

PLEASE NOTE CHANGE OF VENUE

# CHILDREN'S SERVICES COMMITTEE AGENDA



Tuesday 10 February 2015

at 4.00 pm

in the Centre for Excellence, Training and Learning,  
Brierton Lane, Hartlepool

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Fleet, Griffin, Hall, Lauderdale, Lilley, Loynes, Simmons

Co-opted Members: Michael Lee

Six Young People's Representatives

Observer: Councillor Richardson, Chair of Adult Services Committee

1. **APOLOGIES FOR ABSENCE**

2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

3. **MINUTES**

- 3.1 Minutes of the meeting held on date 9 December 2014 (*previously circulated and published*).

4. **BUDGET AND POLICY FRAMEWORK ITEMS**

- 4.1 Youth Justice Strategic Plan 2015-2016 – *Director of Child and Adult Services*



## PLEASE NOTE CHANGE OF VENUE

### 5. KEY DECISIONS

- 5.1 Early Years and School Infrastructure Plan – *Director of Child and Adult Services*

### 6. OTHER ITEMS REQUIRING DECISION

None.

### 7. ITEMS FOR INFORMATION

- 7.1 Strategic Financial Management Report – as at 31 December 2014 – *Director of Child and Adult Services and Chief Finance Officer*
- 7.2 Update on the Procurement of a Children and Young People's Health and Wellbeing Service and the Transfer of the 0-5 Public Health Services Commissioning – *Director of Public Health*
- 7.3 Key Stage 4 Pupil Achievement Summary 2014 (Provisional) – *Director of Child and Adult Services*
- 7.4 Update on the Review of Provision for Pupils with Behavioural, Emotional and Social Difficulties at Hartlepool Pupil Referral Unit, Catcote Academy and Springwell Special School – *Director of Child and Adult Services*

### 8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT

### ITEMS FOR INFORMATION

**Date of next meeting – Tuesday 17 March 2015 at 4.00pm in the Civic Centre, Hartlepool**



# CHILDREN'S SERVICES COMMITTEE

10 February 2015



**Report of:** Director of Child and Adult Services

**Subject:** YOUTH JUSTICE STRATEGIC PLAN 2015-2016

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Budget and Policy Framework.

## 2. PURPOSE OF REPORT

2.1 The purpose of this report is to set out proposals for the strategic planning of local Youth Justice priorities in Hartlepool for 2015-2016 and provide the Children's Services Committee with an opportunity to comment on the initial priorities identified as part of the planning process.

## 3. BACKGROUND

3.1 The national Youth Justice System primarily exists to ensure that children and young people between the age of 10 and 17 do not engage in offending or re-offending behaviour and to ensure that where a young person is arrested and charged with a criminal offence, they are dealt with differently to adult offenders to reflect their particular welfare needs as children.

3.2 Local Youth Offending Services were established under the Crime and Disorder Act 1998 to develop, deliver, commission and coordinate the provision of youth justice services within each Local Authority.

3.3 Hartlepool Youth Offending Service was established in April 2000 and is responsible for youth justice services locally. It is a multi-agency service and is made up of representatives from the Council's Children's Services, Police, Probation, Health, Education, Community Safety and the voluntary/community sector.

3.4 The primary functions of Youth Offending Services are to ensure that:

- Strategies and services are in place locally to prevent children and young people from becoming involved in crime or anti-social behaviour.

- Out-of-court disposals deliver targeted interventions for those at risk of further offending.
- Assistance is provided to the Police when determining whether Cautions should be given.
- All children and young people entering the youth justice system benefit from a structured needs assessment to identify risk and protective factors associated with offending behaviour to inform effective intervention.
- Comprehensive bail and remand management services are in place locally for children and young person's remanded or committed on bail while awaiting trial or sentence.
- Courts and youth offender panels are provided with high quality reports that enable sentences to make informed decisions regarding sentencing.
- Services provided to courts are of a high quality and that magistrates and the judiciary have confidence in the supervision of children and young people who are subject to orders.
- Court orders are managed in such a way that they support the primary aim of the youth justice system, which is to prevent offending, and that they have regard to the welfare of the child or young person.
- The needs and risks of young people sentenced to custodial orders (including long-term custodial orders) are addressed effectively to enable effective resettlement and management of risk.
- Restorative justice approaches are used, where appropriate, with victims of crime and that restorative justice is central to work undertaken with young people who offend.
- Those receiving youth justice services are treated fairly regardless of race, language, gender, religion, sexual orientation, disability or any other factor, and actions are put in place to address unfairness where it is identified.

3.5 There is a statutory requirement for all Youth Offending Services to annually prepare, as part of the local business planning cycle, a local Youth Justice Plan for submission to the national Youth Justice Board.

3.6 The annual Youth Justice Plan should provide an overview of how the Youth Offending Service, the Youth Offending Service Strategic Management Board and wider partnership will ensure that the service has sufficient resources and infrastructure to deliver youth justice services in its area in line with the requirements of the *National Standards for Youth Justice Services* to:

- promote performance improvement
- shape youth justice system improvement
- improve outcomes for young people, victims and the broader community

## 4. PROPOSALS

- 4.1 The planning framework to support the development of the 2015-2016 Youth Justice Strategic Plan will draw upon the appraisal of the Youth Justice Boards Regional Partnership Manager, self audit activities, the local Youth Offending Service Strategic Management Board alongside the views and opinions of service users, staff and key partners.
- 4.2 Alongside the above, the development of the plan will also incorporate recommendations from the Safer Hartlepool Partnership Executive Group and the 'Face the Public' event alongside last year's scrutiny investigation into re-offending in Hartlepool. Further to this, the plan will acknowledge the role of the Youth Offending Service in taking forward the priorities of the Cleveland Police and Crime Commissioner.
- 4.3 Central to the development of the services proposed objectives for 2015-2016 will be the core functions of the service which remain the prevention of offending and re-offending by children and young people and a reduction in the use of custody
- 4.4 A review of progress made against last year's plan highlights that the service has made progress across the majority of the year's priorities; but there remains key areas for improvement that will need to be driven forward in the coming year:

2014-2015 Priority	Progress	Comments
<b>Early Intervention and Prevention</b> – sustain the reduction of first time entrants to the youth justice system by ensuring that their remain strategies and services in place locally to prevent children and young people from becoming involved in crime and anti-social behaviour	Green	Data thus far suggests that the service and broader partnership is again set to reduce the number of first time entrants into the Youth Justice System over 2014-2015 – 30 young people in comparison to 52.  Partnership arrangements with Cleveland Police remain effective in relation to the diversion

		of young people from the Youth Justice System through the delivery of pre-court disposals.
<b>Re-offending</b> - reduce further offending by young people who have committed crime	Amber	<p>Data thus far suggests that will see an increase in the percentage of young people who go onto re-offend in comparison to 2013/2014</p> <p>Data thus far suggests that we will see a decrease in the rate that young the rate of re-offending across the cohort of young offenders in comparison to 2013/2014.</p> <p>(Please note the way this performance indicator is measured has been changed nationally which makes direct comparisons with historical performance difficult)</p>
<b>Remand and Custody</b> – demonstrate that there are robust and comprehensive alternatives in place to support reductions in the use of remands and custody.	Amber	<p>Data thus far suggests that we have seen a decrease in the number of remand episodes in comparison to 2013/2014 (5 in comparison to 10 so far)</p> <p>Data thus far indicates that we have seen an increase in the number of young people sentenced to custodial sentences in comparison to 2013/2014 (4 in comparison to 1 so far)</p>

		Data thus far indicates that the number of breaches of community based orders has decreased in comparison to 2013/2014
<b>Restorative Justice</b> – ensure all victims of youth crime have the opportunity to participate in restorative justice approaches and restorative justice is central to work undertaken with young people who offend.	Green	<p>All victims of youth crime have thus far been provided with the opportunity to participate in restorative justice approaches and restorative justice is central to work undertaken with young people who offend - 77% of contactable victims have thus far chose to engage in a restorative process.</p> <p>Victims continue to report high levels of satisfaction in relation Restorative Justice activities – 80% so far reporting that they are very satisfied).</p>
<b>Risk and Vulnerability</b> – ensure all children and young people entering or at risk of entering the youth justice system benefit from a structured needs assessment to identify risk and vulnerability to inform effective intervention and risk management.	Green	Risk and vulnerability arrangements continue to benefit from regular audit activity to ensure that all young people entering or at risk of entering the youth justice system benefit from a structured needs assessment to identify risk and vulnerability to inform effective intervention and risk management.
<b>Think Family</b> – embed a whole family approach to better understand the true impact of families in our communities and improve our understanding of the	Amber	<p>Significant progress has been made in relation to this priority.</p> <p>However, systems and practice are not yet embedded and the</p>

difficulties faced by all members of the family and how this can contribute to anti-social and offending behaviour.		service will need to ensure that it remains fully involved in 'Troubled Families' developments in the coming year as services are reorganised.
<b>Maintain Standards</b> – work undertaken by the YOS remains effective and achieves individual, team, service, community and national aims and objectives.	Green	<p>Self audit (verified by the national Youth Justice Board) in 2013-2014 indicates that Hartlepool YOS is meeting national standards relating to:</p> <ul style="list-style-type: none"> <li>• Assessment for interventions and reports</li> <li>• Planning and delivering interventions in custody and resettlement into the community (including Civil Detention Orders).</li> </ul> <p>And is meeting national standards with recommendations for improvements identified relating to:</p> <ul style="list-style-type: none"> <li>• Planning and delivering interventions in the community</li> </ul>
<b>Effective Governance</b> – ensure that the Youth Offending Strategic Management Board remains a well constituted, committed and knowledgeable Board which scrutinises Youth Offending Service	Green	The Youth Offending Strategic Management Board continues to be a well constituted, committed and knowledgeable Board which scrutinises Youth Offending Service performance.

performance.		It is prudent that the board's membership is reviewed to reflect the reorganisation activities that have and are taking place internally and across partner organisations.
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4.5 This initial review would suggest that the service and broader youth justice partnership will need to establish further improvement activities relating to:

- Sustaining the reduction of first time entrants to the youth justice system.
- Reducing further offending by young people who have committed crime.
- Demonstrating that there are robust alternatives in place to support reductions in the use of remands to custody whilst awaiting trial/sentencing.
- Ensuring that standards are maintained and improvement activities identified through the use of regular self audit activity.
- Embedding a whole family approach and improving our understanding of the difficulties faced by all members of the family and how this can contribute to anti-social and offending behaviour.
- Ensuring the Youth Offending Strategic Management Board continues to be a well constituted, committed and knowledgeable Board which scrutinises Youth Offending Service performance.

4.6 Further scheduled planning and consultation activities will support the development of these priorities in the coming month.

## 5. RECOMMENDATIONS

5.1 Children's Services Committee is requested to agree to the development of the 2015/16 Youth Justice Plan and comment upon the on the initial priorities identified as part of the planning process.

## **6. REASONS FOR RECOMMENDATIONS**

- 6.1 The development of the Youth Justice plan for 2015-2016 and the comments of the Children's Services Committee will provide the local youth justice partnership with a clear steer to bring about further reductions in youth offending and contribute to the broader community safety agenda.
- 6.2 The local Youth Justice Strategic Plan for 2015–2016 will establish responsibility across the Youth Offending Service and the Youth Offending Strategic Board for taking each improvement activity forward within agreed timescales.

## **7. BACKGROUND PAPERS**

- 7.1 The following background papers were used in the preparation of this report:
- 7.2 The Youth Justice Boards: Youth Justice Performance Improvement Framework (Guidance for Youth Justice Board English Regions available at: <http://www.justice.gov.uk>)

## **8. CONTACT OFFICER**

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- 8.2 Mark Smith, Head of Youth Support Services, Child and Adult Services, Hartlepool Borough Council, level 4, Civic Centre, TS24 8AY. Tel 01429 523405. E-mail [mark.smith@hartlepool.gov.uk](mailto:mark.smith@hartlepool.gov.uk)

# CHILDREN'S SERVICES COMMITTEE

10 February 2015



**Report of:** Director of Child & Adult Services

**Subject:** EARLY YEARS AND SCHOOL INFRASTRUCTURE  
PLAN

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision test (ii) applies, Forward Plan Reference No. C&AS28/14

## 2. BACKGROUND

- 2.1 Although there is no longer a statutory requirement for local authorities to publish a School Organisation Plan, the Council still has a statutory duty to assess the local need for school places to ensure every Hartlepool child and young person be provided with a school place within the town.
- 2.2 To clearly state the Council's strategy for pupil place planning, schools capital investment and vision for education provision, the Early Years and School Infrastructure Plan, see **Appendix 1**, has been developed with colleagues across the Council. The plan is integral to the suite of strategies and documents which underpin the Council's vision for education. It reflects the same key principles of commitment to the well being of all children and young people in the town, the pursuit of excellence, partnership working and openness and transparency in planning and decision making.

## 3. PURPOSE OF PLAN

- 3.1 The purpose of the plan is to contribute to raising achievement through the provision of quality learning environments. The plan aims to;
- provide an overview of current and future pupil numbers which supports planning the future pattern and provision of school places across the town;
  - identify priorities and allocate spending for capital developments of educational premises;
  - manage the demand for school places more effectively;
  - remove excessive surplus places in a focussed manner.
- 3.2 The principal objectives are;

- to improve standards of existing accommodation in order to meet the needs of pupils and teachers;
- to facilitate implementation of the curriculum;
- to contribute to raising standards.

3.3 The Early Years and School Infrastructure Plan sets out how the Council will work with key partners to shape education provision and how decisions about capital investment will be made more transparent to ensure maximum benefit and value for money. The plan will be renewed every ten years and reviewed every three years.

#### **4. CONSULTATION**

4.1 The draft Early Years and School Infrastructure Plan was presented to Schools' Forum on 22 October 2014, to allow feedback and comments on the plan and its proposals. The following points were noted;

- A query was raised regarding the data source for the projections. This information is provided to the department on an annual basis by Tees Valley Unlimited and is based on Office of National Statistics (ONS) birth rates, ONS sub-national population projections, school capacity, migration, fertility rates, housing development and demolitions and existing pupil numbers
- A question was asked regarding how the three planning areas across the town had been identified. It was explained that the location of significant housing developments, school places information and catchment areas was used to determine the areas. This is used to inform the annual School Capacity Collection return to the Department for Education, which provides additional funding for areas facing under provision. The use of planning areas enables the LA to demonstrate areas of pressure within the town that would not be visible when looking at the town as a whole.

4.2 In light of the queries from schools it was agreed that the draft document be shared with all schools and discussed at the January Director's meeting with Headteachers.

4.3 In addition, three meetings have been scheduled with schools in February. These meetings have been organised to reflect the three planning areas identified in the plan, namely North West Planning Area, Central & East Planning Area and South West Planning Area.

#### **5. CONSIDERATIONS**

5.1 It is proposed that the Early Years and School Infrastructure Plan will be reviewed every three years and renewed every ten years. This is critical as the Council needs to respond to capacity demands arising from increasing births and needs generated by new housing developments.

**6. RECOMMENDATIONS**

- 6.1 It is recommended that Children's Services Committee approve the adoption of the Early Years and School Infrastructure Plan.

**7. CONTACT OFFICER**

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# **EARLY YEARS AND SCHOOL INFRASTRUCTURE PLAN**

**January 2015**

**Review Date January 2018**



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## **Foreword**

Welcome to Hartlepool's Early Years and School Infrastructure Plan, which sets out the Council's strategy for pupil place planning, schools capital investment and vision for education provision for the next ten years.

The purpose of the plan is to contribute to raising achievement through the provision of quality learning environments. The plan describes the range of planned activities that affect the number, type and location of schools in Hartlepool, as well as the condition and suitability of school buildings and ultimately the number of school places available at each.

Effective school place planning is about ensuring the right number of good schools, which are educationally and financially viable, of the right size and in the right locations. It is also about ensuring that school buildings are high quality and fit for purpose.

Hartlepool Borough Council's Schools Capital Programme, which includes grant funding from central government alongside other sources of funding, such as developer contributions, will be used to support the implementation of the plan.

**Gill Alexander**  
**Director of Child & Adult Services**



## **Section One: Introduction, Strategic and Statutory Context**

### **Introduction**

Hartlepool is located on the North East coast within the Tees Valley region. It is a compact, mostly urban authority, with a small number of hamlets or villages just outside the town. There are approximately 91,220 inhabitants. The Borough has seen a major transformation over the past 25 years through regeneration programmes and public and private sector investment. Hartlepool has become a successful, modern town equipped to meet the challenges of the 21<sup>st</sup> century.

Our focus is to create the learning environments which will help to equip our children and young people to do well at school, to make friends and to 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 place in society as a happy, healthy, contributing and confident citizen.

Our vision is that Hartlepool will be a place where:

- All children and young people find their talents and experience good and inspirational teaching every day in a climate that expects the highest standards;
- The gap is closed between the achievement of children and young people from low income families and children in care and all children and young people nationally;
- Young people achieve the best qualifications possible, particularly in the globally important subjects of English, science, mathematics, technology, engineering and modern foreign languages, so that they can compete for the best jobs, best university places and high level apprenticeships;
- Children are supported from birth and throughout their childhood and adolescence by strong families and communities so that they start school with a zest for learning and grow up to have high expectations of themselves and their schools, and the optimism, confidence, values and resilience to succeed;
- Young people are prepared for life and work in an increasingly complex world and globally competitive economy.

Hartlepool has a total of 38 schools, including:

- 26 Primary Schools (all include nursery provision)
- 3 Secondary schools
- 1 Primary Special School
- 1 Pupil Referral Unit
- 7 Academy schools (2 Secondary, 4 Primary and 1 Secondary Special)

The schools vary in size, from primary schools with fewer than 100 pupils to over 1500 pupils in our largest secondary school. Taken together, the 38 schools in Hartlepool provide education for a total of 15,090 children.

For the majority of schools, pupil numbers are stable. However, some primary schools experience significant turnover in their rolls as a result of pupil mobility within the town.

## **Aims of the Early Years and School Infrastructure Plan**

This document aims to provide an overview of current and future pupil numbers which supports planning the future pattern and provision of school places across the Borough of Hartlepool.

Pupil Place Planning (PPP) is a critical aspect of the Local Authority's statutory duty to assess the local need for school places to ensure that every child can be provided with a place in a state-funded school. Local Authorities (LAs) need to show that they have robust procedures and systems for forecasting pupil numbers and taking account of changes in local circumstances to ensure there will be the right number of schools in the right places for the number of pupils expected in the future.

In addition, the plan also aims to identify priorities and allocate spending for capital developments on a needs led basis. It will outline the criteria used to make decisions about future development of educational premises and to manage the demand for school places more effectively, and remove excessive surplus places in a focused manner.

The principal objectives are to improve standards of existing accommodation in order to meet the needs of pupils and teachers, facilitate implementation of the curriculum and contribute to raising standards.

We aim to provide:

- parents with an understanding of the range of educational offers available to suit their needs;
- schools with a clear understanding of how decisions are reached about pupil planning, estate maintenance processes (where applicable) and capital investment and where they fit in the decision-making process;
- Local Planning Authority and housing developers with an understanding of their role in supporting the future pattern of education provision best marketed to changing demand;
- the wider community with an understanding of how education provision will be delivered to support the development of Hartlepool over the next 10 years.

## **Strategic Objectives**

This Early Years and School Infrastructure Plan (EYSIP) sets out how we will work with key partners to shape education provision and how decisions about capital investment will be made more transparent to ensure maximum benefit and value for money. It will be relevant to all schools whatever their specific governance arrangements.

## **Strategic Context**

### National Context

In July 2010 the government launched a comprehensive review of all capital investment funded by the Department for Education (DfE). This Review was called the James Review.

The purpose of the review was to consider the Department's existing capital expenditure approach (and in particular the Building Schools for the Future programme) and to make recommendations on future delivery models for capital investment, with a focus on achieving better value for money, higher quality, more rapid deployment, raise standards, tackle disadvantage, address building condition and meet the requirement for school places resulting from an increase in the birth rate.

