

# CHILDREN'S SERVICES COMMITTEE

## AGENDA



**Tuesday 17 January, 2017**

**at 4.00 pm**

**in the Council Chamber,  
Civic Centre, Hartlepool.**

MEMBERS: CHILDREN'S SERVICES COMMITTEE

Councillors Beck, Clark, Hamilton, Harrison, James, Lauderdale and Moore.

Co-opted Members: Vacancies - C of E Diocesan and RC Diocesan representatives.

School Heads Representatives: Mark Tilling (Secondary), David Turner (Primary)

Young Peoples Representatives

Observer: Councillor Thomas, 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 6 December, 2016 (*previously circulated and published*).

**4. BUDGET AND POLICY FRAMEWORK ITEMS**

No items.

**5. KEY DECISIONS**

- 5.1 School Place Planning – Secondary Provision – *Director of Child and Adult Services*



**6. OTHER ITEMS REQUIRING DECISION**

- 6.1 Deprivation Factor in the School Funding Formula 2017/18 – *Director of Child and Adult Services*
- 6.2 The School Funding Formula 2017/18 – *Director of Child and Adult Services*
- 6.3 Educational Outcomes for Children Looked After – *Director of Child and Adult Services*

**7. ITEMS FOR INFORMATION**

- 7.1 OFSTED Inspection Outcomes: September 2016 – November 2016 – *Director of Child and Adult Services*
- 7.2 Quarter 2 – Council Overview of Performance and Risk 2016/17 – *Director of Child and Adult Services*

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

**FOR INFORMATION**

Date of next meeting – Tuesday 21 February, 2017 at 4.00pm in the Civic Centre, Hartlepool.



# CHILDREN'S SERVICES COMMITTEE

17<sup>th</sup> January 2017



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

**Subject:** SCHOOL PLACE PLANNING – SECONDARY PROVISION

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## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Key Decision test (i and ii) applies. Forward Plan Reference Number: CAS 60/16

## 2. PURPOSE OF REPORT

- 2.1 To approve the spend of Basic Need allocation to fund the increase of school places in the secondary sector, 2017-2023.

## 3. BACKGROUND

- 3.1 Basic Need funding allocations are made to local authorities (LAs) to support the capital requirement for providing new pupil places by expanding existing maintained schools, free schools or academies, and by establishing new schools.
- 3.2 Basic Need is based principally on data collected from School Capacity Surveys (SCAP) and the LA has the responsibility for determining how this funding should be invested in schools across our area to ensure capacity within the education system.
- 3.3 In 2012 a strategic decision was made to create three geographical planning areas across the town for funding purposes: North West, Central and East, and South West. This helped secure Basic Need funding from the Department for Education.
- 3.4 Historically Hartlepool has had sufficient pupil places within both the primary and secondary sector to accommodate the number of children and young people living within the town. However, over the last few years the town has experienced pressure on primary places in the north of the town. This is a

combination of significant planned developments in the north of the town and increasing popularity of schools in that area.

- 3.5 In order to alleviate some of the demand for primary places in the north of the town, Children's Services Committee agreed on 6<sup>th</sup> October 2015, to increase the published admission numbers for Hart Primary School and Clavering Primary School utilising some Basic Need allocation. This has provided an additional 5 places at Clavering and 3 places at Hart in the Reception year 2016, and once all building work is completed will eventually provide a total of 35 and 21 pupil places respectively across all year groups.

#### 4. PROPOSALS

- 4.1 Current pupil projections and forecasts suggest that there will be a significant increase in secondary school pupil numbers over the next seven years. The projections indicate that Year 7 intakes in future years will exceed the number of places available or will allow few surplus places within the system as identified in the table below. The schools published admission number (PAN) for each school is also shown below.

