-2016%2009.30%20EXECUTIVE.pdf?T=10
21 June 2016	Q3 Performance Monitoring	To consider performance monitoring information for the third quarter of 2015/16.
18 August 2016	Strategy for Provision of SEND places in Central Bedfordshire	To receive the SEND Strategy for the provision of SEND places.
TBC	Teaching School	
TBC	Regional Schools Commissioner	
TBC	Speech and Language Service	

This page is intentionally left blank

Appendix B

Report Title	Lead group	Indicative date
Public Health Annual Report	Health and Wellbeing Board	06 April 2016
The Children in Care Council's Annual Report 01 April 2015 to 31 March 2016 and agree work plan for 2016/ 2017.	Corporate Parenting	14 March 2016
Giving Every Child the Best Start in Life	Health and Wellbeing Board	Mid January 2016
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

This page is intentionally left blank