The report sets out the research and analysis that was undertaken and also the recommendations on future delivery models for capital investment. In December 2013, a progress report was published. The majority of recommendations were accepted by the Department for Education and in summary the following areas have been addressed:

- The Property Data Survey Programme (PDSP) has been initiated to collect condition data on the schools estate and a full dataset should be available by mid-2014, ahead of the Review's expectations.
- The SCAP (Schools Capacity) survey has been improved which allows a more granular assessment of the requirement for places.
- The concept of allocating capital to need has been embraced by the Department, and programmes such as the Priority School Building Programme have helped to address the most significant areas of need.
- The recommendation that information from the PDSP is used to make allocations from 2015-16, with some funding continuing to be allocated for continuing maintenance.
- PDSP should be maintained and updated on a 5 year rolling basis and accountability and feedback mechanisms should be put in place to ensure those who make sensible capital investments are not penalised.

- Finally, the report recommended the Department continues to work with local authorities to ensure SCAP data is collected in a way which best represents need and local circumstance and to move to a holistic (rather than bid-based) allocation system.

### The Local Context

Hartlepool is currently using policies from a Local Plan in 2006. These policies were “saved” by the Secretary of State in 2009 and form the Development Plan for the town. A new Local Plan, which had been successfully approved by a Planning Inspector, was withdrawn by the Council in late 2013. A new Local Plan is currently being prepared but is in the early stages.

### Cancellation of Building Schools for the Future (BSF) Programme

Hartlepool was a Wave 5 authority in the BSF programme. As part of the programme requirements Hartlepool undertook a review of future demographic projections and identified a significant surplus places issue by the end of the BSF planning period. After several rounds of town-wide consultation and the publication of statutory proposals, Hartlepool’s Cabinet decided to close Brierton Community School with effect from Summer 2009. The impact of the closure of Brierton Community School meant that the remaining secondary schools took additional pupils to manage the process. A number of demountable buildings were installed on the remaining school sites to control the increased number of pupils, however, the plan was to rebuild all schools with increased capacity as part of the BSF programme.

In July 2010, the BSF programme was cancelled by central government. This left the secondary estate with one refurbished school under the BSF programme, and four secondary schools and one secondary special school oversubscribed and requiring significant capital investment. This is now an identified priority for the Local Authority.

### Co-location of Schools

Where appropriate and with consultation with all stakeholders co-location may be a possible solution to pupil place planning issues across the town. As part of the Primary Capital Programme (PCP) review in 2008/9, the possibility of co-locating St Cuthbert’s RC Primary School and St Aidan’s CE Primary School was identified as one of the priorities for future investment. Due to the cancellation of the programme this priority was put on hold.

Having reviewed the current school estate and considered the condition reports, work has begun on reviewing this option as part of future capital priorities.

## Priority School Building Programme (PSBP)

The PSBP is a national programme run by the Education Funding Agency (EFA), with the aim of rebuilding, remodelling those schools considered to be in the worst condition. Three Hartlepool schools have benefitted from this scheme as part of the first phase of the programme. In July 2014 Hartlepool submitted expressions of interest for other schools as part of Phase 2 of the programme. Local Authorities will be notified of successful submissions by the end of January 2015.

The Local Authority is focussed on addressing any issues and identifying additional funding to ensure the provision of quality school places for our young people.

### **Statutory Context**

The fundamental starting point for the EYSIP is to ensure that we can meet our statutory duties delivered through the early years and education estate. The EYSIP explains how we will meet our statutory responsibilities in:

- ensuring fair access to schools for every child and actively promoting a diverse supply of strong schools
- promoting high quality early years provision, securing free early education for all three and four year olds and for all disadvantaged two year olds
- ensuring there are sufficient children's centre services to meet local need and sufficient childcare for working parents
- supporting participation in education or training for young people.

### **Consultation and Engagement Arrangements**

The changes in national policy and the complex nature of the strategic, local and statutory context highlight a number of key issues that need to be addressed. These are:

- residential developments planned over the next ten years;
- a school estate of varying age, size, condition and suitability which needs to be maintained against a backdrop of reduced capital funding and conflicting demands;
- the requirements and challenge of the National Planning Policy Framework in particular delivering sustainability and high quality designs against reduced capital investment.

As part of any changes to the education estate or new legislation, we will work and consult with partners on key issues.

## **Section Two – Principles for Planning School Places**

### **Overview and Challenges**

As planning applications for housing sites are submitted, the authority individually assesses each application to see if there is a need for the developer to pay an education contribution towards increasing the capacity of an existing school in the proximity of the site to cope with the new children from that development.

It is however likely that planning applications will be received for large sites (1500-2000 new homes) on land to the south west and west of the town. It will be necessary to assess the scale and impact of these sites and it may be necessary to ask developers either to provide a new primary school on site or to safeguard land for a school in the future and make a financial contribution towards the build costs if it is needed.

In the current economic climate there is much uncertainty over the level of future capital funding from Government, and an expectation from Government that increased numbers can be managed without significant investment, balanced against the continued pressure on schools to improve standards.

In addition, the Local Authority recognises its changing role with the development of academies and other providers, and is committed to working with all educational establishments to ensure choice, diversity and excellence for parents and our young people.

### **Principles of Place Planning**

It is important that there is a set of core principles in place that provide a robust basis for pupil place planning in an open and transparent process and that investment decisions are based on these principles, established in partnership with others responsible for delivering education in Hartlepool.

The principles are summarised below;

- provide local schools for local children;
- provide parents and children with choice, diversity and excellence;
- maintain a network of provision across Hartlepool by ensuring that no primary school will be smaller than single form entry or larger than two form entry and ensuring that no secondary school will be larger than 1250 places.

### **The Overall Approach**

Our approach to education provision in Hartlepool needs to respond to the capacity demands arising from local communities, where pressures may result from increasing births, and the needs generated by new developments. However, we recognise that education provision is not solely about capacity and numbers and has a key role in promoting choice, quality and diversity in the range of education provision available. We will work with key partners to ensure that when new

provision is needed due to a shortfall of pupil places any expansion plans represent value for money, are sensible and delivered in a timely manner to meet the statutory need.

Wherever possible, published admissions numbers are set to multiples of half a form entry. A standard form of entry is 30 places therefore most intakes are in multiples of 15. This is not always possible given the restrictions of the physical space available within schools.

### **Early Years & Childcare Statutory Duties**

Hartlepool has been delivering two year old places for the past five years to the most vulnerable two year old children. The statutory duty to deliver two year old places commenced on the 1<sup>st</sup> September 2013 however Hartlepool Borough Council began to place children using the new funding from the 1st April 2013. In 2013/14 eligible children were from the 20% most income deprived families – this was estimated to be approximately 400 eligible children in Hartlepool using this criteria. In 2014/15 eligibility will be extended to the 40% most vulnerable families. This includes those families that are working but on a low income, children in foster care, children looked after, children under special guardianship, adopted children, children with additional needs, bringing the total estimated number of eligible two year old places in Hartlepool to 694. Places must be allocated to eligible two year old children the term *after* their second birthday. Discretion remains with the LA to fund a childcare place outside this criteria. The process of managing the childcare market is a difficult one not least because the LA does not control the private, voluntary and independent (PVI) sector that provides the majority of childcare in the town. The childcare sufficiency assessment report therefore provides the LA with essential detail on the supply of childcare in Hartlepool and makes clear any actions the LA needs to take to effectively manage the market.

In addition to the existing five schools taking two year old children (West View, Rossmere, St John Vianney RC, Grange and Golden Flatts Primary Schools) two of these schools are looking to expand their provision. A further seven schools are working with the LA to develop provision (Owton Manor, Stranton, Barnard Grove, Brougham, Greatham, Lynnfield and St Aidans C of E primary school).

Areas where we have high numbers of two year old childcare places will need to be monitored and where they begin to reach capacity, the opportunity to increase their provision will need to be explored.

### **Three and Four Year Old Free Nursery Entitlement (FNE)**

Every eligible 3 or 4 year old child has access to 570 hours of FNE across the year in either a maintained or approved setting. Children are eligible for a place the term *after* their third birthday. In October 2013 15 schools were fully flexible in delivering their FNE and 9 offered flexi sessions where parents can adjust their nursery care to suit their family needs.

Clearly the government's new offer of a free place to every eligible two year old child will result in a need for some new places. The LA continues to carefully manage this process ensuring that existing providers are not adversely affected whilst at the same time meeting the needs of eligible parents.

The governments Welfare Reform agenda could mean that more two year old children in Hartlepool may become eligible for a free FNE place on the basis of their families income.

### **Providing Places for Five to Sixteen Year Olds**

Primary school provision offers places on a single site for children aged 5 – 11. There are no separate infant and junior schools in Hartlepool. All primary schools provide nursery provision on site.

There are three local authority secondary schools and two academy secondary schools in Hartlepool. Hartlepool secondary schools operate a 'partner primary school' system for its schools. This means that each primary school has a feeder link to a designated secondary school. This link is for the purposes of oversubscription criteria and parents still have the right to express a preference for the school of their choice.

In the event that there are more applications for the secondary school than there are places available, priority is given to those pupils attending a linked partner primary school and living in the admission zone of that primary school.

The English Martyrs School & Sixth Form College also operates a feeder link system however, when considering applications, the governing body of the school give priority to baptised Roman Catholic children attending a feeder primary school (one of the Catholic primary schools).

List of Secondary schools and their linked partner primary school:

### **Dyke House Sports & Technology College**

- Brougham Primary
- Holy Trinity C of E (Aided) Primary
- Jesmond Gardens Primary (*partnered with Dyke House Sports & Technology College and, in part, High Tunstall College of Science (certain streets only are partnered with High Tunstall College of Science)*).
- Lynnfield Primary (*partnered with both Dyke House Sports & Technology College and High Tunstall College of Science*)
- St Aidan's CE Memorial (Aided) Primary
- Stranton Primary
- Ward Jackson C of E (VA) Primary

### **The English Martyrs School & Sixth Form College**

- Sacred Heart RC Primary
- St Bega's RC Primary
- St Cuthbert's RC Primary
- St John Vianney RC Primary
- St Joseph's RC Primary
- St Teresa's RC Primary

### **High Tunstall College of Science**

- Eldon Grove Primary
- Hart Primary
- Jesmond Gardens Primary (*partnered with Dyke House Sports & Technology College and, in part, High Tunstall College of Science (certain streets only are partnered with High Tunstall College of Science)*)
- Lynnfield Primary (*partnered with both Dyke House Sports & Technology College and High Tunstall College of Science*)
- Rift House Primary
- St Peter's Elwick C of E (VA) Primary
- Throston Primary (*partnered with both High Tunstall College of Science and St Hild's Church of England VA School*)
- West Park Primary

### **Manor College**

- Eskdale Academy
- Fens Primary
- Golden Flatts Primary
- Grange Primary
- Greatham C of E Primary
- Kingsley Primary
- Rossmere Primary

## **St Hild's Church of England VA School**

- Barnard Grove Primary
- Clavering Primary
- St Helen's Primary
- Throston Primary (*partnered with both High Tunstall College of Science and St Hild's Church of England VA School*)
- West View Primary

There are school admissions policies in place for all community, voluntary controlled, voluntary aided, foundation and academy schools. Each school has an admission number which must take account of the indicative admission limit which results from the national net capacity formula. Admission authorities are represented on the Hartlepool Admissions Forum which has responsibility to:

- monitor how admissions relate to published admission numbers;
- promote agreement on how to ensure that vulnerable children and those with special needs are effectively provided for in admission arrangements;
- consider and monitor arrangements for the allocation of places outside the normal admission round and arrangements for those excluded from school.

## **SEN Provision**

Other educational provision in Hartlepool includes two special schools (one primary and one secondary) and a pupil referral unit.

The LA's strategic vision for inclusive education reads:

*"Hartlepool Council believes that all children should have an equal opportunity to have access to a broad and balanced curriculum and to be included in all activities at school that are open to pupils of their age group. The Council aims to secure this equal opportunity for every child by promoting and supporting the development of an inclusive education within mainstream schools and by ensuring that ultimately every child is able to access a mainstream school and receive appropriate support in respect of any special educational needs they have. The needs of individual children will remain paramount and Hartlepool special schools will form part of the provision both in relation to individual children and in a supporting role to mainstream schools."*

The Action Plan for children and young people with learning difficulties and/or disabilities (LDD) 2013-15 outlines the strategic priorities in this area.

## **Post 16 Provision**

Post 16 provision in Hartlepool consists of a College of Further Education, a Sixth Form College, a Roman Catholic Academy with a Sixth Form College, an Academy with a Sixth Form College, a specialist College of Art and Design and several local and national training providers. There is a diverse mix of voluntary and community providers who support the re-engagement of 'Not in Education, Employment or Training' (NEET) learners to post 16 learning via community based European Social Fund (ESF) projects. There are also post 16 providers within travel to work distances, including East Durham and Houghall College, who provide specialist agriculture and horticulture provision.

## **Travel Plans**

Under the previous government there was a programme in place for all schools in the country to develop a School Travel Plan. A School Travel Plan is a blueprint for schools to put a range of measures in place to encourage the use of active and sustainable modes of transport for school journeys and all schools in Hartlepool had their plans in place by 2009.

Walking and cycling are great ways for pupils to get to school as they can help reduce congestion around schools, making the school run less stressful and far safer for everyone. In addition, many teachers report that young people who walk and cycle to school are more alert and ready to learn than those who arrive by car. Walking and cycling are good forms of exercise for children and adults alike and can help improve our local environment.

In conjunction with the national charity Living Streets, Hartlepool Borough Council has been working to promote walking to school through schemes such as WoW (Walk once a Week) which rewards pupils for walking to school. The project also encourages measures that can still bring health benefits and keep areas around schools safer such as Park & Stride - parking away from the school and walking the last 5-10 minutes of the journey.

A number of primary and secondary schools in the town have cycle parking facilities and Level 2 Bikeability Cycle Training is offered to Y6 pupils at all primary schools. Bikeability is Cycle Proficiency for the 21st Century and aims to provide pupils with the skills, knowledge and confidence to cycle around town safely.

More recently, the Local Authority has assisted three schools in the town to produce new School Travel Plans, as part of the planning process relating to their redevelopment.

## Surplus Places

It is important to be realistic about surplus places. A certain level is necessary to provide some flexibility within the system and allow for the expression of parental preference. Whilst the town as a whole has sufficient surplus places there are areas where primary schools are at/nearing capacity.

The Authority aims to maintain the level of surplus places at 7%. The recognised guideline is that surplus places should not exceed 10%. If any individual school has surplus capacity of 15% or over, this should trigger an appraisal and, if necessary, action to address the surplus. There may be legitimate reasons for a continuing surplus at a particular school or, in the case of a small school, where the use of a percentage clearly overstates the problem.

It may be necessary to consider the reduction of places across a group of schools serving a particular area. In drawing up any future rationalisation or reorganisation proposals, the LA would work in partnership with others, particularly school governors and the diocesan authorities. The following factors would need to be given particular consideration:

- **educational standards** as judged by, for example, key stage tests, examination results, OfSTED inspection reports, and the LA's own monitoring of school performance;
- **the quality of accommodation** as assessed in condition and suitability assessments carried out as part of the Asset Management Plan process;
- **the location of schools** in relation to others, and in particular the effect on travelling distances for pupils;
- **the capacities of schools (sufficiency)** in relation to the expected demand for places;
- **community involvement** with schools, i.e. the extent to which a school provides a base for community activities/services, such as early year's provision or adult education.

### Strategies for Removing Surplus Places

Against the current background of increasing birth rates and school roll numbers it is not expected that the Local Authority will have to take action to remove surplus places in any schools. In addition, the DfE have reduced the emphasis on removing surplus places at schools and have stopped monitoring this. However, where a locally maintained school has significant surplus places ie more than 25%, consideration may be given to removing provision.

Proposals to remove surplus places will be considered in the following cases:

- The amount of surplus in a school is significant i.e. more than 25% and there are other local schools with places
- High levels of surplus or under subscription have been consistent and there is evidence that pupil numbers will not improve or will decline further.
- The school's pupil numbers have fallen to the point where it is no longer viable to maintain it.
- Reduction of places could be temporary or permanent. Where the problem is specific to one school and there are no implications for other schools in the locality, the council will seek to reduce the school's capacity and admissions number by finding other uses for the unused school accommodation. This might include re-designating space for alternative uses e.g. community facilities or office space for co-located services, or re-using space for specific educational purposes such as for children with special educational needs.
- Temporary accommodation will be removed as a matter of course and, where there is a projected sustained decrease in pupil numbers consideration could be given to removing permanent accommodation.

Where the over provision of school places affects several schools, the council will seek an area-wide solution. This could involve several schools being reorganised with the possibility of one or more schools closing. In the current climate, set against a background of increasing pupil numbers, it is unlikely that such measures would be considered unless at least one school has become so small that it is difficult to maintain provision.

In some instances there may be situations where the provision of school places needs to be managed in a locality but a reorganisation of schools is not necessary, desirable or achievable. Consideration may be given to encouraging schools to collaborate more closely with one another or to federate.

Such arrangements can allow small schools to benefit from the scale of operation of a larger school, while maintaining the advantages of local provision. Schools can also share staff and expertise and may be able to resolve some accommodation issues by taking such measures.

### **Adding School Places**

The Department for Education defines a 'basic need' for additional places as the requirement for additional school places in areas of population growth, where there is no more capacity in all maintained schools in the surrounding area. A growth area is one where there is a demand for places, having taken account of the available alternative school places within a 2 mile radius of the site of a proposed new building for a primary school and within a three mile radius for a secondary school. Denominational need and the provision of additional places at successful and popular schools does not constitute a 'basic need', where there are sufficient numbers overall.

If there is a 'basic need' to add school places, short of opening a new school, the Authority will need to consider the same key factors as set out above for the removal of school places. Where there is a requirement for additional places, it may be an opportunity to expand a popular over-subscribed school, if this is feasible. Where appropriate, the LA would also consider inviting other potential providers to bring forward proposals for a new school where this is required to replace a secondary school.

Where it is identified that additional places are required the Local Authority will consider three levels of intervention as follows.

1. The Local Authority will try to determine, in discussions with the school/schools, if there is already unused or underused spaces available. The Council will look to see if a school's admission number can be increased without any additional investment by utilising the building better or by converting community or resource spaces to classrooms. In some cases this may only be a short-term solution and further capital investment may need to follow.
2. Where pressure for places is projected to be sustained and there is no alternative accommodation which could be easily converted the council will seek to permanently increase capacity at one or more schools by adding in permanent additional classrooms and facilities. A major consideration will be the availability of sufficient land on the existing school site(s).
3. Where pressure for places is projected to be sustained and there is no option to increase capacity within existing schools, consideration will be given to establishing a new school or establishing an additional school site for existing school. In accordance with current legislation it is likely that a new school would mean seeking a new academy or free school. A major consideration would be the availability of a suitable site.

### **Overcrowding in Schools**

Failure to address overcrowding could lead to large class sizes, loss of specialist facilities, or parents becoming dissatisfied because their children cannot get into their preferred school, or possibly their nearest school. Building new schools is one way of adding capacity when large increases in local demand justify it. It is more common for LAs to extend existing schools to provide additional forms of entry.

## **Section Three - Pupil Place Planning**

### **Overview**

Current legislation gives Local Authorities responsibilities for:

- Promoting high standards
- Fulfilment of potential
- Fair access to education
- Securing sufficient school places and increasing opportunities for parental choice.

The statutory responsibility to ensure a sufficient supply of pupil places requires a strong approach to collecting, assessing and using a range of data to inform a robust approach to future pupil place planning.

To meet our statutory duty, we not only have to plan for September intake to September intake changes in numbers, but also consider medium and long term needs which have to be addressed having regard to long term demographic changes and planned new housing development.

The response to these patterns of change involves an ongoing need to review and revise the capacity of existing schools where there are specific pressures for change.