Current Year Group	Admissions to Y7 Intake	Year Group (as at Oct 2016 Census)	Dyke House – PAN 250 English Martyrs – PAN 260 High Tunstall – 240 Manor – 250 ST HILD'S – 180 <b>TOTAL – 1,180</b>
Year 6	Sept 2017	1,153	2.4% surplus
Year 5	Sept 2018	1,147	2.9% surplus
Year 4	Sept 2019	1,176	0.4% surplus
Year 3	Sept 2020	1,190	0.8% deficit
Year 2	Sept 2021	1,171	0.8% surplus
Year 1	Sept 2022	1,205	2% deficit
Reception	Sept 2023	1,179	0.2% surplus

- 4.2 Historically, a surplus capacity of 7% in each school was considered a reasonable figure to allow for parental choice and to meet demand. Over the next seven years, the current secondary provision will not be sufficient for the local authority to carry out its statutory duty in providing secondary school places to every Hartlepool child/young person.
- 4.3 There are five mainstream secondary schools within the town. An analysis has been undertaken of the requirements for additional places by planning area and a desk top exercise to determine which schools could be developed/expanded to meet demand. Whilst parental choice may be an issue, for planning purposes the local authority needs to focus on the strategy that a child will be provided a school place within 3 miles of their home.

#### 4.4 CENTRAL AND EAST PLANNING AREA

- 4.4.1 **Dyke House Sports and Technology Academy** – Dyke House was extensively remodeled in 2010/11 funded through the government's Building Schools for the Future programme. The school currently has an admission number of 250 per year group.
- 4.4.2 **St Hild's Church of England School** – St Hild's was completely re-built in 2004. The school currently has a Published Admission Number (PAN) of 180 per year group.
- 4.4.3 **The English Martyrs RC School and Sixth Form College** - The LA has successfully secured government funding to either re-build or carry out major refurbishment at English Martyrs School. Initial engagement is currently underway with the Education Funding Agency (EFA) in relation to the scope of works. The EFA will build the new school to accommodate the PAN as at the bid submission date of July 2014. The PAN in 2013/14 was 240. It is anticipated that the works will be completed by 2019/20.

The English Martyrs RC School and Sixth Form College is the only Roman Catholic secondary provision within the town. For each housing development a local formula is used, reflecting the number of pupils expected to reside in the dwellings. This formula includes numbers for Roman Catholic education provision. Therefore, there is an expectation that all housing developments within the town will require additional Roman Catholic places.

- 4.4.4 **Housing Developments** – There are a number of small developments underway within the Central and East planning area, and a large development is currently being built, the Britmag site, for 373 houses.
- 4.4.5 **Current Capacity in Central and East Planning Area** – The overall capacity of the secondary schools in Central and East planning area is based on 670 per year group (Dyke House PAN 250, St Hild's PAN 180, English Martyrs PAN 240). The estimated number of Year 7 pupils (intake) for each year is as follows:

Year	Year 7 Intake*
2017/18	688
2018/19	672
2019/20	690
2020/21	690
2021/22	677
2022/23	701

*\*based on 2016 projections*

The table above includes pupil yields from the housing developments at the Britmag site, Hartlepool Hospital site, Mayfair site and other small developments currently being built.

These numbers do not allow for surplus capacity and there is no scope or margin to manage any further growth.

- 4.4.6 **Proposals for Central and East** – Desk top feasibility studies have been undertaken for Dyke House and St Hild's to consider possible school expansions. Due to the small number of housing developments planned for the future in this area and limited financial resources, it is not considered a viable and cost effective option to increase capacity at these schools.

It is proposed that, as part of the Priority School Building Programme (PSBP Phase 2), English Martyrs is increased to accommodate 270 pupils in each year group. This would require additional funding to be provided to the EFA from the LA's Basic Need allocation and any Section 106 education contributions from proposed developments. This would allow for expected Roman Catholic pupil yields for all developments within the town. Due to the redevelopment of the school buildings through the PSBP, the expansion of English Martyrs would be a cost effective option and allow whole school reorganisation and efficiencies to be achieved.

Members are therefore asked to approve funding for works (as detailed in Confidential Appendix 1) to increase the admission number to 270 and thus increase overall capacity at English Martyrs School to coincide with the proposed new build completion date. These costs are subject to agreement with the EFA. The true figures will not be known until design engagement takes place. **Appendix 1 contains exempt information under Schedule 12A of the Local Government Act 1972, (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely (Para 3), information relating to the financial or business affairs of any particular person (including the authority holding that information).**

## 4.5 NORTH WEST PLANNING AREA

- 4.5.1 **High Tunstall College of Science** - The LA has successfully secured government funding to either re-build or carry out major refurbishment at High Tunstall College of Science. Initial engagement is currently underway with the Education Funding Agency (EFA) in relation to the scope of works. The EFA will build the new school to accommodate the PAN as at the bid submission date of July 2014. The PAN in 2013/14 was 240. It is anticipated that the works will be completed by 2019/20.
- 4.5.2 **Current Capacity in North West Planning Area** – The overall capacity of the secondary school in North West planning area is based on 220 per year group (High Tunstall PAN 220). The estimated number of Year 7 pupils (intake) for each year is as follows:

Year	Year 7 Intake*
2017/18	235
2018/19	225
2019/20	220
2020/21	240
2021/22	220
2022/23	240

*\*based on 2016 projections*

The table includes pupil yields from the housing developments at the Upper Warren site and other small developments currently being built. However, the figures do not include the proposed High Tunstall development which is expected to generate 164 secondary pupils (this includes a Roman Catholic element) or any future developments identified in the draft Local Plan.

These numbers do not allow for surplus capacity and there is no scope or margin to manage any further growth.

- 4.5.3 **Housing Developments** – There are a number of housing developments, approved and pending, identified in the Local Plan in the North West planning area. A primary school site (1 form entry) has been reserved as part of the potential Tunstall Farm development.
- 4.5.4 **Proposals for North West** – Currently High Tunstall has a PAN of 220. In order to accommodate the number of Year 7 pupils in September 2017, the school will require additional places with an increase of their PAN to 240. Works will need to be undertaken on the current school building to reorganize and recondition space. The costs for these works will be presented in a future report to Children's Services Committee once further detail is known through the engagement with EFA on the PSBP Phase 2.

It is proposed that, as part of the Priority School Building Programme (Phase 2), High Tunstall is increased to accommodate 270 pupils in each year group. This would require additional funding to be provided to the EFA from the LA's Basic Need allocation and any Section 106 education contributions from proposed developments. Due to the redevelopment of the school buildings, the expansion of High Tunstall would be a cost effective option and allow whole school reorganisation and efficiencies to be achieved.

Members are therefore asked to approve funding for works (as detailed in Appendix 1) to increase the admission number in the short term to 240 and further increase the overall capacity at High Tunstall to 270 to coincide with the proposed new build completion date. These costs are subject to agreement with the EFA. The true figures will not be known until design engagement takes place.

## 4.6 SOUTH WEST PLANNING AREA

**4.6.1 Manor Community Academy** – Manor benefitted from PSBP (Phase 1) funding and their new school building was opened in April 2016. The school was rebuilt to a capacity of 1250, plus provision for 26 additionally resourced places. The new building was designed to enable it to be expanded over time. There are two options for expansion (one to the south and one to the west of the new building). It is considered that the size of the site would allow external spaces to be reconfigured to accommodate either option, although this will be subject to agreement with Sport England and the planning department. The school currently has a Published Admission Number (PAN) of 250 per year group.

**4.6.2 Current Capacity in South West Planning Area** – The overall capacity of the secondary school in South West planning area is based on 250 per year group (Manor PAN 250). The estimated number of Year 7 pupils (intake) for each year is as follows:

Year	Year 7 Intake*
2017/18	229
2018/19	219
2019/20	243
2020/21	239
2021/22	268
2022/23	275

*\*based on 2016 projections*

These numbers do not allow for surplus capacity and there is no scope or margin to manage any further growth.