### **Forecasting Primary and Secondary Pupil Numbers**

1. Pupil projections are based on relevant data provided from a range of sources:
  - Department for Work and Pensions Child Benefit records.
  - Data from GP patient lists (pre-school age children and estimate births for current year).
  - Office for National Statistics (ONS) sub-national population projections
  - Termly School Census (January headcount).
  - Primary School patterns of transition to secondary schools.
  - Housing data on new build developments and demolition programmes.
  - Staying on rate at Post-16.
2. The first stage of the projection process is to determine a target figure for the Local Authority as a whole for each school year group. An average of the last three years cohort ratios is used to roll forward the actual rolls. The ratio, calculated by dividing the 2014 Year 9 total by the 2013 Year 8 figure, for example, represents change in the cohort – most of which is migration. For Reception year the relevant cohort for births (5 years earlier) are used. These targets form the overall controls for the individual schools.
3. Future births are derived from ONS sub-national population projections released by the ONS in May 2014 and revised on an annual basis. Local projections are modelled on national projections for migration and fertility rates and adjusted for local differences.

4. Reception pupils for the next academic year are estimated using the latest information on allocations and appeals at the time the projections are published. These are used as a proxy for the rolls in spring of the same school year. Reception pupils for subsequent years are an average of previous year's reception, year 1 and year 2 with an adjustment for any new housing or clearances in the schools catchment area. Other data such as GP patient records are used to help estimate numbers coming into reception for smaller and rural schools.
5. All other year groups are rolled forward and then adjusted for housing developments/clearances and migration.
6. For every 100 new houses it is expected, on average, to produce around 2.5 children per year group. This is based on the Local Authority as a whole; an adjustment is made for individual schools where there is strong evidence of a higher factor. Current roles for Catholic and Non-Catholic pupils are used to split the pupils per house and current figures suggest around 19% of pupils will be Catholic.
7. Forecasting secondary school pupils is carried out shortly after forecasting primary numbers. Primary numbers feed through to the secondary phase, so our current projections have the advantage that seven year groups are already in the school system.
8. The basic technique for forecasting secondary pupil numbers is to project forward the numbers of children transferring to secondary schools from specific primary schools each year. These forward projections are then adjusted to include other important factors such as housing developments/clearances and migration.
9. Hartlepool uses primary feeder schools to determine the Year 7 intake so the intakes vary according to the numbers in each year in the feeder schools. For the first year of the projections, figures for Year 7 are provided by the admissions team after all appeals have been concluded.
10. For schools with a Sixth Form, Year 12 and 13 are calculated using previous staying on rates.
11. For every 100 new houses it is expected, on average, to generate around 2.5 children per year group for secondary schools. This is based on data for the Local Authority as a whole; an adjustment is made where there is strong evidence of a higher factor. Current rolls for Catholic and Non-Catholic pupils are used to split the pupils per house and current figures suggest that 20% of pupils will be Catholic.

## **Expected House Building**

Education infrastructure is an integral part of a new residential development and is essential in order to achieve sustainable communities. Developments that are likely to generate an increased demand for school places will need to contribute towards expanding existing education facilities where the development is not of a sufficient size to require a new school. This will include contributions and/or the allocation of land to enable schools to be built or extended. Paragraph 72 of the National Planning Policy Framework (NPPF) identifies the importance in ensuring sufficient choice of school places is available to meet the needs of existing and new communities and requires Local Planning Authorities (LPA's) to take a proactive, positive and collaborative approach to meet this requirement, and development that will widen choice in education. The LPA should also give great weight to the need to create, expand or alter schools and work with school promoters to identify and resolve key planning issues before planning applications are submitted. Contributions are currently being required through saved Policy GEP9 (Developer Contribution) in the 2006 local plan and through guidance set out within the emerging Developer Contributions Supplementary Planning Document.

For developments of 750 dwellings or more a primary school will normally be required on-site, subject to spare capacity in local schools. In cases where a school is to be provided on site, the developer will be expected to set aside sufficient land and to construct educational facilities to the Local Authority's design and specification at the developers' own costs. In certain circumstances, if the developer can illustrate that the construction of the school cannot be justified in viability terms, the Local Authority may be willing to accept a parcel of land on site which would be used to construct new education facilities with a financial contribution to assist with construction costs.

Contributions will be sought for developments where the Council has identified that there is pressure on school places in the area. These contributions may be discounted if sufficient places are available in existing local schools. When looking at spare capacity the Local Authority will also take into account other developments in the vicinity, and information on projected future pupil numbers. Under planning law these contributions are secured through section 106 legal agreement and must meet the tests set out in paragraph 204 of the NPPF. One of the tests states that contributions must be directly related to the development and as such it will be necessary within the legal agreement to identify which planning area the contribution will be invested.

The following types of residential development will be exempt from education obligations; sheltered housing, student accommodation, care homes and residential homes for the elderly.

## **Improving the Quality and Suitability of the Estate**

We recognise that schools need to be of a sufficient size to offer a broad and balanced curriculum in a cost-effective manner.

## Small Schools

The Audit Commission defines a primary school with under 90 pupils as a small school. The cost per pupil of maintaining a small school is inevitably much higher than in the case with a larger school. On the other hand, small schools can be very successful and there is no reason why such schools should not continue to flourish. Nevertheless, given the additional expense involved, small schools need always to be kept under particular scrutiny. The same point applies in the case of 11-16 secondary schools, once the school provides for less than five forms of entry.

School organisation proposals should not be based on an assumption that primary school classes should routinely be above 30 and must have regard to the legal requirement to ensure infant class sizes are not over 30. At secondary level, planning for many practical activities will also need to assume teaching groups of considerably fewer than 30.

## Large Schools

Hartlepool Borough Council's Policy is that a primary school is not bigger than a two form entry and a secondary school is not bigger than 1250 places.

## Primary Schools

The Council's strategy on primary school place planning is that no new school will be smaller than one form entry or larger than two form entry. The accepted reasonable level of surplus school places is 7%. Hartlepool's surplus is currently 11.5%, this is expected to reduce to 8.5% by 2017 but recover to 12.4% by 2023.

As a result of previous increases in birth rates, it is projected that Hartlepool primary school rolls will continue to increase until 2017. However, 2013 live birth data from the Office for National Statistics shows a 4.3% reduction in the national birth rate and it is expected that this will result in decreasing pupil numbers; revised projections suggest that Hartlepool will have approximately 108 less pupils in 2024 than in 2014. The General Fertility Rate (GFR) for England is 62.4 compared to 58.9 for Hartlepool.

The graph overleaf shows projected primary age pupil numbers for the next ten years.

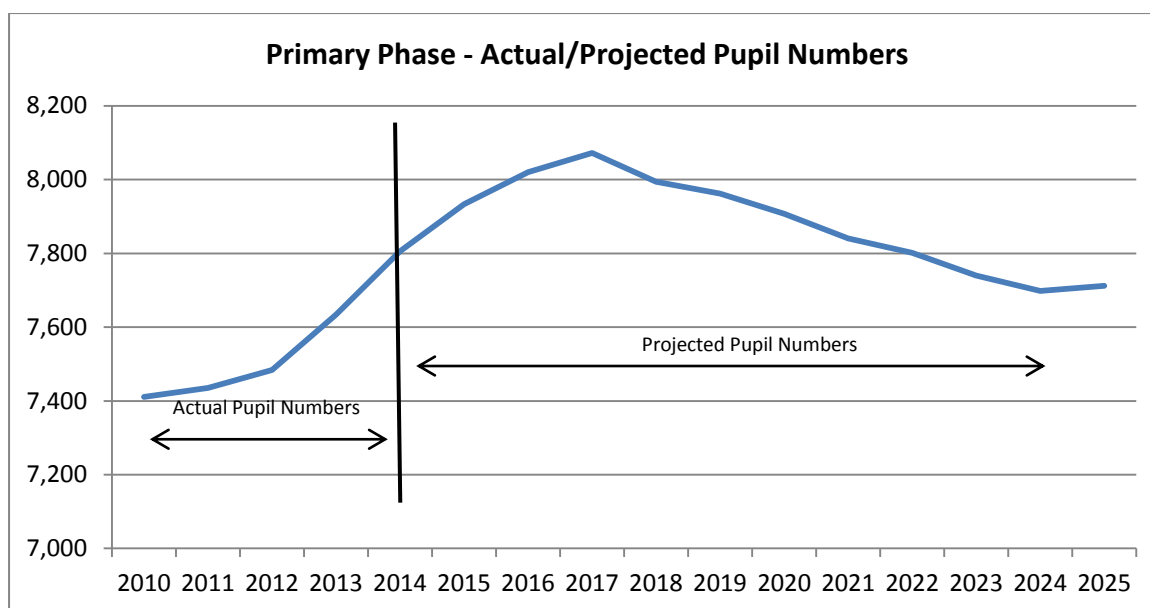


Figure 1

Whilst surplus capacity is at an acceptable level for the town as a whole, the graph below shows how this varies across schools. Four schools are currently full with pupils admitted above the published admission number and a further six schools have a surplus below the acceptable level. At the extreme, 3 schools have over 25% surplus.

As some schools are already full this is limiting parental preference. This can be seen in more detail in Appendix A.

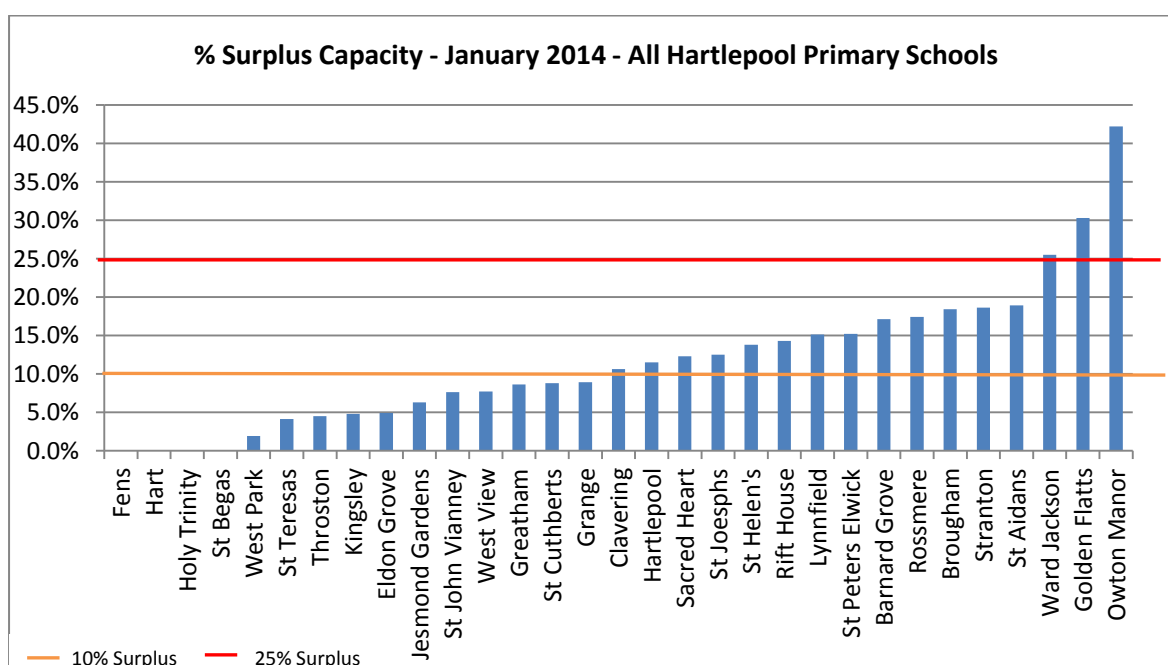


Figure 2

The following table shows overall surplus in each year group and highlights that the earlier year groups (Reception to Year 3) have less surplus places available. This is

not obvious when looking at overall surplus of each school but is important to consider when assessing availability of school places.

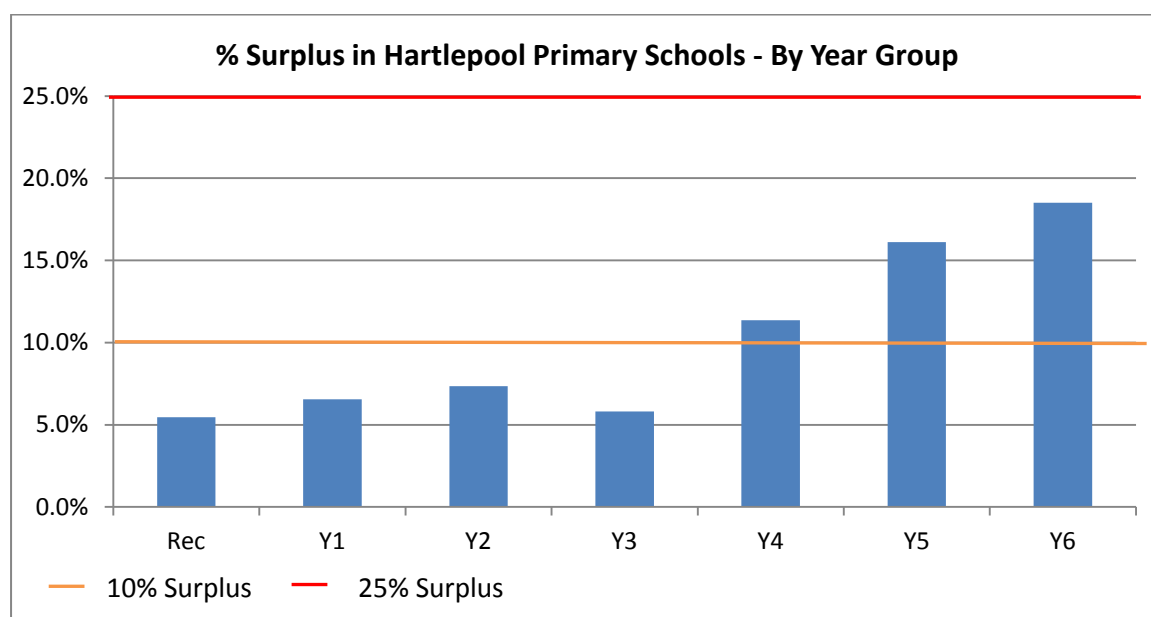


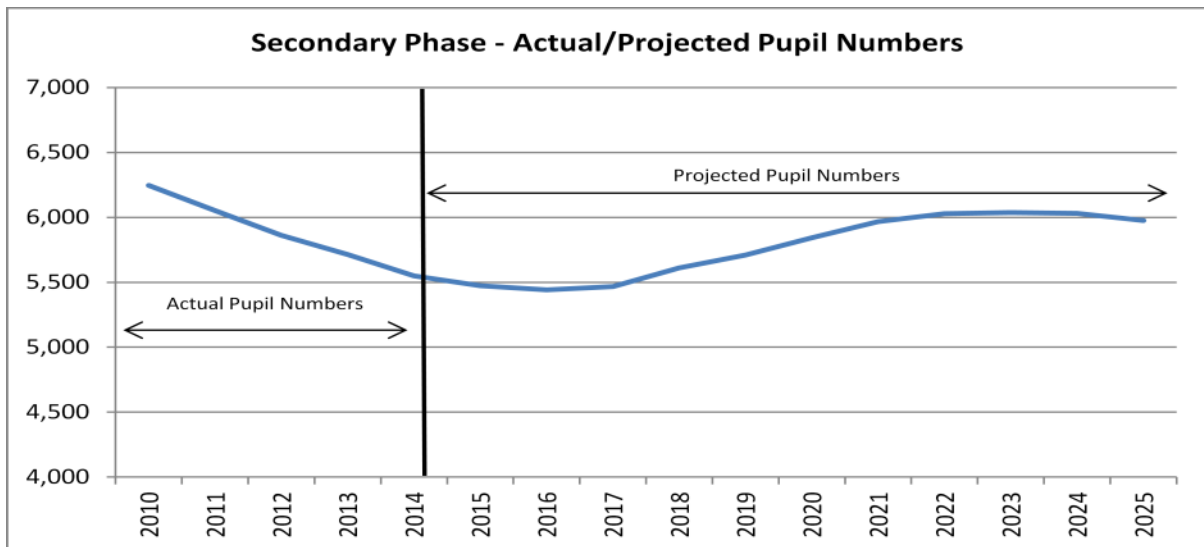
Figure 3

## Secondary Schools

The Council's strategy on secondary school place planning is that no new school will be larger than 1250 places. Hartlepool's secondary schools currently have an acceptable surplus of 11.9%. This is projected to increase over the next 3 years and then decrease each year. Surplus capacity in secondary schools is expected to decrease to 4.3% by 2022 and remain at a similar level for the remainder of the projection period.

Births in the area feed through to primary school entry five years later and to secondary school entry 11 years later. There is a strong correlation between births and numbers entering school for both sectors. Secondary schools are in a period of declining numbers and this is expected to continue for the next two years as the smaller cohorts of the late 1990s/early 2000s feed through. These will then be replaced by larger cohorts and numbers are expected to increase slowly initially, and then by around 100 per annum from Spring 2018 until Spring 2021 when numbers should level off at around 5,700.

The following table shows the projected pupil numbers for the next ten years.



Surplus capacity is not equally spread across all Hartlepool secondary schools. There are currently three schools with surplus capacity below the preferred level and two that are well above. This can be seen in the graph below.

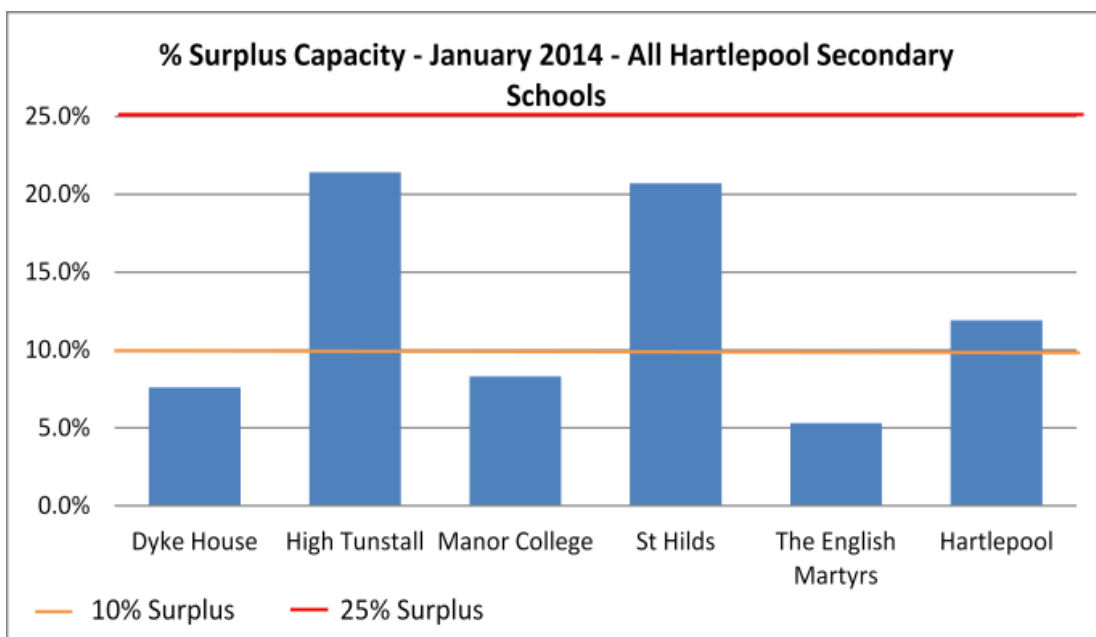


Figure 3

In the secondary sector the higher year groups have less surplus capacity. Over the next 2-3 years these larger year groups will leave secondary education, therefore, increasing the surplus capacity available. However, larger primary year groups will progress to secondary education from 2017-18 and the surplus capacity will reduce each year.