There is a significant housing development proposed for the South West of the town which will see in excess of 1200 new homes built over the next 10 years. Secondary pupil yields from the development are expected to be in the region of 164 (this includes a Roman Catholic element). The Section 106 agreement is currently in its final stages of completion. Education contributions have been agreed with the developer. The secondary element of funding is £2,001,620 and is to be released at the trigger points detailed below:

2020*	£800,648
2021*	£400,324
2022*	800,648
<b>Total</b>	<b>£2,001,620</b>

*\*dependent on developer build-out rates*

**4.6.3 Housing Developments** – As detailed in Section 4.5.2, the South West extension development is identified in the Local Plan in the South West planning area. A primary school site (1 form entry) has been reserved as part of the potential South West development.

- 4.6.4 **Proposals for South West** – It is proposed that Manor is increased to accommodate 280 pupils in each year group. Section 106 education contributions would be used, supplemented by Basic Need to fund any expansion in line with the trigger points outlined above.

Members are therefore asked to approve funding for works (as detailed in Appendix 1) to increase the admission number and overall capacity at Manor to 280 for 2022.

## 4.7 FUTURE CAPACITY

- 4.7.1 If the recommendations contained within this report are approved, it will allow for the following surplus capacity within the secondary sector once any expansions/new builds are completed.

Current Year Group	Admissions to Y7 Intake	Year Group (as at Oct 2016 Census)	Dyke House – PAN 250 English Martyrs – PAN 260/270* High Tunstall – 240/270* Manor – 250 / 280*** St Hild's – 180
Year 6	Sept 2017	1,153	2.3% surplus
Year 5	Sept 2018	1,147	2.8% surplus
Year 4	Sept 2019	1,176	3.6% surplus
Year 3	Sept 2020	1,190	2.5% surplus
Year 2	Sept 2021	1,171	4.0% surplus
Year 1	Sept 2022	1,205	3.6% surplus
Reception	Sept 2023	1,179	5.7% surplus

\*calculations for English Martyrs PANs are 260 for 2017 and 2018 and 270 for 2019 onwards

\*\* calculations for High Tunstall PANs are 240 for 2017 and 2018 and 270 for 2019 onwards

\*\*\*calculations for Manor PANs are 250 for 2019, 2020 and 2021 and 280 for 2022 and 2023

## 5. CONSULTATION

- 5.1 Meetings have been held with all secondary headteachers and representatives of the RC and CE Diocese to discuss the proposals within this report.
- 5.2 All schools and colleges have been sent a briefing summary explaining the proposals and have been invited to respond as part of the consultation exercise. Any feedback from schools will be reported to Children's Services Committee on 17<sup>th</sup> January 2017.

## 6. RISK IMPLICATIONS

- 6.1 The expansions that are proposed will be subject to the necessary Sport England and planning approvals.
- 6.2 Manor Community Academy and The English Martyrs School and Sixth Form College are academy schools and the expansions that are proposed will be dependent on the agreement of these Academy Trusts.
- 6.2 The South West Extension Section 106 education contributions will be dependent on the trigger points for the release of funding being reached.
- 6.3 The risk of not expanding the current secondary sector provision will result in the LA not being able to carry out its statutory duty to provide a school place for every secondary aged Hartlepool child/young person.
- 6.4 There is a risk of the PSBP schemes incurring additional costs due to 'abnormals' found on site. This has resulted in a contingency allocation being included within the costs detailed in Appendix 1.
- 6.5 Costs are based on current Building Cost Information Service (BCIS) rates.

## 7. FINANCIAL CONSIDERATIONS

- 7.1 The Council's Basic Need funding allocations are set out in the table below. £133,000 has already been allocated to primary school expansions.

Year	Funding £
2017-18	2,126,613
2018-19	4,172,583
<b>Total</b>	<b>6,299,196</b>

- 7.2 The expected Section 106 education contribution in relation to the South West Extension housing development is £2,001,620.

## 8. LEGAL CONSIDERATIONS

- 8.1 School place planning is a critical aspect of the Council's statutory duty to assess the local need for school places and to ensure that every child can be provided with a place in a state-funded school in Hartlepool.

## 9. CHILD AND FAMILY POVERTY CONSIDERATIONS

- 9.1 There are no implications to consider.

**10. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 10.1 There are no implications to consider.

**11. STAFF CONSIDERATIONS**

- 11.1 There are no implications to consider.

**12. ASSET MANAGEMENT CONSIDERATIONS**

- 12.1 This report is concerned with the expansion and development of the school estate. The proposed schemes have been compiled on the basis of pressure for secondary places within the town.

**13. RECOMMENDATIONS**

- 13.1 It is recommended that Children's Services Committee approve the spend of Basic Need and expected Section 106 funding on the schemes to increase capacity at English Martyrs School and Sixth Form College, High Tunstall College of Science and Manor Community Academy as detailed in **confidential Appendix 1. Appendix 1 contains exempt information under Schedule 12A of the Local Government Act 1972, (as amended by the Local Government (Access to Information) (Variation) Order 2006) namely (Para 3), information relating to the financial or business affairs of any particular person (including the authority holding that information).**

**14. CONTACT OFFICER**

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**POVERTY IMPACT ASSESSMENT****1. Is this decision a Budget & Policy Framework or Key Decision? YES****If YES please answer question 2 below****2. Will there be an impact of the decision requested in respect of Child and Family Poverty? NO****If YES please complete the matrix below**

GROUP	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE
Young working people aged 18 - 21			✓	
Those who are disabled or suffer from illness / mental illness			✓	
Those with low educational attainment			✓	
Those who are unemployed			✓	
Those who are underemployed			✓	
Children born into families in poverty			✓	
Those who find difficulty in managing their finances			✓	
Lone parents			✓	
Those from minority ethnic backgrounds			✓	

Poverty is measured in different ways. Will the policy / decision have an impact on child and family poverty and in what way? No impact

Poverty Measure (examples of poverty measures appended overleaf)	POSITIVE IMPACT	NEGATIVE IMPACT	NO IMPACT	REASON & EVIDENCE

**Overall impact of Policy / Decision**

<b>NO IMPACT / NO CHANGE</b>	✓	<b>ADJUST / CHANGE POLICY / SERVICE</b>	
<b>ADVERSE IMPACT BUT CONTINUE</b>		<b>STOP / REMOVE POLICY / SERVICE</b>	

**POVERTY IMPACT ASSESSMENT**

<b>Examples of Indicators that impact of Child and Family Poverty.</b>
<b>Economic</b>
Children in Low Income Families (%)
Children in Working Households (%)
Overall employment rate (%)
Proportion of young people who are NEET
Adults with Learning difficulties in employment
<b>Education</b>
Free School meals attainment gap (key stage 2 and key stage 4)
Gap in progression to higher education FSM / Non FSM
Achievement gap between disadvantaged pupils and all pupils (key stage 2 and key stage 4)
<b>Housing</b>
Average time taken to process Housing Benefit / Council tax benefit claims
Number of affordable homes built
<b>Health</b>
Prevalence of underweight children in reception year
Prevalence of obese children in reception year
Prevalence of underweight children in year 6
Prevalence of obese children in reception year 6
Life expectancy

# CHILDREN'S SERVICES COMMITTEE

17<sup>th</sup> January 2017



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

**Subject:** DEPRIVATION FACTOR IN THE SCHOOL FUNDING FORMULA 2017/18

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## 1. TYPE OF DECISION/APPLICABLE CATEGORY

1.1 Non-key

## 2. PURPOSE OF REPORT

2.1 The purpose of the report is to enable Children's Services Committee to make a final decision regarding the deprivation factor to be used for the local schools formula 2017/18.

## 3. BACKGROUND

3.1 The local authority (LA) must consult with the Schools Forum on an annual basis regarding the local schools funding formula. The LA discharges this responsibility by meeting with the Schools Forum, during the autumn term, to discuss and model the factors the Schools Forum wish to use in the formula. Where the Schools Forum cannot agree a factor this is referred to Children's Services Committee for a decision.