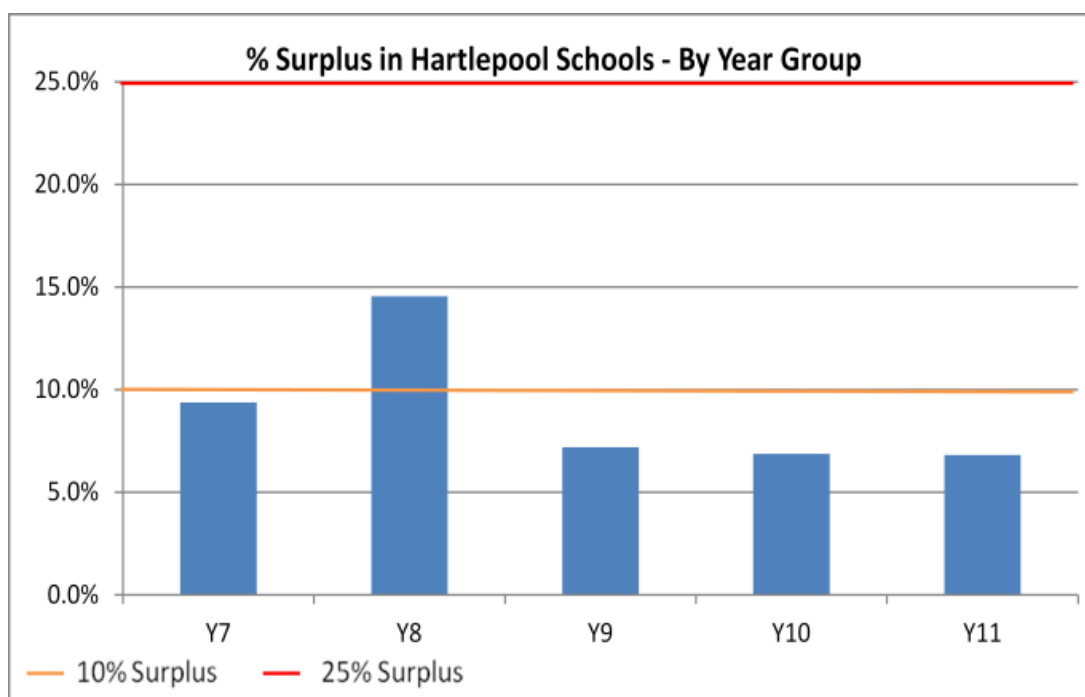


Figure 4

### Post 16 Provision

Following the implementation of the Raising of the Participation age young people must now stay in learning until they reach the age of 17, this will rise to 18 from 2015. The anticipated increased number of learners will not have any impact on providers of post 16 education in Hartlepool.

### **Planning Areas**

The Authority has defined three educational planning areas to support school place planning. Each planning area comprises several primary schools and one/two secondary schools; schools are grouped based on geographical location. The planning areas are:

- North West (10 primary phase and two secondary phase)
- Central & East (14 primary phase and two secondary phase)
- South West (6 primary phase and 1 secondary phase)

The use of planning areas enables the Authority to identify school place pressures that would be hidden when looking at the town as a whole. In particular, there are significant developments proposed to the South West and North West of Hartlepool and these developments impact on school places in these areas.

Appendix A provides a summary of the school planning areas including which schools are in the area, pupil projections for the next ten years and surplus places by year group.

## **Section Four – Improving the Quality and Suitability of the Estate**

### **Principles**

Investing in the estate is much more than just about the maintenance of the bricks and mortar, it will contribute to the health and wellbeing of pupils and staff, support education performance, reduce running costs and the carbon impact of our buildings.

The principles which underpin our investment strategy are:

- The health and safety of children, staff and other school users will be the highest priority for capital investment;
- Ensuring schools stay open and are fit for purpose by prioritising maintenance to minimise the risk of possible closure;
- Opportunities to support wider strategic projects will be taken where there is clear evidence the investment should be prioritised.

### **Our Approach**

In the past, the approach to funding infrastructure has been based on an objective assessment against consistently applied criteria. The condition of premises (schools and children's centres) has been assessed, priorities allocated according to the seriousness of the condition revealed and the urgency associated with any breaches of legislation.

Having identified specific concerns about condition and health and safety issues, a matrix for the prioritisation of condition works has been developed. The LA also accounted for schools' ability to accommodate work. For a number of years, capital funding from the Department for Education has been allocated using weighted pupil numbers across the town. However, 2015/16 capital funding is expected to be allocated by analysing data from the national Property Data Survey Programme.

Two schools, (Dyke House Academy and Jesmond Gardens Primary School) have already received significant capital investment through Building Schools for the Future and the Primary Capital Programme. However, there are condition issues in other schools. The current condition backlog for our schools is circa £18m. The backlog includes, roofing and window replacements, mechanical and electrical works.

The capital priorities in the future will be to seek funding opportunities for new schools at High Tunstall College, English Martyrs School & Sixth Form College and West View Primary School KS2 Building.

## **Property Data Survey Programme (PDSP) – Overview**

The PDSP has been undertaken by the Education Funding Agency (EFA), an executive agency of the Department for Education, to provide a consistent view of the condition of England's school estate. The PDSP information will be used by the Department for Education to help target future capital investment to identify where school building condition needs are greatest and to help to shape future capital allocations.

A total of 12 common building elements (eg roofs, floors/stairs, ceilings, electrical services etc) are visually assessed and attributed a condition grade and priority rating.

**Grade A** – Good. Performing as intended and operating efficiently.

**Grade B** – Satisfactory. Performing as intended but exhibiting minor deterioration.

**Grade C** – Poor. Exhibiting major defects and/or not operating as intended.

**Grade D** – Bad. Life expired and/or serious risk of imminent failure

When the condition of elements have been assessed, priorities will be allocated according to the seriousness of the condition revealed (below)

**Priority 1.** Immediate or year 1 remedial action required.

**Priority 2.** Year 1-2 remedial action required.

**Priority 3.** Year 3-5 remedial action required.

While the government has commissioned these surveys, the EFA has confirmed that local surveys should continue to be carried out. For maintained schools it is proposed that there will be an ongoing regime of tri-annual condition assessments, and it is advised that academies continue to keep accurate condition data as it will continue to be a key driver for future capital investment.

Responsibility for the day to day repairs and maintenance rests with the individual Governing Body or Academy Trust and it is good practice for schools to develop their own plan for tackling building related issues. Schools will also need to consider making provision in their balances against contingent or emergency items.

## **Suitability Assessment**

Schools Forum has agreed to top slice the Dedicated Schools Grant revenue funding to address suitability issues in schools. The first priority is to ensure all schools are 'wind and water tight' which will be addressed through condition data and then look at the curriculum and how this can be supported. The curriculum priorities are cooking areas at KS2 for primary schools and science laboratories in secondary schools.

Suitability is defined as how well school premises meet the needs of pupils, teachers and other users and contribute towards educational standards. Surveys assess whether teaching and non-teaching accommodation is 'fit for purpose'.

Surveys were last carried out during 2008 with the intention of informing the Primary Capital Programme. Surveys and data returns are no longer a statutory requirement, however, it is proposed to re-visit this area of work during 2014 to inform decisions on spending priorities. Assessments will be carried out jointly with a nominated colleague from each school and an officer from the Local Authority and will help identify the need for work to address issues which represent the greatest impact on schools' ability to raise educational standards. The following categories will form the basis of criteria to be used:

**Category A** – Unable to teach curriculum

**Category B** – Teaching methods inhibited

**Category C** – Management of organisation of school affected adversely

**Category D** – Pupil or staff morale or pupil behaviour affected adversely

Assessments will also identify health & safety/security problems arising from inadequate or unsatisfactory aspects of building or site layouts. This work will be overseen by the Schools Capital Sub Group

## Section Five – Funding

We currently receive an element of funding direct from central government, but there is considerable uncertainty about the future scale and nature of such funding. In addition, this EYSIP has been developed at a time of increasing fiscal constraint which has resulted in a significant reduction in the capital funds allocated to the LA for investment in education infrastructure.

The current pattern of government capital funding consists of:

- **Capital Maintenance** – a formula grant to the Local Authority for all maintained community schools. This funding is aimed at addressing condition needs in existing school premises, but does not include academies.
- **Local Co-ordinated Voluntary Aided Programme** – a formula grant to the voluntary aided sector targeted at condition and suitability issues.
- **Basic Need** – a formula grant allocation to the Local Authority to help to ensure there are sufficient pupil places in all schools. In 2013/4 there was no allocation of this fund. It is to be used to secure the additional capacity needed to meet immediate local pressure for additional places, primarily through the phased expansion of existing schools.
- **Universal Free School Meals Capital** – this is new funding that will be used to improve school kitchens or increase dining capacity to ensure every reception, year 1 & 2 child receives a free school lunch from September 2014.
- **Priority Schools Building Programme** – central Government grant funding to re-build schools in the worst condition (primary and secondary).
- **Academies Capital Maintenance Fund** – a central Government capital grant fund available to academies and targeted at condition, suitability and expanding successful academies (not basic need). Academy schools are required to bid directly to the Education Funding Agency to secure money from this fund on an annual basis.
- **Devolved Formula Capital** – a relatively limited capital allocation made directly to state funded schools to support small scale refurbishment and ICT development.

### Targeting Resources

It is proposed to target capital resources available to the Local Authority to the following strategic priorities:

<b>Strategic Priorities</b>	<b>Capital Funding</b>
<ul style="list-style-type: none"> <li>• Condition Need <ul style="list-style-type: none"> <li>○ Building Structure</li> <li>○ Mechanical</li> <li>○ Electrical</li> </ul> </li> <li>• Health &amp; Safety Issues</li> <li>• Special Educational Needs</li> <li>• Emergency Works</li> <li>• Surplus Capacity/Rationalisation</li> <li>• Contingency</li> </ul>	<p><b>Capital Maintenance</b> – LA Maintained Schools / Voluntary Aided Sector (Academies are required to bid direct to Education Funding Agency for this funding)</p>
<ul style="list-style-type: none"> <li>• Suitability / Curriculum Issues</li> <li>• Playing Fields/Sports Facilities</li> </ul>	<p><b>Dedicated Schools Grant (RCCO)</b> – All Schools Potential External Funding</p>
<ul style="list-style-type: none"> <li>• School Capacity <ul style="list-style-type: none"> <li>○ Pupil Growth Forecast</li> </ul> </li> </ul>	<p><b>Basic Need</b> – All Schools Developer Section 106 Contributions</p>
<ul style="list-style-type: none"> <li>• School Kitchens/Dining Facilities</li> </ul>	<p><b>Universal Free School Meals Capital</b> – LA Maintained Schools/Voluntary Aided Sector (Academies are required to bid direct to Education Funding Agency for this funding)</p>
<ul style="list-style-type: none"> <li>• Priority Schools Building Programme</li> </ul>	<p><b>DfE Capital Grant</b> – All Schools</p>

All schools will be expected to make contributions of a minimum 10% towards schemes identified for their school. This could be from available devolved formula capital or revenue budgets. These shared funding principles have been previously agreed through the Schools Forum.

A contingency fund allocated from Capital Maintenance will continue to ensure that urgent but unforeseen items can be addressed should the need arise.

### **Funding Additional Capacity**

It is the statutory duty of the Local Authority to provide sufficient places for all pupils in Hartlepool.

While the additional places that can be funded from the Basic Need allocation do add to the overall capacity, this is insufficient to meet the growth in numbers arising from new residential developments. The responsibility for that currently falls on the

development industry through Section 106 contributions as an agreed outcome of the planning process. Potential new developments are being analysed with a view to securing Section 106 contributions from developers in local areas. It is hoped, these contributions, coupled with the Basic Need funding can provide for additional places required throughout the town (see section below).

### **Diocese Schools**

Hartlepool LA co-ordinates, in consultation with the Roman Catholic Diocese of Hexham & Newcastle and the Church of England Diocese of Durham & Newcastle, the Locally Controlled Voluntary Aided Programme (LCVAP). Condition priorities are identified from surveys undertaken for the voluntary-aided sector and are allocated against local need.

When a locally agreed programme of projects has been selected, these are submitted to the Education Funding Agency for final approval.

### **Academy Schools**

When a school converts to academy status, the responsibility to improve the condition of the building lies with the Academy Trust. Academies can apply to the Academy Capital Maintenance Fund (ACMF) for up to two capital projects. The main priority is to support schemes which have a significant urgent building condition and/or health and safety need which cannot be met from routine maintenance or devolved capital funding. Schemes will be considered which have a value of between £5,000 - £4 million.

### **Priority School Building Programme (PSBP)**

This programme is to address the schools which are deemed to be in the worst condition and in need of urgent repair. As part of Phase 1 of the programme there have been 261 successful applications for the PSBP nationally, out of 580 eligible applications. Hartlepool Local Authority has been successful in securing capital grant funding, circa £17m, to completely re-build 3 of its schools. These are:

- Manor College of Technology
- Barnard Grove Primary School
- Holy Trinity CE Primary School

Building work has commenced on all three schools and all schools are expected to be fully completed and in use by 2016.

Phase 2 of the PSBP was announced in May 2014, allowing schools, faith bodies and Local Authorities to submit Expressions of Interest. The new phase is a 5 year programme (operating between 2015-2021) to undertake major rebuilding and refurbishment projects in those schools and sixth form colleges in the very worst condition. Hartlepool has submitted Expressions of Interest for five educational establishments, the DfE anticipates that applicants will be informed by the end of January 2015 whether applications have been successful.

## **Consultation/Decision Making Process**

In order to ensure all available capital funding is targeted to meeting priorities across all Hartlepool schools, the Local Authority has established a Schools Forum Capital Sub Group. This group comprises of Headteachers (primary, secondary and special), Diocese and Academy Representatives and Local Authority Officers. The group is presented with details of potential capital spending priorities, regular programme updates and financial monitoring reports.

The Children's Services Committee, supported by the Schools Capital Sub-Group will approve capital spending based upon a prioritisation of need driven by robust data.

## **Prioritising Investment**

Against a background of budget reductions and uncertainty about central government support, it will be increasingly important for us to work with key stakeholders to identify our key priorities for future investment. Set against our principles, the two main drivers underpinning investment prioritisation will continue to be:

- The need for us to meet our statutory obligations in terms of pupil place provision;
- The need to ensure a safe and healthy environment for pupils in terms of maintenance investment.

## **Developer Contributions**

### Cost per Pupil Place

On 1 October 2012 the Department for Education published baseline design standards for schools and associated cost information. The updated costs were derived from a review undertaken by the Education Funding Agency which sought to reduce school construction costs through efficiency savings. The review identified a suite of standardised drawings and specifications which could be applied across a wide range of educational facilities. The government is applying these standard costs as ceilings for the Priority School Building Programme and for the Targeted Basic Need Programme.

The cost factor that the council will apply for the 2014/15 financial year is **£9,165** per primary pupil place and **£12,205** per secondary pupil place. This is derived from the Education Funding Agency's contractors' framework rates, as set out within cost guidance published by the Department for Education. Detail on how this figure has been derived is set out below.

## Basis of Calculation

Appendix B (see page 7) of the Department for Education guidance identifies a total construction cost of £3,699,415 for a 2FE (form entry) primary school outside of London. The guidance identifies that this figure reflects the capital cost of creating new build floor space (new schools or new build extensions to existing schools) and includes building costs, site costs, professional fees, fixtures, fittings and equipment, ICT infrastructure and ICT hardware. The guidance identifies that in addition to this, there will be a need for funding for technical adviser fees (including project management), which will be up to £150,000 per new build project.

Adding the £150,000 to the £3,699,415 results in a total cost of **£3,849,415** to deliver a 2FE primary school. Dividing this figure by 420 pupil places (the number of pupils within a 2FE school (i.e. 2 x 30 pupils per form x 7 year group cohorts)) gives a total cost per primary pupil place of **£9,165**.

As the most up to date published guidance on the government's assumptions regarding the capital funding costs that new build school facilities should be able to achieve, this is considered to be the most appropriate basis for defining the cost per primary pupil place factor.

The cost factor will be published annually by the Council, to reflect the average capital cost of creating an additional primary school place through new-build construction/extension. The most up to date published cost at the point of an application's determination will be used for the purpose of calculating the financial requirement.

All financial contributions will be index linked (using the Retail Prices Index – all items) to the date of the determination of the planning application by the council. Where there is clear evidence that the costs of relevant works/services have increased or decreased (having regard to the most up to date cost data published by the council), then any financial contributions sought through planning obligations may be adjusted accordingly.

## Financial Contributions

When an application for Planning permission is received by the Planning Authority, a range of service and infrastructure providers are consulted, including for the provision of education.

When an application is received an expected pupil yield from the development is calculated, taking consideration of the size of development (number of properties), the type of development (2/3/4 bed etc.).

A local formula has been developed, reflecting the number of pupils expected to reside in the dwellings during and beyond completion of the development. This is summarised as:

15 community primary school pupils per 100 houses built  
3.6 Roman Catholic primary pupils per 100 houses built  
18.6 primary pupils in total per 100 houses built

10 secondary pupils per 100 houses built  
3 Roman Catholic secondary pupils per 100 houses built  
13 secondary pupils in total per 100 houses built

Number of houses to be built/100 x 18.6 primary pupils  
Number of houses to be built/100 x 13 secondary pupils

Given the recent increases in birth rates and the subsequent reductions in surplus places, it is generally presumed that all developments will be required to contribute towards additional capacity.

### **Off-site Provision**

In cases where a school is to be provided off site, the developer will normally be expected to construct educational facilities to the Local Authority's design and specification and at their own cost. If the land is not in either parties' ownership, the developer will be expected to acquire the site

### **Viability Test**

The Planning Authority is advised to carefully consider the 'viability' of development to ensure that new developments are not subject to a scale of obligations which would threaten their viability. To ensure viability the costs to be applied to development (such as for education or affordable housing) should ensure that a willing landowner and developer can competitively deliver a development without prohibitive infrastructure costs. These issues need to be balanced against - the wider benefits of the development (e.g. meeting identified housing need or regeneration benefits).