3.2 Schools Forum met in September 2016 and agreed all factors with the exception of the deprivation factor. The Schools Forum agreed to refer this decision to this Committee. The Committee met on the 8<sup>th</sup> November 2016 and agreed a Deprivation Factor of 15%.

3.3 Since that meeting the Department for Education (DfE) has confirmed that a National Funding Formula will be introduced for Schools and High Needs in 2018/19. This is an issue that has been considered for a number of years; however, the Government has previously deferred implementation of this change. The proposed National Funding Formula proposes a weighting for deprivation per pupil at 9.3% although this is yet to be confirmed.

3.4 The National Funding Formula will be introduced in two stages:

- i) In 2018/19 the Government will calculate notional budgets for schools according to the national formula. These notional budgets will be aggregated and allocated to the local authority for distribution to schools according to a locally agreed formula.
- ii) In 2019/20 a school level formula will be introduced, where each school's budget would be set nationally. This means that all schools will be funded through a single national approach. The exact details will not be published until after the second stage of the consultation.

3.5 The Government has indicated that there will be transition following the introduction of the National Funding Formula, including how quickly gains are distributed, to provide stability and financial security by limiting reductions. The proposal is as follows:

- i) to provide 3% per pupil increases in 2018-19 for schools due to gain under the formula and up to 2.5% increases in 2019-20
- ii) to include a floor in the schools formula that will limit the overall reduction to any individual schools budget to 3% per pupil
- iii) that the Minimum Funding Guarantee for schools of minus 1.5% per pupil year on year will continue, limiting annual reductions to manageable levels.

3.6 A detailed report on the National Schools Funding Formula will be presented to a future meeting once the Government have finalised the detailed proposals and officers have assessed the impact on Hartlepool schools.

#### **4. FEEDBACK FROM SCHOOLS FORUM**

4.1 Schools Forum met on the 9<sup>th</sup> December 2016. The Schools Forum were reminded that over a number of years the Forum had been in agreement to reduce the deprivation factor but had not agreed the scale and timing of the reduction. Schools Forum members recognised that they needed to give a clearer recommendation for Committee consideration. After discussion it was proposed that Forum Members consulted the schools they represent on a deprivation factor of 12% for 2017/18 (13.5% in current year). At the meeting 13 voting Schools Forum members, 12 agreed to consult on the 12% proposal and one Forum member abstained.

4.2 Schools Forum will consider the feedback from Forum members at its meeting on the 12<sup>th</sup> January 2017. A verbal update on the outcome of Schools Forum will be given at the Committee.

## 5. ISSUES FOR MEMBERS TO CONSIDER

- 5.1 In light of the action taken by the Chair of this Committee to write to schools concerning the deprivation factor for 2017/18, confirmation from the DfE that the National Funding Formula will be introduced for 2018/19, and a decision by Schools Forum to consult on a deprivation factor of 12%, this Committee can consider the deprivation factor level to be applied for 2017/18.
- 5.2 In 2016/17 the Schools Forum failed to reach agreement on the level of the Deprivation Factor between 15% and 12%. The rate of 13.5% was agreed by this Committee as a compromise figure for 2016/17 which would help schools move towards a reduced deprivation figure. The deprivation factor of 13.5% reflected the anticipation that at some stage the Government would implement a National Funding Formula with a lower level of deprivation.
- 5.3 Four potential options for the 2017//18 deprivation factor are identified for Members' consideration:
- i) 15%
  - ii) 13.5%
  - iii) 12%
  - iv) 8.8%.

### 5.4 Detailed Impact Assessment

- 5.5 A detailed impact assessment has been carried out on the impact of deprivation factors as detailed in paragraph 5.3. The table below shows the summary of budget changes across all schools for the four deprivation options. The table shows that leaving the deprivation factor at 13.5% has the least financial movement on individual school budgets.