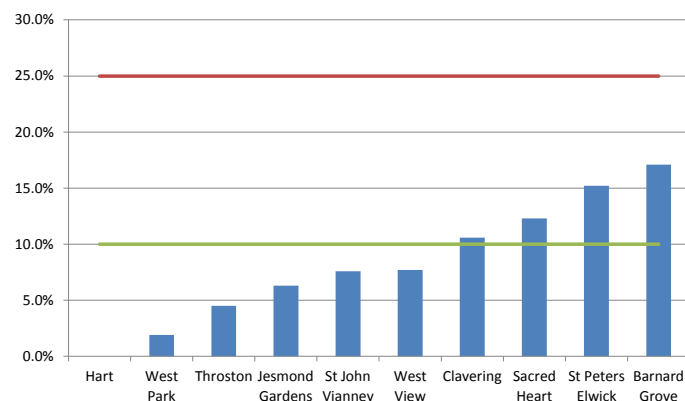
## North West Planning Area - Primary Phase

Primary School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
Barnard Grove	374	50	310	313	299	298
Clavering	377	55	343	346	347	375
Hart	84	12	85	79	74	70
Jesmond Gardens	315	45	295	305	300	289
Sacred Heart	471	60	413	411	402	389
St John Vianney	210	30	194	211	215	217
St Peters Elwick	105	15	89	88	85	84
Throston	420	60	401	411	421	420
West Park	315	45	309	299	249	209
West View	350	55	323	347	344	319
North West Total	3021	427	2762	2810	2736	2670

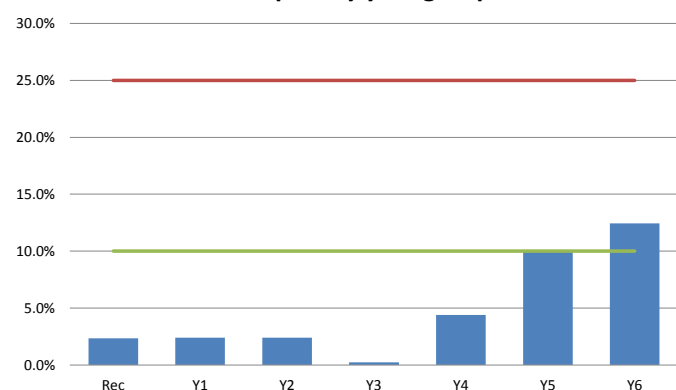
Primary School	Reception Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Barnard Grove	37	44	43	42	43	43	43	43	42	42	42
Clavering	32	50	48	45	48	50	52	52	52	53	52
Hart	7	11	11	10	11	11	10	10	10	10	10
Jesmond Gardens	45	45	43	41	42	42	42	42	41	41	41
Sacred Heart	60	59	58	55	56	56	56	56	55	55	55
St John Vianney	30	30	30	29	30	30	30	30	31	31	31
St Peters Elwick	7	13	13	12	13	13	12	12	12	12	12
Throston	60	60	60	60	60	59	59	60	60	60	60
West Park	39	44	42	38	39	37	36	34	33	31	30
West View	55	50	49	47	47	47	47	46	46	45	45
North West Total	372	406	397	379	389	388	387	385	382	380	378

\* Red text denotes less than 7% surplus remaining

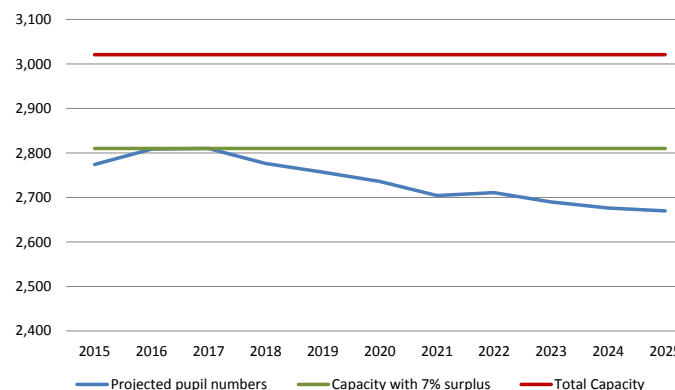
% Surplus as at January 2014



% Surplus by year group



Overall projections vs capacity

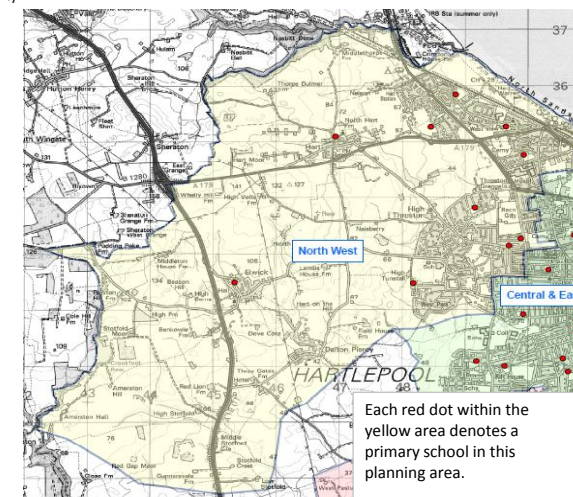


There are ten primary schools in this planning area.

Overall surplus in the primary sector in this area is currently 8.2%, this is expected to reduce to 7% by 2016. This surplus of 7% does not include all potential housing developments in this area, therefore any new developments will reduce the overall surplus further. A developer contribution would normally be required in this area to ensure sufficient school places are available to accommodate both parental preference and make a reasonable offer of a school place in accordance with the School Admissions Code.

The overall surplus capacity in this planning area is predominantly in the years 4-6. The earlier year groups are below the acceptable level of surplus with some year groups having as little as 2% surplus.

In Spring 2016 and Spring 2017 this planning area will have less than 7% surplus capacity in the primary sector.



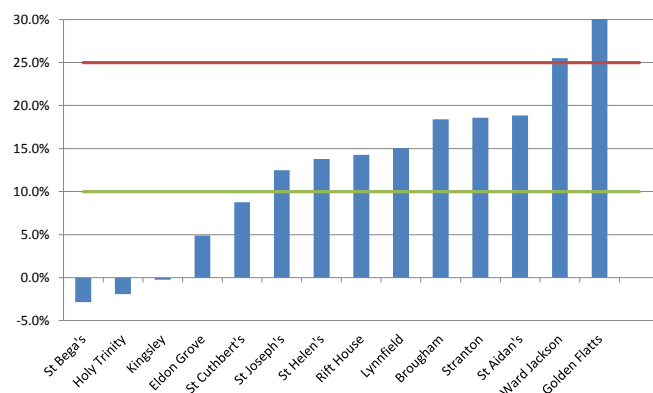
## Central & East Planning Area - Primary Phase

Primary School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
Brougham	315	45	257	277	282	266
Eldon Grove	429	60	408	395	341	364
Golden Flatts	208	30	145	177	182	175
Holy Trinity	210	30	214	210	207	203
Kingsley	420	60	421	424	416	401
Lynnfield	385	55	327	333	326	313
Rift House	210	30	180	195	198	156
St Aidan's	350	50	284	319	312	299
St Bega's	140	25	144	157	157	152
St Cuthbert's	262	40	239	232	246	248
St Helen's	312	45	269	298	294	282
St Joseph's	168	24	147	156	152	152
Stranton	350	50	285	276	265	252
Ward Jackson	145	25	108	121	128	133
Central & East Total	3904	569	3428	3017	2961	2859

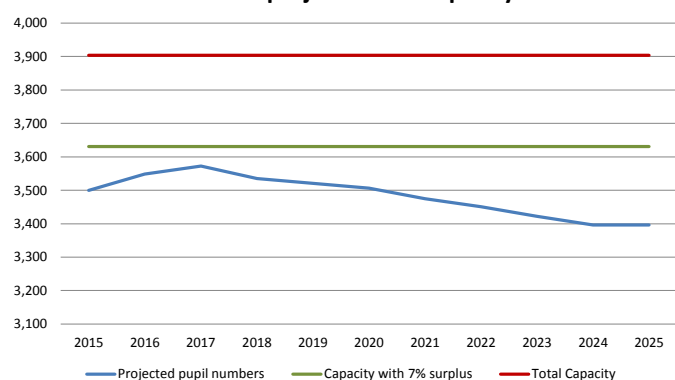
Primary School	Reception Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Brougham	41	40	40	38	38	38	38	38	38	38	38
Eldon Grove	52	57	55	50	51	53	55	57	58	59	60
Golden Flatts	30	26	25	25	25	25	25	25	25	25	25
Holy Trinity	30	30	30	29	29	29	29	29	29	29	29
Kingsley	63	59	57	54	55	55	55	55	54	54	54
Lynnfield	47	49	47	45	45	45	45	45	45	44	44
Rift House	30	27	27	26	27	27	27	27	27	26	23
St Aidan's	50	46	45	43	43	43	43	43	43	42	42
St Bega's	24	24	23	22	22	22	22	22	22	21	21
St Cuthbert's	37	33	33	32	33	33	32	32	32	33	34
St Helen's	45	44	42	40	41	41	41	41	40	40	39
St Joseph's	24	22	22	21	21	21	22	22	22	21	21
Stranton	36	39	38	36	37	37	37	36	36	36	36
Ward Jackson	14	18	18	17	18	18	19	19	19	19	19
Total	523	514	502	478	485	487	490	491	490	487	485

\* Red text denotes less than 7% surplus remaining

% Surplus as at January 2014



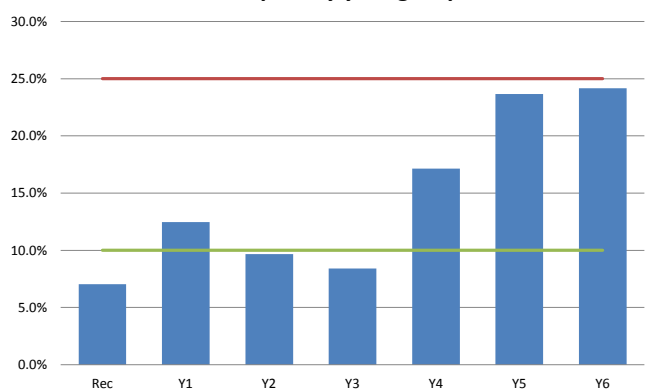
Overall projections vs capacity



Overall surplus in the primary sector in this area is currently 12.2%, this is expected to reduce to 8.5% by 2017. This surplus does not include all potential housing developments in this area, therefore, any new developments will reduce the overall surplus in this planning area.

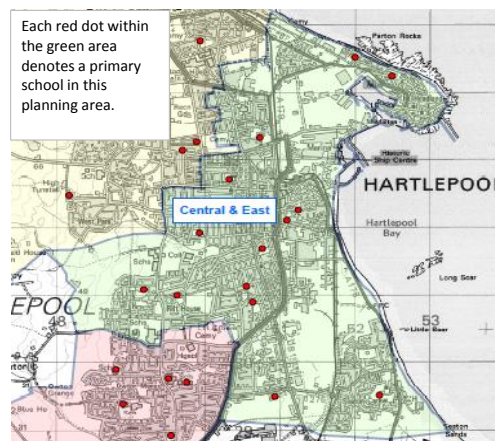
A developer contribution would normally be required in this area to ensure sufficient school places are available to accommodate both parental preference and make a reasonable offer of a school place in accordance with the School Admissions Code.

% Surplus by year group



The overall surplus capacity in this planning area is predominantly in the years 4 - 6 which have 17-24% surplus. The earlier year groups currently have an acceptable surplus capacity between 7% and 10%.

However, intake into Reception is expected to increase and as smaller year groups leave the schools to progress to secondary education the level of surplus capacity is expected to reduce to below the accepted level.



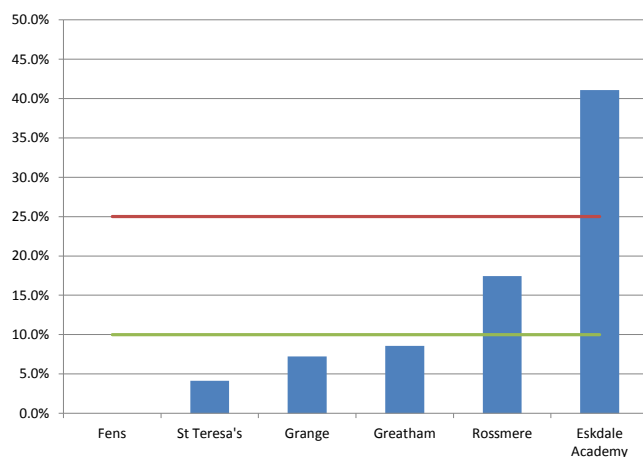
## South West Planning Area - Primary Phase

Primary School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
Eskdale Academy	275	30	162	195	199	218
Fens	419	60	419	417	413	418
Rossmere	367	50	303	324	331	314
Grange	360	50	334	346	338	323
Greatham	105	15	96	103	104	105
St Teresa's	315	45	302	305	280	268
South West Total	1841	250	1616	1690	1665	1646

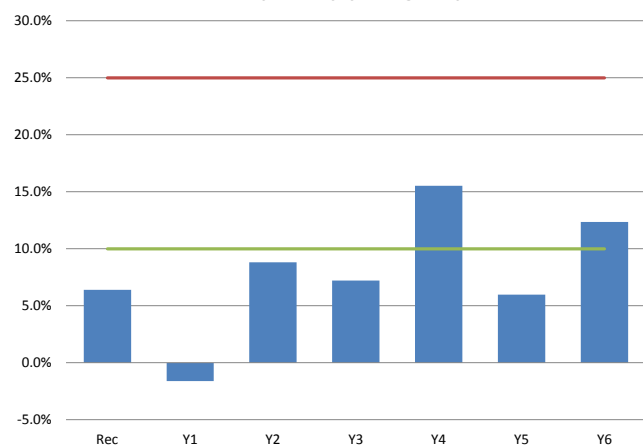
Primary School	Reception Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Eskdale Academy	30	29	28	26	27	27	27	27	26	27	30
Fens	60	60	59	56	58	59	59	60	60	59	59
Rossmere	55	49	47	45	45	45	45	45	45	45	44
Grange	55	49	48	45	46	46	46	46	45	45	45
Greatham	9	15	15	15	15	15	15	15	15	15	15
St Teresa's	45	44	43	40	41	41	42	41	41	40	39
Total	254	246	240	227	232	233	234	234	232	231	232

\* Red text denotes less than 7% surplus remaining

% Surplus as at January 2014



% Surplus by year group



### Summary

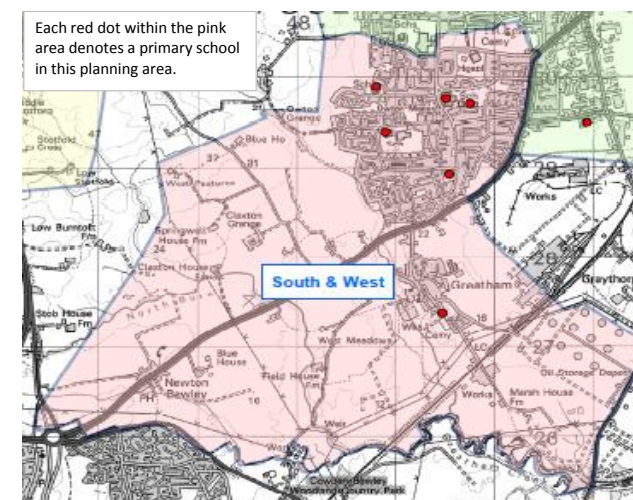
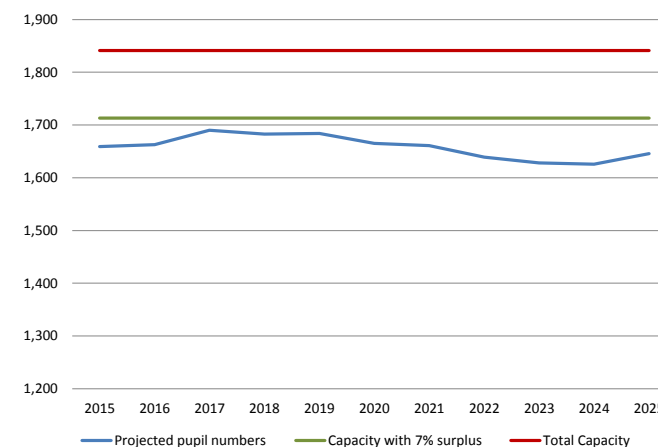
This planning area comprises 6 primary schools and 1 secondary school. This area includes Wynyard Woods.

Overall surplus in the primary sector in this area is currently 10.4%, this is expected to reduce to 8.7% by 2017-18. The 8.7% projected surplus does not include all potential housing developments in this area, therefore, any new developments will reduce the overall surplus.

The Local Authority is aware of a significant development proposed to the South West of the town which will reduce the surplus capacity in this planning area. This development includes a site reserved for a new primary school and developer contribution is required to ensure sufficient school places are available to accommodate both parental preference and make a reasonable offer of a school place in accordance with the School Admissions Code. Any additional developments would be subject to developer contributions.

Two schools in this planning area have a surplus capacity above the acceptable level, with one of these schools at approximately 42%; this impacts on the overall surplus within the planning area. A further two schools are at an acceptable level and the remaining two are below the acceptable level with less than 5% surplus.

Overall projections vs capacity



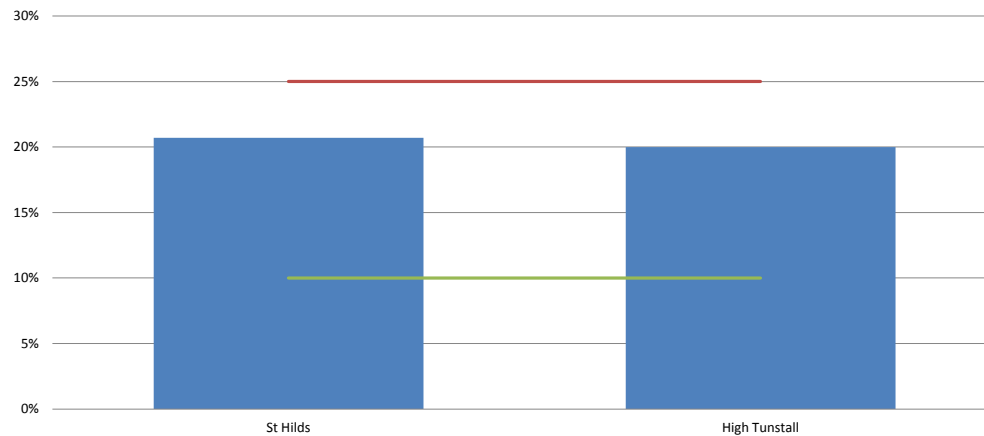
#### Noth West Planning Area - Secondary Phase

School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
St Hilds	918	180	728	714	845	888
High Tunstall	1296	241	1037	983	1091	1094
Northwest	2214	421	1765	1697	1936	1982

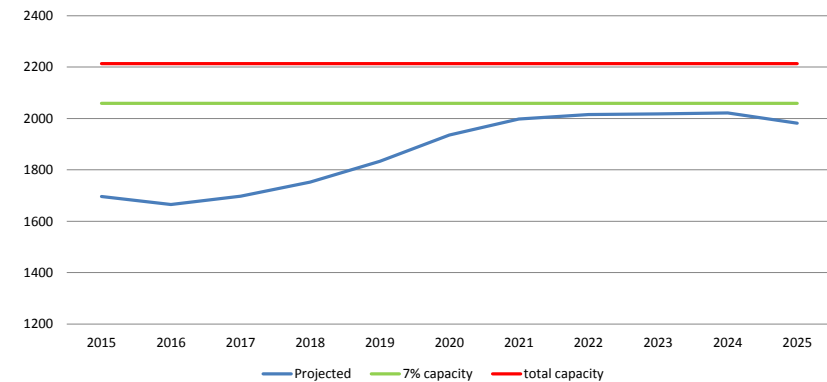
School	Year 7 Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
St Hilds	130	136	175	180	180	180	180	181	181	181	171
High Tunstall	161	199	209	220	219	220	220	221	221	221	191
Northwest	291	335	384	400	399	400	400	402	402	402	362

\* Red text denotes less than 7% surplus remaining

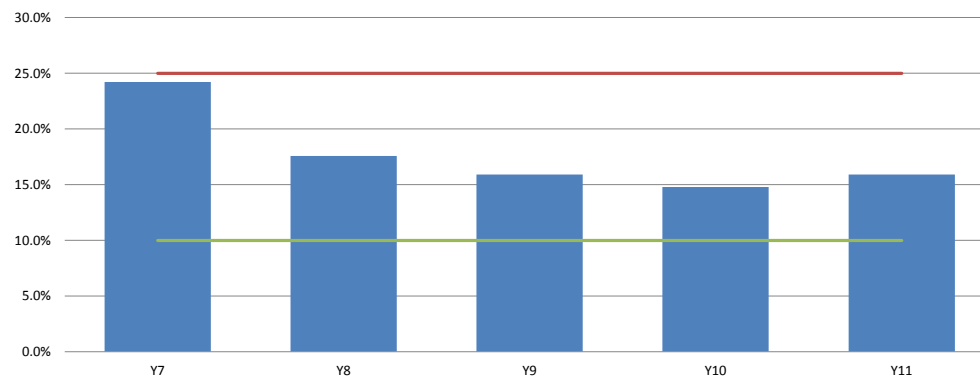
% Surplus as at January 2014



Overall projections vs capacity



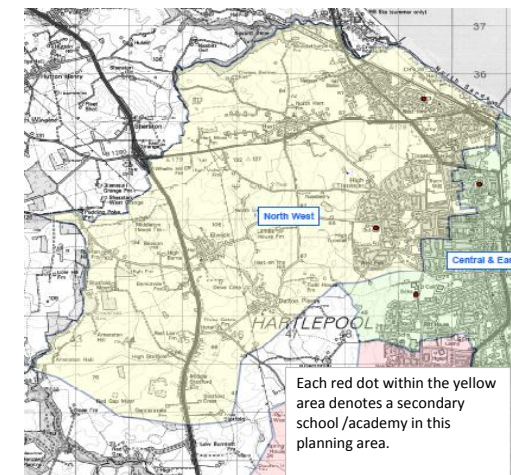
% Surplus by year group



The two secondary schools in this planning area are St Hild's Church of England VA Secondary School and High Tunstall College of Science. Both schools currently have 20% surplus capacity with the highest level of surplus in year 7.

At present there is sufficient capacity in this area, but this will be monitored on an annual basis as additional developments are brought forward.

Projections show surplus capacity will increase over the next three years and then decrease to approximately 8%.



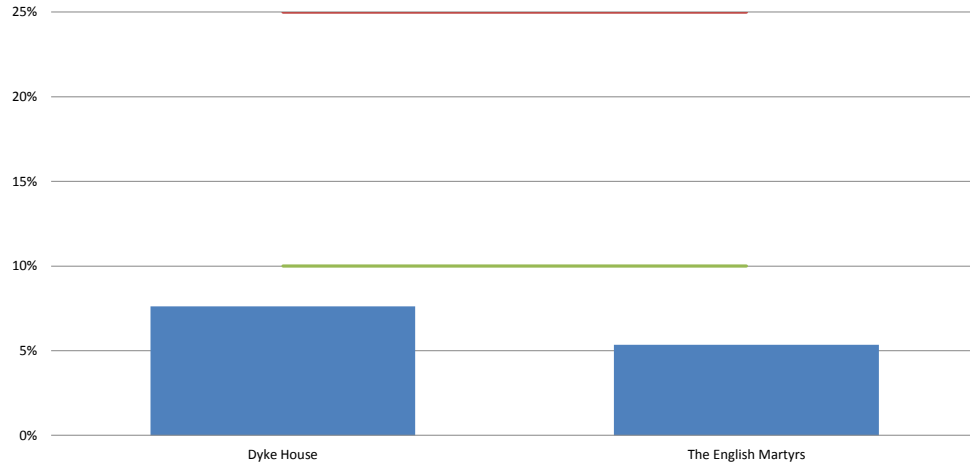
# Central & East Planning Area - Secondary Phase

School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
Dyke House	1143	210	1056	1087	1078	1095
The English Martyrs	1647	240	1559	1527	1592	1624
Central & East	2790	450	2615	2614	2670	2719

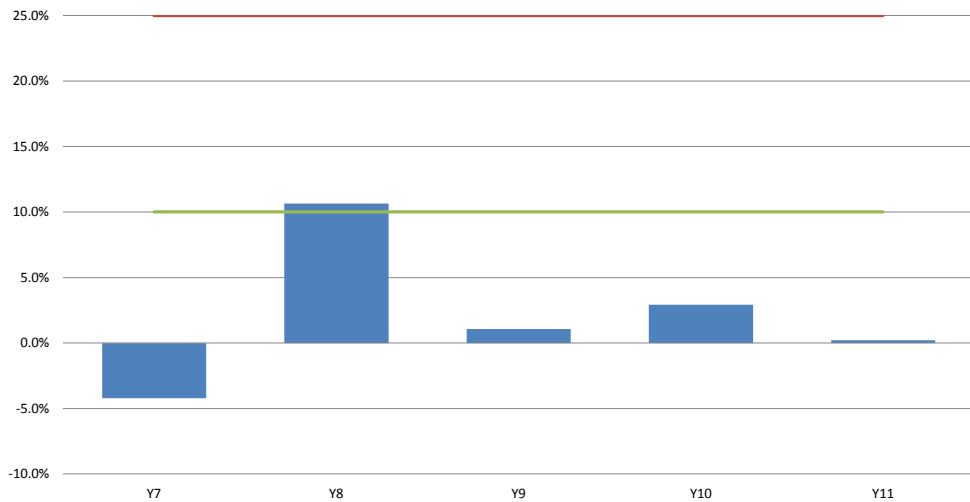
School	Year 7 Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Dyke House	252	210	210	234	218	210	250	211	220	211	210
The English Martyrs	247	260	260	260	260	283	260	273	275	260	254
Central & East	499	470	470	494	478	493	510	484	495	471	464

\* Red text denotes less than 7% surplus remaining

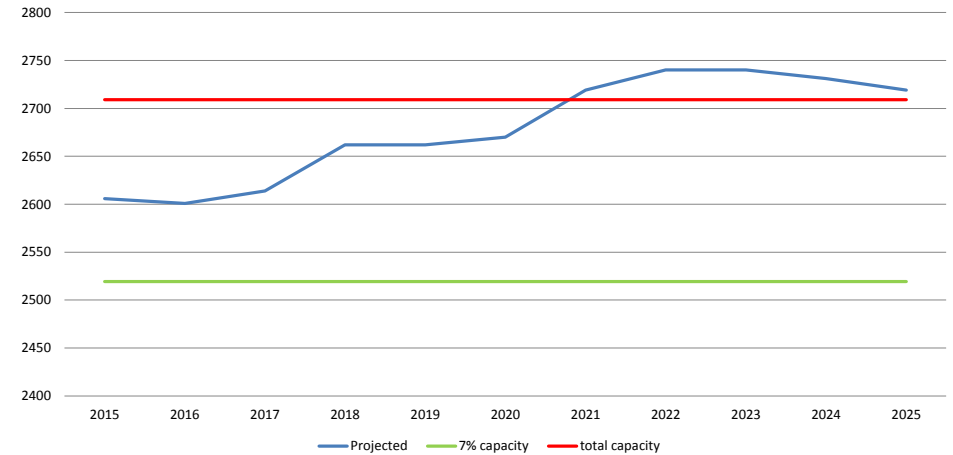
## % Surplus as at January 2014



## % Surplus by year group



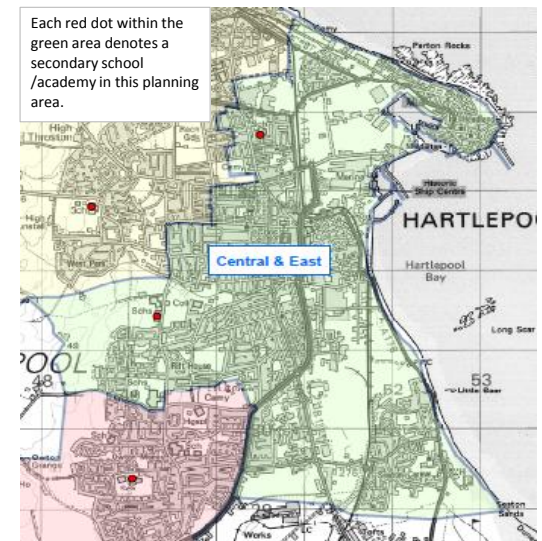
## Overall projections vs capacity



The two secondary schools in this planning area are Dyke House Sports and Technology Academy and The English Martyrs RC School & Sixth Form College.

Overall surplus capacity in this area is currently 6.3%. However, this spare capacity is predominately in Year 8. Years 9 - 11 have 1-3% surplus and Year 7 is oversubscribed in both schools.

Educational contributions will be required in this area.



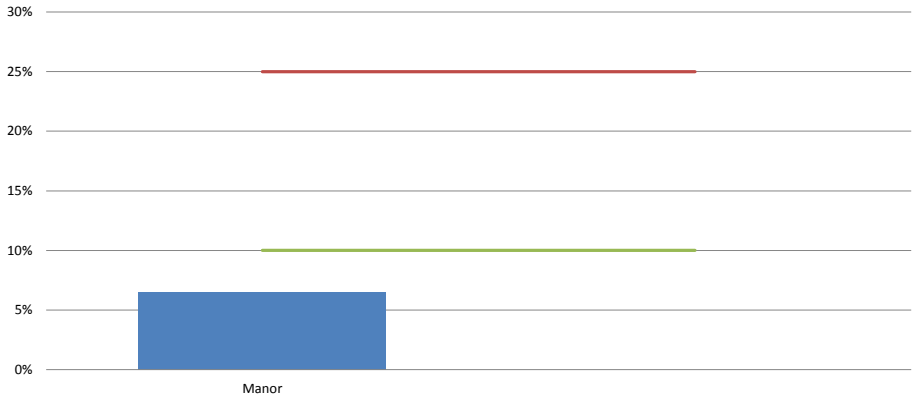
# South West Planning Area - Secondary Phase

School	Net Capacity	PAN	Jan 2014 NOR	Proj. Spring 2017	Proj. Spring 2020	Proj. Spring 2025
Manor	1250	250	1169	1157	1237	1275
South West	1250	250	1169	1157	1237	1275

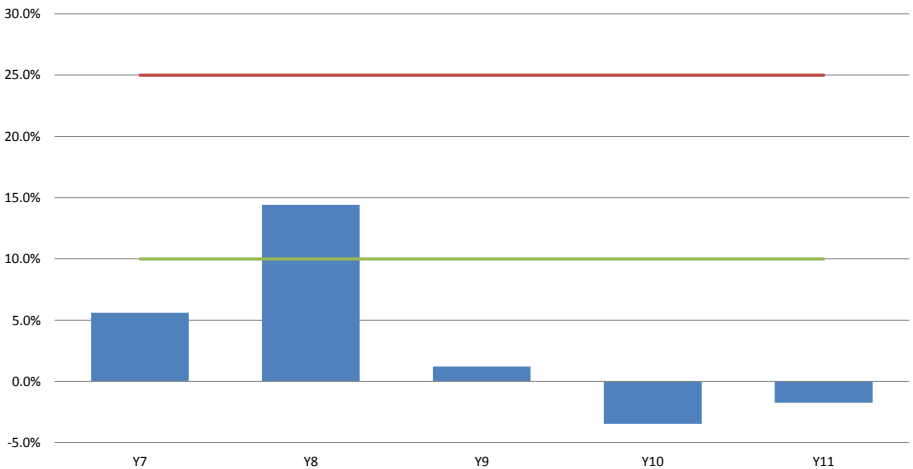
School	Year 7 Intake*										
	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024	Spring 2025
Manor	230	244	227	250	249	250	254	250	255	251	246
South West	230	244	227	250	249	250	254	250	255	251	246

\* Red text denotes less than 7% surplus remaining

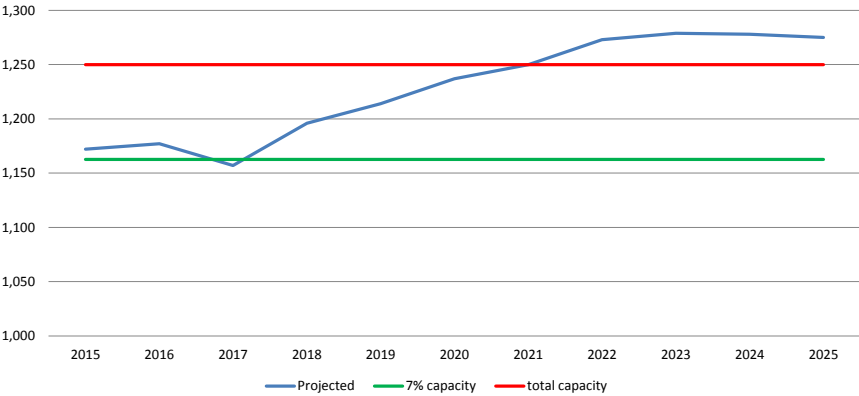
% Surplus as at January 2014



% Surplus by year group



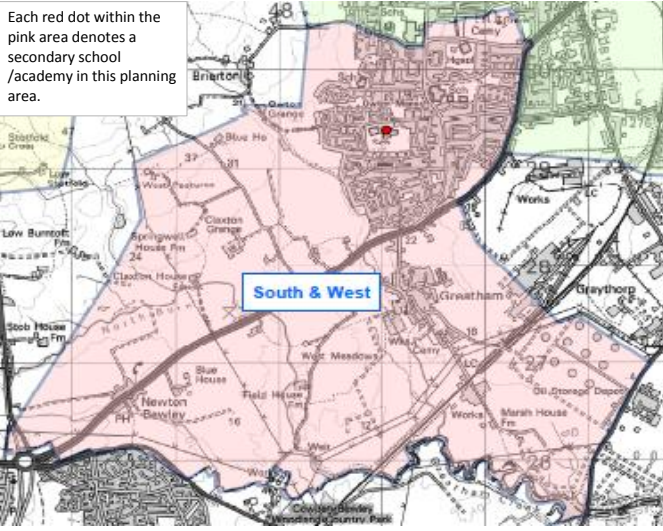
Overall projections vs capacity



There is one secondary school in this planning area; Manor College of Technology. Overall surplus capacity in this school is currently 6.2%. However, this spare capacity is predominately in Year 8 (15%). Year 7 has less than 5% surplus and Year 9 less than 1% surplus. Both Years 10 and 11 are currently oversubscribed. The school increased its published admission number in 2011/12 from 230 pupils per year group to 250.

This school is due to be rebuilt by Easter 2016. The new school will be built to accommodate 1250 pupils (250 per year group) with an additional 26 places for pupils with special educational needs.

New housing developments in this area will cause additional pressure on this school and it is, therefore, expected that a developer contribution will be sought to ensure that there are sufficient school places to enable a reasonable offer of a school place to all pupils.





## Targeted Basic Need Programme

### Information on Conditions of Funding and Making an Application

In the Autumn Statement on 5 December, the Chancellor announced that the Government will provide an additional £982 million investment in schools in England over the remainder of this Parliament over and above existing allocations. The Department for Education (DfE) is now launching the Targeted Basic Need Programme to fund the provision of new, high quality school places in locations experiencing basic need pressures in order to prepare for further rises in pupil numbers.

We want to ensure that basic need is met with higher quality, more diverse provision. The programme will therefore provide additional support to those local authorities (LAs) experiencing the greatest pressure on places through the funding of new Academies and Free Schools, as well as enabling investment to permanently expand good and outstanding schools with high levels of demand.

As LAs have a statutory responsibility for providing sufficient school places in their area, they will be responsible for submitting applications for capital funding to meet the identified need for high quality places in their area. This document sets out the application process for LAs that wish to be considered for inclusion in the programme.

LAs will need to provide evidence of basic need to support proposals for new pupil places that meet the needs of pupils, parents and communities. All LAs can apply for funding but LAs with significant proportionate levels of basic need pressures are encouraged to apply for this programme.

The programme will be delivered in two phases:

**Stage 1** - LAs bid for capital funding to establish a new Academy or Free School or permanently expand existing high quality provision, on a site provided by the LA, to address basic need pressures. LAs will be responsible for the procurement and build of the new places. A provisional funding allocation will be awarded to successful bids for new schools. Funding for the expansion of good and outstanding schools will not be provisional.

**Stage 2** – LAs identify proposers to establish high quality new schools and make recommendations to the Secretary

### Timetable

It is anticipated that the first additional pupil places under this programme will be available from September 2014 with the remainder being available from September 2015.

Completed applications should be submitted electronically as set out in the instructions in this note. The deadline for applications is 12:00 noon on Tuesday, 30th April 2013. Any applications received after this deadline will not be considered.

The key dates relating to this process are summarised below and further information is provided in the accompanying Question and Answer document.

**Launch of Targeted Basic Need Programme: 1 March 2013**

**Deadline for Receipt of Applications: 1200 on 30 April 2013**

**Target Date for Informing Applicants of the Outcome of their Application: June 2013**

## **Conditions of Funding**

LAs who wish to apply for basic need funding under this programme must comply with the following requirements:

### **Stage 1 - Bid Stage**

#### **Basic need/demand for pupil places**

The LA is responsible for ensuring that the new provision will meet basic need. All LAs can apply for funding but LAs with significant proportionate levels of basic need pressures are encouraged to apply for this programme.

#### **Strategic context**

The LA must demonstrate how the annual basic need allocations have been used or are planned to be used and set out why additional funding is needed to meet basic need requirements.

#### **Provision of suitable site/land**

The site or land will be contributed by the LA for the purpose of the school build or expansion and DfE will not provide funding for this. The site or land must be suitable for the proposed new build or expansion and completion must be possible within the timetable. In order to secure opening by 2015, in most instances, this site or land will need to already be in the ownership of the LA (or close partner organisation). Applications where land is not yet within LA ownership will be considered but the ability to deliver the additional pupil places by September 2015 at the latest must be met.

#### **New schools**

Whilst we do not expect LAs to have fully worked up proposals at this stage, nor to have determined sponsors, we are seeking an initial assessment of how they will ensure the quality and diversity of new schools. LAs are asked to provide details of the criteria that they propose to use in seeking proposals and evidence of a range of potential sponsors.

## **Expansions**

LAs putting forward applications to permanently expand existing good or outstanding school should discuss their proposals with all potential schools in the relevant catchment area – including schools that are not maintained by the LA. As part of the application process, LAs will provide information on why a particular school has been put forward for expansion, which other schools were considered and why they were not supported by the LA. We will be looking to fund the strongest proposals and, therefore, recommendations to expand must demonstrate significant oversubscription for places and clear evidence of high quality provision.

## **Allocation of funds**

LAs whose bids for capital funding for new schools are successful will receive a provisional allocation of funding. This funding is dependent upon the approval by the Secretary of State of a high quality proposer to run the new school as a result of the LA undertaking the Academy/Free School presumption process. In order to meet the timescales, however, we envisage that LAs would be able to progress procurement of the buildings in the meantime.

Funding for expansions will not be provisional.

## **Level of capital funding**

The capital funding provided to LAs will be based on the Education Funding Agency's (EFA's) Contractors' Framework rates, will be formulaically driven and will take account of baseline designs. These will be used as the ceiling of funding that will be given and examples are given in Appendix 1. LAs will be able to supplement this funding if they wish.

It is the responsibility of the LA to provide any funding that is above the Contractors' Framework rates and a commitment to this from the LA's S151 officer will be required. The programme funding will be released to LAs by EFA in line with an agreed timetable which will be detailed within the agreement made with successful applicants.

## **Procurement/contracting**

LAs will be responsible for the procurement, contracting and build of the projects. They will identify a named contact to liaise with the EFA on progress towards the delivery of each project. This will include a requirement to contact the EFA should there be any slippage from the original timetable proposed and when the project has been completed. Funding will be provided to LAs to cover project management costs. This will be negotiated but can be up to £150,000 for each new build project.

## **Revenue costs**

LAs are expected to make provision in their growth funds to support increases in pupil numbers relating to basic need. This relates to the per-pupil revenue funding in addition to the pre- and post-opening start-up funding, as the new Academy or Free School will be funded on a recoupment basis. This is detailed in full in the 2013-14 School Finance Regulations which were published in December 2012.

## Stage 2 – Presumption Stage

### Academy/Free School Presumption

Where an LA identifies the need to establish a new school, section 6A of the Education and Inspection Act 2006 places the authority under a duty to seek proposals to establish that school as an Academy or Free School. This is known as the Academy/Free School Presumption. LAs that are successful in securing Targeted Basic Need funding for a new school will seek proposals under the presumption to deliver the Academy or Free School to their specification. We expect LAs to use their local knowledge to generate new sponsors, for example, by encouraging strong local schools to take on this role. Guidance on the presumption process is available at:

<http://www.education.gov.uk/schools/leadership/schoolorganisation>

As with the current presumption process, early and continued engagement between the LA and DfE will be essential at all stages of the selection process.

### Quality provision

All new school proposals that seek the Secretary of State's agreement to enter into a Funding Agreement must clearly demonstrate how they will deliver quality provision. The Department will shortly issue updated guidance for the Academy presumption process. However, proposals must set out how full use will be made of Academy freedoms to innovate and drive continued improvement. In particular, they must show:

- deliverability and value for money – the capability and capacity of the proposer to deliver their proposal on time and secure the best value for money;
- a focused and coherent educational plan that will raise standards and bring real quality to the places being added into the system; and
- the credibility and track record of the proposer and how the proposed governing body and governance model will drive improved standards.

### Recommendations

The LA will assess the proposals and can, if they wish, make a recommendation to the Secretary of State who is the decision maker. It is for the Secretary of State to decide whether or not he will agree an 'in principle' funding agreement with any of the proposers presented to him or with another proposer of his choosing. The capital allocation will be confirmed following the Secretary of State's decision to enter into an 'in principle' funding agreement.

## Information Required to Support Applications

The application form requires the following information:

## **Confirmation of conditions of funding**

Applicants must indicate acceptance of these conditions (as outlined above in the “Conditions of Funding” section).

## **Details of the proposed site/land**

The site or land proposed by the LA for the new build or expansion must be suitable for that purpose. Details will be required regarding the land condition, size, ownership and planning considerations.

## **Strategic context**

Applicants are asked to explain how the proposed new or expanded provision fits within their Place Planning Strategy.

## **Capital strategy**

Applicants are asked to provide detail on their current and planned capital programme to provide additional school places, including the funding stream. LAs are asked to explain why the new provision that forms the basis of the application for funds under the programme cannot be funded through other capital funding streams, including basic need funding allocations received from DfE and other capital sources, such as Section 106/CIL monies.

## **Demand data/basic need**

Applicants are asked to provide clear evidence of basic need pressures in both the LA and the locality of the proposed additional provision. This will include providing actual and projected demand data for schools in close proximity to the proposed new school or planned expansion that cater for the same age group/cohort and information on available places.

## **Quality provision**

All new schools funded under the programme will be run by high quality sponsors. The process to identify these is outlined above at “Stage 2 – Presumption Stage”.

At “Stage 1 – Bid Stage” we do, however, want LAs to provide information on how they plan to ensure the quality and diversity of any new school places funded. LAs should include information about the range of potential viable sponsors and details of the criteria that they intend applying at Stage 2.

## **Special Schools/SEN Provision**

Applicants for additional Special School/SEN provision will need to provide responses to some additional questions relating to placement information and categories of need.

## **Assessment of Applications**

The EFA will assess applications based on information provided by the LA in the application form and as outlined in paragraphs 9 & 10 above and put recommendations to Ministers.

The EFA may contact LAs for clarification on aspects of their application/s on such issues as:

- Matters relating to land or site ownership or suitability which could impact on the ability to deliver the project to time or budget,
- Forecast pupil demand and supply of school places data,
- School reorganisation issues or other statutory processes that cannot be resolved within the available timescales,
- Affordability constraints and
- Any other relevant issues.

## **Making an Application**

A separate application form must be submitted for each new school and/or expansion. Applications must be made using the correct form and instructions on the form must be followed.

The completed application form/s should be submitted to the Targeted Basic Need Programme email address at [TBNP.EFACAPITAL@education.gsi.gov.uk](mailto:TBNP.EFACAPITAL@education.gsi.gov.uk) by the closing date. The email should be clearly titled – “Name of LA – application for x new schools and y expansions”. No hard copies will be assessed.

The application form contains four worksheets. All applicants must complete the first two worksheets - “Application details” and “Capital Programme” - and one of the other worksheets as applicable.

During the application period, any queries should be emailed to the Targeted Basic Need Programme email address at [TBNP.EFACAPITAL@education.gsi.gov.uk](mailto:TBNP.EFACAPITAL@education.gsi.gov.uk) and clearly marked “Query” with a brief description of the query also in the title box.

## **Appendix 1 – Funding Levels**

### **New School Builds**

The table below gives an indication of the levels of funding that will be available through the Targeted Basic Need Programme based on the notional size of new school builds. These levels will be used as the ceiling of funding that will be provided. Local authorities (LAs) will be responsible for providing any funding above these levels and confirmation of this will be required from the LA’s S151 officer.

The level of funding is based on the Education Funding Agency’s (EFA’s) Contractors’ Framework rates, is formulaically driven and takes account of baseline designs. This methodology is based on the EFA’s analysis of outturn costs on recent schemes and is also being used in the Priority School Building Programme. It ensures that a consistent funding allocation is provided that allows core facilities to be delivered. The level of funding will vary depending on the location and construction start date so the figures below should be used as a guide only.

The funding given covers: building, site costs, abnormals, professional fees, fixtures, fittings and equipment (FF&E), ICT infrastructure and ICT hardware.

In addition to the amounts detailed, additional funding for technical adviser fees (including project management) will be provided. This will be up to £150,000 per new build project.

## Funding Examples for New Build Schools

	<b>Primary 2 Form Entry (420 Places)</b>	<b>Secondary 7 Form Entry (1050 Places)</b>
<b>Inner London</b>	£4,411,644	£15,300,077
<b>Outer London</b>	£4,144,558	£14,312,040
<b>Outside London</b>	£3,699,415	£12,665,312

## Conversion and Refurbishment

The level of funding provided for the conversion and refurbishment of an existing building into a school will be discussed with successful applicants on a case by case basis. This is because there is likely to be large variation depending on a number of factors and, therefore, one level of funding will not apply to all cases. If an LA is submitting an application relating to a conversion or refurbishment, they are asked to send an email to [TBNP.EFACAPITAL@education.gsi.gov.uk](mailto:TBNP.EFACAPITAL@education.gsi.gov.uk) clearly marked "Refurbishment" and with contact details in the email. The EFA will then make contact in due course to discuss further.

## Expansions

Expansions will be funded at the same rate per m2 as new build schools.

## Special Schools/SEN Provision

The level of funding provided for the building or expansion of a Special School or SEN provision will be discussed with successful applicants on a case by case basis. It is likely that there will be large variations depending on a number of factors and to apply one level of funding to all Special School/SEN provision across the Targeted Basic Need Programme is not considered to be appropriate.

# CHILDREN'S SERVICES COMMITTEE

10<sup>th</sup> February 2015



**Report of:** Director of Child & Adult Services and Chief Finance Officer

**Subject:** STRATEGIC FINANCIAL MANAGEMENT REPORT - AS AT 31st DECEMBER 2014

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For Information.

## 2. PURPOSE OF REPORT

- 2.1 The purpose of the report is to inform Members of the 2014/15 Forecast General Fund Outturn, 2014/15 Capital Programme Monitoring and provide details for the specific budget areas that this Committee is responsible for.

## 3. BACKGROUND AND REPORTING ARRANGEMENTS 2014/15

- 3.1 The availability and reporting of accurate and up to date financial information will become increasingly important as future budget cuts are implemented and one-off resources are used up.
- 3.2 The Finance and Policy Committee will continue to receive regular reports which will provide a comprehensive analysis of departmental and corporate forecast outturns, including an explanation of the significant budget variances. This will enable the Finance and Policy Committee to approve a strategy for addressing the financial issues and challenges facing the Council.
- 3.3 To enable a wider number of Members to understand the financial position of the Council and their service specific areas each Policy Committee will receive a separate report providing:
- A brief summary of the overall financial position of the Council as reported to the Finance and Policy Committee;
  - The specific budget areas for their Committee; and
  - The total departmental budget where this is split across more than one Committee. This information will ensure Members can see the whole position for the departmental budget.

### 3.4 **Summary of Overall Financial Position**

- 3.5 The latest report submitted to the Finance and Policy Committee on 30<sup>th</sup> January 2015 advised Members that there will be an overall underspend in the current year. This position reflects action taken by the Corporate Management Team to achieve underspends to help address the significant financial challenges facing the Council over the next few years and to fund one-off commitments not provided for in the approved 2014/15 budget as these items were not known at the time.
- 3.6 The Corporate Management Team will seek to achieve budget underspends through a combination of robust management actions, including:
- holding posts vacant, which will help reduce the number of compulsory redundancies required to balance the 2015/16 budget;
  - achieving planned 2015/16 savings earlier; and
  - careful management of budgets to avoid expenditure where this does not have an adverse impact on services.
- 3.7 The forecast outturn has been reviewed to reflect actual expenditure/income as at 31st December and an update of the forecast expenditure for the remaining months of the financial year. This has previously been reported as a range (best case and worst case). However, as we are now approaching the financial year end forecast outturn can be predicted with a greater degree of certainty therefore only one forecast figure has been provided.
- 3.8 The report on the position at 31st December 2014 advised Members that there is currently a net forecast budget under spend at the year-end of £188,000, which equates to 0.2% of the net annual budget. This position is still dependant on the outturn for seasonal budgets, such as winter maintenance and elderly care services. As Members will be aware the NHS is already experiencing significant demand pressures, which may impact on Council services over the remaining months, particularly if more normal winter conditions occur. Therefore, at this stage this amount is not committed. Assuming this forecast underspend is achieved a strategy for using this amount can be developed as part of the 2016/17 budget process.
- 4. 2014/15 FORECAST GENERAL FUND OUTTURN – Children's Services Committee**
- 4.1 The following table sets out the overall budget position for the Child and Adult Services Department broken down by Committee, together with a brief comment on the reasons for the forecast outturn.

Budget £'000	Description of Expenditure	December Projected Outturn Adverse/ (Favourable) Latest Forecast £'000	Comments
30,494	Adult Committee - Core Services	(234)	The favourable variance mainly relates to Direct Payments Support Services contingency funding, CCG income and Care Act grant for which reserves are to be created. In addition there are underspends within various supplies and services budgets, increased grant income and incremental drift within pay budgets.
-	Adult Committee - Projected Deprivation of Liberty Safeguard (DoLS) Pressure	300	These are the unbudgeted costs of implementing the DoLS implications following the recent Supreme Court judgement.
-	Adult Committee - Use of Reserves to Partly Offset DoLS Pressure	(436)	The unbudgeted DoLS costs are forecast between £200k and £300k this financial year with Members approving a combination of departmental reserves and departmental outturn to fund these costs in 2014/15. This reflects the balance of the costs which are to be funded from departmental reserves.
30,494	Sub-Total Adult Committee	(370)	
19,683	Children's Committee	(1,231)	The favourable outturn variance mainly relates to the Local Welfare Support Grant, Troubled Families Programme and High Needs services for which specific reserves are to be created.
<b>50,177</b>	<b>Total Child &amp; Adult</b>	<b>(1,601)</b>	
	<b>Creation of Reserves</b>		
-	Children's - Local Welfare Support Grant	375	The creation of this reserve was included in the MTFS and approved by full Council on 4th February 2014 to use the balance of grant funding and the existing reserve to continue provision through to 2017/18.
-	Children's - Troubled Families Grant	500	Reserve created to continue services in 2015/16
-	Children's - High Needs Risk Reserve	300	Reserves created to manage in-year risks of high educational needs placements exceeding base budget, which will avoid an in-year budget pressure in 2015/16.
-	Children's - Looked After Children Reserve	76	Reserve created to manage increased costs of Looked after Children and to avoid an in-year budget pressure in 2015/16, pending implementation a strategy to reduce costs
-	Adults - Direct Payments Contingency Reserve	250	Reserve created from 'contingency' funds previously held by the external provider. Will be retained to continue to provide funding for contingencies.
-	Adults - CCG Grant Income	70	This relates to grant income received from the CCG to form a contingency budget for winter pressures.
-	Adults - Care Act Reserve	50	The balance remaining on the Care Act Implementation Grant will be carried forward to 2015/16 to continue support in implementing the Act.
-	<b>Creation of Reserves Total</b>	<b>1,621</b>	
<b>50,177</b>	<b>Total Child &amp; Adult - Net of Reserves</b>	<b>20</b>	

4.2 Further details of the specific budget areas this Committee is responsible for are provided in **Appendix A**.

4.3 The Council is responsible for new secure accommodation costs which could potentially be incurred for up to 52 weeks. A corporate strategy for funding this

was agreed by Finance & Policy Committee on 30<sup>th</sup> January 2015 involving a combination of departmental reserves and provision from within the 2014/15 outturn to avoid carrying forward an unfunded financial commitment.

## 5. CAPITAL MONITORING 2014/15

5.1 The 2014/15 MTFS set out planned capital expenditure for the period 2014/15 to 2016/17.

5.2 Expenditure against budget to the 30th November 2014 for this Committee can be summarised in the following table and further details are provided in **Appendix B.**

Department	2014/15 and Future Years Budget	2014/15 Budget	2014/15 Actual to 30/11/14	2014/15 Remaining Expenditure	2014/15 Re-phased Expenditure	2014/15 Total Expenditure	2014/15 Variance from Budget Adverse/ (Favourable)
	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Children's Services	7,664	6,651	3,071	2,010	1,570	6,651	0
<b>Total</b>	<b>7,664</b>	<b>6,651</b>	<b>3,071</b>	<b>2,010</b>	<b>1,570</b>	<b>6,651</b>	<b>0</b>

## 6. RECOMMENDATIONS

6.1 It is recommended that Members:

- i) Note the report;

## 7. REASONS FOR RECOMMENDATIONS

7.1 To update the Members on the Committees forecast 2014/15 General Fund Revenue budget outturn and provide an update on the Capital Programme for 2014/15.

## 8. BACKGROUND PAPERS

Medium Term Financial Strategy Report approved by Council on 4<sup>th</sup> February 2014.

Strategic Financial Management Report as at 30<sup>th</sup> June considered by the Finance and Policy Committee 18<sup>th</sup> August 2014.

Review of Reserves Report considered by the Finance and Policy Committee 15<sup>th</sup> September 2014.

Strategic Financial Management Report as at 30<sup>th</sup> June considered by the Adult Services Committee 1<sup>st</sup> September 2014.

Strategic Financial Management Report as at 30<sup>th</sup> September considered by the Finance and Policy Committee 24<sup>th</sup> November 2014.

Strategic Financial Management Report as at 31<sup>st</sup> December considered by the Finance and Policy Committee 30<sup>th</sup> January 2015.

**9. CONTACT OFFICER**

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**CHILDREN'S SERVICES COMMITTEE****REVENUE FINANCIAL MONITORING REPORT FOR FINANCIAL YEAR 2014/15 as at 31st December, 2014**

Approved 2014/2015 Budget £'000	Description of Service Area	Projected Outturn Variance - Adverse/ (Favourable) Latest Forecast £'000	Director's Explanation of Variance
<b>Children's Committee</b>			
12,018	Children & Families	(120)	The outturn projection includes new secure accommodation costs. These costs are to be funded from a combination of the Youth Offending risk reserve and the overall corporate outturn position. In addition, Troubled Families is underspending against grant and it is proposed a reserve for this balance is created. Increasing demand and expenditure on means-tested allowances, direct payments and fostering allowances are offset only partly by expected savings within Care Proceedings court costs, Agency Residential and Adoption services arising from the use of the Adoption Reform Grant.
4,855	Early Intervention Services	(787)	The projected outturn variance reflects the Local Welfare Support Scheme and High Needs Services (for which reserves are to be created) as well as underspends arising from vacant posts and against various supplies and services budgets, incorporating early achievement of 2015/16 savings. These underspends are partly offset by the delayed achievement of some staffing savings within the Youth Service element of this budget.
10	Information, Sharing & Assessment	(10)	Early achievement of 2015/16 savings.
(3)	Play & Care	30	
355	Youth Offending Service	(97)	The underspend reflects staff savings from some secondments to other grant-funded programmes within Children's Services.
407	Youth Service	0	Service underspends have been achieved as a result of the Complex Needs Services review in advance of the delivery of the 2015/16 savings across Children & Education Services.
122	Access to Education	(18)	
761	Central Support Services	0	
533	Other School Related Expenditure	(9)	
350	Raising Educational Achievement	(85)	
221	Special Educational Needs	(115)	
54	Strategic Management	(20)	This relates to the Local Welfare Support Scheme, Troubled Families and High Needs Services for which specific reserves have been approved/requested.
19,683	<b>Children's Committee Sub Total</b>	<b>(1,231)</b>	

**Creation of Reserves**

0	Children's - Local Welfare Support Grants	375	The creation of this reserve was included in the MTFS and agreed by full Council on 4th February 2014.
0	Children's - Transfer to LAC Reserve	76	Any overall underspend will be transferred to the existing LAC reserve to enable this reserve to continue to be used as a contingency/risk-reserve in future years.
0	Children's - High Needs Reserve	300	Funding to be transferred to a reserve to manage future year risks in High Needs spend.
0	Children's - Troubled Families Reserve	500	A reserve is proposed to be created for the balance of grant funding to enable this funding to be carried forward into 2015/16 and future years to support the continuation of this programme.
19,683	<b>Children's Committee - Net of Reserves</b>	<b>20</b>	

**PLANNED USE OF RESERVES**

The above figures include the 2014/2015 approved budget along with the planned use of Departmental Reserves created in previous years.  
The details below provide a breakdown of these reserves

Approved 2014/2015 Budget £'000	Description of Service Area	Planned Usage 2014/2015 £'000	Variance Over/ (Under) £'000	Director's Explanation of Variance
<b>Children's Committee</b>				
173	Schools Transformation Team	150	(23)	
10	Academy Risk Reserve	0	(10)	
18	Raising the Participation Age	18	0	The Improvement Strategy was approved by Committee 8th July, £0.287m has been allocated over the next two financial years.
287	School Improvement	167	(120)	
0	Youth Offending Reserve	100	100	This 'risk' reserve will be required in 14/15 to contribute towards the estimated overall costs of new secure accommodation costs. The balance of costs will be funded from within the corporate outturn.
149	Adoption Reform Grant	125	(24)	It is anticipated that the overspend within the Looked after Children budgets can be funded from within the overall Children's Services outturn without the need to use any of this risk reserve.
175	Children's Social Care & Early Intervention	167	(8)	
420	Looked After Children Reserve	0	(420)	
1,232	<b>Children's Committee Sub Total</b>	<b>727</b>	<b>(505)</b>	

<b>MEMO:-</b>	<b>Dedicated Schools Grant</b>			
4,903	Early Years	(417)	(480)	Funding received in respect of raising the participation levels of 2 yr old provisions, is higher than the predicted actual levels of participation
8,232	High Needs	0	(111)	
54,655	Schools	2	(8)	

## CHILDREN'S SERVICES COMMITTEE

## CAPITAL MONITORING REPORT PERIOD ENDING 30th NOVEMBER 2014

Project Code	Scheme Title	BUDGET		EXPENDITURE IN CURRENT YEAR					Type of Financing	2014/15 COMMENTS
		A	B	C	D	E	F	G		
		2014/15 and Future Years Budget £'000	2014/15 Budget £'000	2014/15 Actual as at 30/11/14 £'000	2014/15 Expenditure Remaining £'000	Expenditure Repassed into 2015/16 £'000	(C+D+E) 2014/15 Total Expenditure £'000	(F-B) 2014/15 Variance from Budget £'000		
Children's Committee										
7469	Children's Centre's Capital	41	41	0	41	0	41	0	MIX	
8282	Exmoor Grove Redevelopment / Change of Use	56	56	53	3	0	56	0	MIX	
8072	Integrated Children's Services Case Management Improvement	37	0	0	0	0	0	0	MIX	
8218	Youth Service Portable Multi-Use Games Area (Youth Capital Fund)	7	0	0	0	0	0	0	GRANT	
8695	Barnard Grove School - New School	95	95	95	0	0	95	0	MIX	
8785	Barnard Grove School - Section 278 Works	36	36	0	36	0	36	0	GRANT	
8781	Brougham School - 2 year old FNE Capacity Building	38	38	20	18	0	38	0	GRANT	
8602	Claverling School - Fire Detection System	25	25	19	8	0	27	2	MIX	
8732	Claverling School - Roof Block A	84	84	64	10	0	74	(10)	MIX	Actual anticipated final cost lower than original indicative estimate.
7384	Devolved Schools Capital	469	469	49	382	0	431	(38)	GRANT	Underspend represents the school contribution to fund Rift House SEN Adaptations. On hold pending Priority School Building Programme Phase 2.
New	English Martyrs - Science Labs	325	325	0	0	325	325	0	RCCO	
8734	Golden Flatts School - Condensation Mitigation Works	15	15	0	15	0	15	0	MIX	
8731	Golden Flatts School - Boiler Replacement	25	25	22	3	0	25	0	MIX	
8734	Golden Flatts School - Roofing Block A Replacement	65	65	64	0	0	64	(1)	MIX	
8730	Greatham School - Roof Replacement	94	94	68	10	0	78	(16)	MIX	Actual anticipated final cost lower than original indicative estimate.
8729	Hart School - Roof Block A	8	8	12	2	0	14	6	MIX	The anticipated costs have increased owing to an increase in the scope of work required. On hold pending Priority School Building Programme Phase 2.
8716	High Tunstall School - Window Replacement Block A	156	156	2	0	154	156	0	MIX	On hold pending Priority School Building Programme Phase 2 but minor works were necessary and have been undertaken.
8718	High Tunstall School - Roofing - Block A (Phased)	65	65	52	13	0	65	0	MIX	On hold pending Priority School Building Programme Phase 2.
8719	High Tunstall School - Roofing - Block L	118	118	3	0	115	118	0	MIX	
8598	High Tunstall School - Heating Distribution - Block G	85	85	39	46	0	85	0	MIX	
8523	High Tunstall School - Heating Distribution - Block A	68	68	19	49	0	68	0	MIX	
8718	High Tunstall School - Roofing - Block A (Drama Hall)	80	80	1	65	0	66	(14)	MIX	Scheme reduced pending outcome of Priority School Building Programme Phase 2.
8717	High Tunstall School - Electrical Distribution Replacement	34	34	8	9	17	34	0	GRANT	
8695	Holy Trinity - Contribution to New School re Nursery Provision	160	160	0	160	0	160	0	MIX	The £160k contribution consists of £60k contribution from Council reserves and an anticipated capital receipt of £100k. In addition to this Holy Trinity School are also contributing £18k to the project.
8785	Holy Trinity - Section 278 Works	10	10	0	10	0	10	0	MIX	
8727	Kingsley School - Electrical Rewire	267	267	177	0	90	267	0	MIX	
8459	Kingsley School - Replace and Upgrade Playground Surface	41	41	41	0	0	41	0	MIX	
8728	Lynnfield School - Window Replacement - Block A	62	62	32	30	0	62	0	MIX	
8782	Lynnfield School - 2 year old FNE Capacity Building	38	38	19	19	0	38	0	MIX	
8789	Refurbishment Pupil Referral Unit	205	205	0	205	0	205	0		
7586	Purchase of Computer Equipment - City Learning Centre Standards Fund	4	4	0	0	4	4	0	GRANT	
8714	Rift House School - Roof Block A	213	213	132	88	0	220	7	MIX	Actual anticipated final cost higher than original indicative estimate.
8713	Rift House School - SEN Adaptations	24	24	62	0	0	62	38	MIX	The overspend relates to additional work to be funded by the school.
8720	Rift House School - Children's Centre Roof Replacement	51	51	6	40	0	46	(5)	MIX	Actual anticipated final cost lower than original indicative estimate.
8601	Rossmere School - Toilet Replacement	30	30	30	0	0	30	0	MIX	
8692	Rossmere School - Forest Garden	345	345	3	327	15	345	0	MIX	
7421	School Travel Plans	23	0	0	0	0	0	0	GRANT	
7521	Schools General - 2 year old FNE Capacity Building	22	22	20	2	0	22	0	GRANT	
8788	Schools General - Universal Free School Meals	160	160	16	144	0	160	0	GRANT	
8138	Schools General - BSF - ICT	2,414	1,468	1,468	0	0	1,468	0	GRANT	
8139	Schools General - BSF - ICT Infrastructure Costs	132	132	0	132	0	132	0	GRANT	
9004	Schools General - RCCO Unallocated	400	400	0	0	400	400	0	RCCO	
9004	Schools General - Funding Currently Unallocated	95	95	0	0	139	139	44	MIX	This reflects the net underspend that will be transferred to the unallocated budget.
9004	Schools General - Contingency	100	100	0	0	100	100	0	GRANT	
9004	Schools General - Earmarked for Asbestos Surveys	60	60	0	0	60	60	0	RCCO	
8725	Throston School - Electrical Rewire Final Phase	89	89	85	4	0	89	0	MIX	
8726	Throston School - Window Replacement - Block A	64	64	57	3	0	60	(4)	MIX	Actual anticipated final cost lower than original indicative estimate.
8455	West Park School - Electrical Works inc Fire Detection System	92	92	40	52	0	92	0	MIX	
8526	West Park School - Heating / Hot & Cold Water Distribution	26	26	0	26	0	26	0	GRANT	
8593	West Park School - Window Replacement	9	9	8	1	0	9	0	MIX	
8723	West Park School - Window Replacement Final Phase	70	70	62	8	0	70	0	MIX	
8735	West Park School - Cloakroom/Wash Hand Basin Replacement	42	42	37	5	0	42	0	MIX	
8653	West View School - Early Years Foundation Stage improvements	184	184	27	6	151	184	0	MIX	Only works to canopy and external store are complete, the remainder of the scheme is on hold pending the PSBP 2 announcement.
8528	West View School - Roofing - (Various Phases)	142	142	114	19	0	133	(9)	MIX	Actual anticipated final cost lower than original indicative estimate.
8724	West View School - Boiler Replacement Block A	64	64	45	19	0	64	0	MIX	
Children's Committee Sub Total		7,664	6,651	3,071	2,010	1,570	6,651	0		

## Key

RCCO Revenue Contribution towards Capital  
MIX Combination of Funding Types  
UCPB Unsupported Corporate Prudential Borrowing  
SCE Supported Capital Expenditure (Revenue)

GRANT Grant Funded  
CAP REC Capital Receipt  
UDPB Unsupported Departmental Prudential Borrowing  
SPB Supported Prudential Borrowing

# CHILDREN'S SERVICES COMMITTEE

10 February 2015



**Report of:** Director of Public Health

**Subject:** UPDATE ON THE PROCUREMENT OF A CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING SERVICE & THE TRANSFER OF THE 0-5 PUBLIC HEALTH SERVICES COMMISSIONING

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information

## 2. PURPOSE OF REPORT

2.1 The purpose of this report is to update the Children's Services Committee on:

- the outcome of the procurement of a Children and Young People's Health and Wellbeing Service and;
- the progress regarding the transfer of 0-5 children's public health services from NHS England to the Local Authority.

## 3. BACKGROUND

3.1 In April 2013 Local Public Health Services formally transferred to Local Authorities. At this time responsibility of 5 – 19 years children's public health commissioning (School Nursing Service) transitioned with Public Health.

3.2 At a meeting of the Finance and Policy Committee on 25th April it was agreed to:

- Develop a new service specification based on the national model taking into consideration local needs and view from the engagement process.
- Secure a provider for a school nursing service funded by the ring-fenced public health grant in 2015/16.

3.3 Furthermore at a meeting of the Children's Services Committee on 30th September it was agreed that the Committee would receive a report on the

outcome of the procurement process for a Children and Young People's Health and Wellbeing Service.

- 3.4 Responsibility for 0-5 year's children's public health commissioning, which includes Health Visiting services and Family Nurse Partnership was passed to NHS England. The intention was that responsibility for these services would transfer to Local Authorities during 15/16.

#### **4. OUTCOME OF THE PROCUREMENT OF THE CHILDREN AND YOUNG PEOPLE'S HEALTH AND WELLBEING SERVICE**

- 4.1 The Public Health Department alongside HBC's Corporate Procurement Section commenced the procurement of new children and young people's health and wellbeing Service on 15th September 2014.
- 4.2 On 9<sup>th</sup> January 2015 after an open and transparent procurement process North Tees and Hartlepool Foundation Trust were notified that they have been awarded the contract for the Children and Young People's Health and Wellbeing Service.
- 4.3 The new service will become operational from the 1<sup>st</sup> April 2015; Officers from Public Health will be supporting the Trust with the transformation of the new service.

#### **5. TRANSFER OF CHILDREN'S 0-5 PUBLIC HEALTH COMMISSIONING**

- 5.1 The Department of Health has confirmed that children's public health commissioning responsibilities for 0-5 year olds will transfer from NHS England to Local Authorities on 1 October 2015. This transfer will join up that work already done by Local Authorities for children and young people aged 5-19.
- 5.2 Only the commissioning responsibility is being transferred. Health Visitors will continue to be employed by their current employer – North Tees and Hartlepool Foundation Trust.
- 5.3 Subject to parliamentary approval, the Government intends to mandate the five universal checks within the 0-5 Healthy Child Programme namely: antenatal health promoting visits; new baby review; 6-8 week assessment; 1 year assessment and 2-2½ year review. Regulations will also include a sunset clause at 18 months and a review involving Public Health England after 12 months
- 5.4 Work continues between Hartlepool Borough Council, Stockton Borough Council and NHS England Area Team to develop plans for a smooth transfer of the commissioning responsibilities. A North of Tees transition board is

being established with key partners to ensure a smooth transfer happens in October 2015.

- 5.5 At a national level, the Department of Health, NHS England and Public Health England are working with key partners, including the Local Government Association (LGA), Society of Local Authority Chief Executives (SOLACE), the Association of Directors of Public Health (ADPH), ADPH. Regulations will be drawn up and partners will have an opportunity to comment ahead of these being laid before Parliament.
- 5.6 Work is ongoing with the Area team, as the outgoing commissioner, to put in place new contracts with existing providers which ensure services are available to patients throughout the transition year. Service continuity and stability are a key principle of safe transfer.
- 5.7 All future commissioning will be in line with the transformation of children's services under the 'Better Childhood Programme'

## **6. RECOMMENDATIONS**

- 6.1 That the Children's Services Committee notes the contents of this report and receives an update report on the progress of the transfer of commissioning responsibilities of the 0-5 children's public health services.

## **7. BACKGROUND PAPERS**

- 7.1 Finance and Policy Committee, Minutes and decision record, 25 April 2014
- 7.2 Children's Services Committee, Minutes and decision record, 30 September 2014
- 7.3 Department of Health, scope of 0-5 public health services transition, August 2014

## **8. CONTACT OFFICER**

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# CHILDREN'S SERVICES COMMITTEE

10 February 2015



**Report of:** Director of Child & Adult Services

**Subject:** KEY STAGE 4 PUPIL ACHIEVEMENT SUMMARY  
2014 (PROVISIONAL)

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information.

## 2. PURPOSE OF REPORT

- 2.1 To provide a summary of Key Stage 4 pupil achievement outcomes from public examinations 2013-14, and to indicate any significant trends.

## 3. BACKGROUND

- 3.1 Children and young people in Hartlepool undertake formal assessments of their attainment and progress throughout each academic year. These assessments are a mixture of teacher assessments, which are moderated and standardised, and tests or examinations that are set nationally. Formal national testing and examinations usually happen in the summer term each year, although some 'early entry' public examinations are taken by Year 10 and Year 11 students at other times throughout Key Stage 4. From September 2013 only a student's first attempt at a GCSE examination will 'count' in school performance tables. This has resulted in some significant downward shifts in national benchmarks and in some Hartlepool outcomes, and makes year-on-year comparisons difficult.
- 3.2 There are nationally benchmarked outcomes for young people at the end of Key Stage 4. Young people are expected to make three levels of progress from Key Stage 2 to Key Stage 4. The key measure of attainment for young people at the end of Key Stage 4 continues to be 5+ GCSE passes at grades A\*-C, including English and mathematics (5A\*CEM). There are national floor standards of attainment and progress for maintained schools to reach at the end of Key Stage 4.

- 3.3 Data presented in this report are unvalidated. Validated data are due to be released in March 2015. This is a similar pattern to previous years. Hartlepool data presented in this report includes the outcomes of appeals and re-marks. National data for 2014 does not include the outcomes of appeals and re-marks from all schools. However the national data presented here are unlikely to differ markedly from the validated data that will be published in March 2015.

#### 4. OUTCOMES SUMMARY

- 4.1 **Attainment:** the key indicator of 5A\*CEM decreased from 59% in 2013 to 55% in 2014. The national figure fell at a faster rate from 60% to 55%. For the second year running Hartlepool is now performing at the national average in this measure; Hartlepool was significantly below the national average in 2012.
- 4.2 Attainment in English improved for the third year running in 2014 with Hartlepool students having an average points score of 38.8 compared with a national average of 38.7. Standards of English attained by students in Hartlepool are broadly average.
- 4.3 Attainment in mathematics dipped to 36.0 in 2014 compared to 38.1 in 2013, against a national dip from 38.8 to 38.0. Standards of mathematics attained by students in Hartlepool are significantly below the national average by a third of a GCSE grade on average.
- 4.4 Attainment in science improved for the third consecutive year in 2014. Hartlepool students attained an average points score of 41.4 compared to 40.1 in 2013. The national average for science in 2014 is 42.5 which means attainment in science in Hartlepool is significantly below this, however the gap is narrowing quickly.
- 4.5 Girls outperformed boys once again in 2014, and the gender gap remained the same on average. The average GCSE grade attained by girls was a grade C, whilst the average GCSE for boys was a grade C- (a half GCSE grade difference). In terms of 5A\*CEM, 60% of girls attained this in 2014 compared to 61% of girls nationally; only 47% of boys attained this standard compared to 50% of boys nationally. There is no clear trend to demonstrate that the gender gap is closing over time.
- 4.6 The proportion of disadvantaged students attaining 5A\*CEM improved from 39% in 2013 to 40% in 2014. This means the gap between the attainment of this group of students and other students nationally narrowed for the third consecutive year.
- 4.7 The key attainment measure (5A\*CEM) of students with special educational needs (those with and without a statement) was similar to national benchmarks for these groups.

- 4.8 **Progress in English:** the proportion of students making the expected progress from Key Stage 2 to Key Stage 4 (KS2-4) in English improved from 63% in 2013 to 72% in 2014. The national average is 70%. The proportion of students making more than expected progress in English improved for the third consecutive year to 27% in 2014 compared to a national average of 32%.
- 4.9 The proportion of disadvantaged students making expected progress increased from 48% in 2013 to 59% in 2014. The proportion of disadvantaged students making more than expected progress in English also increased, from 12% in 2013 to 20% in 2014. The gap between Hartlepool disadvantaged students and other students nationally narrowed in 2014 for progress in English.
- 4.10 **Progress in mathematics:** the proportion of students making the expected progress from KS2-4 in mathematics fell for the third consecutive year from 62% in 2013 to 54% in 2014. The national average is 65%. The proportion of students making more than expected progress in mathematics also fell for the third consecutive year to 17% in 2014 compared to a national average of 29%.
- 4.11 The proportion of disadvantaged students making expected progress decreased from 49% in 2013 to 41% in 2014. The proportion of disadvantaged students making more than expected progress in mathematics also fell, from 14% in 2013 to 8% in 2014. The gap between the Hartlepool disadvantaged students and other students nationally widened in 2014 for progress in mathematics.
- 4.12 **Floor standard:** for the fifth consecutive year all Hartlepool secondary schools are above the current government floor standard, which sets the minimum expectations for students' attainment and progress.
- 4.13 **Overall summary for 2014:**
- generally, standards of attainment in Hartlepool remain broadly in line with national averages;
  - standards in English are improving at a steady rate and are at the national average;
  - the progress of students in English from KS2-4 requires improvement to be good because not enough disadvantaged students make expected or more than expected progress;
  - standards in mathematics are significantly below the national average and improvement is variable over time;
  - the progress of students in mathematics is a cause for concern because not enough students make the expected, or more than the expected, progress from the standards that they reach at the end of primary school;
  - standards in science are improving steadily over time but are still significantly below the national average;

- girls outperform boys in the vast majority of subjects and indicators and there is no trend to show that this gap is narrowing;
- standards attained by disadvantaged students generally improved for the third consecutive year, and the gap to other students nationally narrowed for the third consecutive year;
- students with special educational needs reach standards that are in line with their peers nationally.

## **5. RECOMMENDATIONS**

- 5.1 Committee to note the contents of this summary report.

## **6. REASONS FOR RECOMMENDATIONS**

## **7. CONTACT OFFICER**

- 7.1 Mark Patton, Senior School Improvement Advisor (Secondary)

# CHILDREN'S SERVICES COMMITTEE

10 February 2015



**Report of:** Director of Child & Adult Services

**Subject:** UPDATE ON THE REVIEW OF PROVISION FOR PUPILS WITH BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES AT HARTLEPOOL PUPIL REFERRAL UNIT, CATCOTE ACADEMY AND SPRINGWELL SPECIAL SCHOOL

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

For information only.

## 2. PURPOSE OF REPORT

- 2.1 The purpose of this report is to update the Children's Services Committee on the feasibility study being carried out to determine the most appropriate model of educational provision to meet the needs of children and young people with behavioural difficulties in Hartlepool. This need is currently being met in Hartlepool at the Hartlepool Pupil Referral Unit (PRU), Catcote Academy and Springwell Special School. The Children's Services Committee agreed to the feasibility study at its meeting of 2 September 2014.

## 3. BACKGROUND

- 3.1 Supporting and championing the needs of vulnerable children and young people underpins the ambitions of the Hartlepool Education Strategy. Ensuring that all children and young people have access to high quality provision includes providing for pupils who are engaged in alternative timetabled educational activities away from their host school, for example through attending the Hartlepool PRU, providing for pupils who have a Statement of Special Educational Needs that refers to behavioural issues, for example at the Behavioural, Emotional and Social Difficulties (BESD) units at Catcote Academy and Springwell Special School and providing for those who participate in externally commissioned courses or activities.

- 3.2 Consultation with headteachers from all sectors and with the Hartlepool Behaviour and Attendance Partnership has established that:
- There are an increasing number of Key Stage 1 and Key Stage 2 pupils in Hartlepool exhibiting more complex behavioural needs and, as a consequence, there is pressure on the current provision for these children at Springwell Special School.
  - The current overall provision for Key Stage 3 and Key Stage 4 pupils needs to be strengthened both at the PRU and at Catcote BESD through the provision of high quality accommodation and resources.
- 3.4 The Hartlepool PRU was relocated from the Golden Flatts site to the redeveloped Brierton education site in September 2014. The Finance and Policy Committee recently agreed to a further £205,000 of capital expenditure at the PRU to ensure that it is able to fully meet the curriculum needs of Key Stage 3 and Key Stage 4 pupils.
- 3.5 Catcote Special School is proposing to make two bids to the Department for Education Academies Capital Maintenance Fund in order to obtain central government funding to develop and improve the accommodation for both its Behavioural, Social and Emotional Difficulties provision and its Autism Spectrum Disorder (ASD) provision. Funding is being sought to replace the demountable classrooms that currently house the BESD provision, and which are now in poor condition, with an extension to the school building onto the south car park. This will provide three teaching rooms, staff and student toilets and an enclosed garden. Two existing rooms will be included in the BESD scheme with a separate entrance, reception and office. In addition, the north car park will be reconfigured to enable more parking in this area. The second bid for DfE capital maintenance funding is to replace the demountable building that currently houses the ASD provision with a modular building that will include autism specific teaching areas, sensory and social areas and both staff and pupil toilets. The deadline for the submission of both bids is 19th December, 2014.
- 3.6 Furthermore, additional commissioned BESD provision for the growing number of Key Stage 1 and Key Stage 2 pupils requiring support will need to be developed in Hartlepool to reduce the current demand being made on the primary BESD provision at Springwell Special School.
- 3.7 To be effective, any existing or planned BESD provision in Hartlepool must exist within effective and stimulating learning environments that meet the full range of moderate to complex and challenging behavioural, social and emotional needs of young people with a focus on preventative approaches and high quality interventions. The current development work at the PRU and the proposals for Catcote Academy will support this ambition.

#### **4. FINANCIAL CONSIDERATIONS**

4.1 Details of the financial implications will be outlined in the paper to the committee that follows the review and feasibility study. Any further proposals, however, should:

- Develop a comprehensive approach to commissioning specialist local provision as appropriate to meet the needs of children and young people in Hartlepool and so reduce the need for high-cost external provision.
- Ensure that funding is targeted at those young people with the most complex needs.
- Develop an integrated approach across all schools, academies and alternative providers in order to promote effective collaboration and the sharing of resources and expertise.

#### **5. RECOMMENDATIONS**

5.1 The Children's Services Committee is asked to note the contents of this report and, in particular, to note that:

- The review of the current educational provision in Hartlepool for all pupils with behavioural, emotional and social difficulties is progressing well. A final report will be presented to the Committee early in 2015 which will recommend to the Committee a model of alternative educational provision that fully meets the needs of children and young people with behavioural, emotional and social difficulties;
- The Finance and Policy Committee agreed to a further £205,000 of capital expenditure at the Pupil Referral Unit to ensure that the full curriculum needs of the young people taught there are met;
- Catcote Academy have submitted two bids to the DfE Academies Capital Maintenance Fund for capital funding to improve the quality of accommodation for both their behavioural, emotional and social difficulties provision and their Autism Spectrum Disorder provision.

#### **7. CONTACT OFFICER**

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