Table 1 – Summary of Budget Changes Across All Schools

1

Deprivation Factor	15%	13.5%	12%	8.8%
Budget Increase	<b>£149,201</b>	<b>£70,045</b>	<b>£205,833</b>	<b>£369,334</b>
Budget Decrease	<b>(£149,201)</b>	<b>(£70,045)</b>	<b>(£205,833)</b>	<b>(£369,334)</b>
Net	0	0	0	0

- 5.6 The following table summarises the number of schools who gain or lose under each deprivation option.

Table 2- Summary of Number of School Gains or Losses

Number of schools with	Deprivation Factor			
	15%	13.5%	12%	8.8%
Budget Increase (Gain)	19	11	17	16
Budget Decrease (Reduction)	16	24	18	19
<b>Total schools affected</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>35</b>

Number of schools with	Deprivation Factor			
	15%	13.5%	12%	8.8%
Budget Gain greater than £10,000	6	4	10	13
Budget Gain greater than £1,001 less than £10,000	11	5	6	3
Budget Gain greater than £1,000	2	2	1	0
	<b>19</b>	<b>11</b>	<b>17</b>	<b>16</b>
Budget Reduction less than £1,000	0	15	0	1
Budget Reduction less than £1,001 upto £10,000	11	5	8	3
Budget Reduction less than £10,000	5	4	10	15
	<b>16</b>	<b>24</b>	<b>18</b>	<b>19</b>

## 6 CONCLUSIONS

- 6.1 The LA must consult with Schools Forum and agree annually the local Schools Funding Formula. The LA must complete a statutory return for the Education Funding Agency (EFA) by 21<sup>st</sup> January each year or the last working day prior to this date, confirming that the LA have agreed the Schools Funding Formula.
- 6.2 The DfE have confirmed that the schools National Funding Formula will be introduced in 2018/19. The indicative National Funding Formula proposes a weighting for deprivation per pupil at 9.3% although this is yet to be confirmed. The current national average for deprivation is 8.3%.
- 6.3 This report sets out detailed impact assessments of each of the four options detailed in paragraph 5.3.
- 6.4 The Committee will be provided with a verbal update on the outcome of the Schools Forum discussions to be held on the 12<sup>th</sup> January 2017.

## 7. RISK IMPLICATIONS

- 7.1 If the recommendations are not approved, the Council will be unable to submit the individual schools budgets for approval to the EFA within the required statutory deadline of 21st January 2017.

**8. FINANCIAL CONSIDERATIONS**

- 8.1 The DSG is a ringfenced grant, and is required to be distributed in accordance with the regulations.

**9. LEGAL CONSIDERATIONS**

- 9.1 There is a legal responsibility to set the Schools Formula by 21<sup>st</sup> January 2017.

**10. CHILD AND FAMILY POVERTY CONSIDERATIONS**

- 10.1 There are no child and family poverty considerations.

**11. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 11.1 There are no equality and diversity considerations.

**12. STAFF CONSIDERATIONS**

- 12.1 There are no staff considerations.

**13. ASSET MANAGEMENT CONSIDERATIONS**

- 13.1 There are no asset management considerations.

**14. RECOMMENDATIONS**

- 14.1 It is recommended that Members
- i) Note the general trend over time to decrease the deprivation factor in anticipation of the National Funding Formula;
  - ii) Note the verbal update following the outcome of Schools Forum;
  - iii) In light of recommendations i) and ii) Members need to approve one of the deprivation factors detailed in paragraph 5.3 to comply with the statutory deadline of 21<sup>st</sup> January 2017.

**15. REASONS FOR RECOMMENDATIONS**

- 15.1 The local formula must be approved prior to submission to the Education Funding Agency (EFA) by 21st January 2017.

**16. BACKGROUND PAPERS**

- 16.1 Children Services Committee – School Funding Formula 2017/18 - 8<sup>th</sup> November 2016  
Schools Forum Formula options – 14<sup>th</sup> October 2016  
Schools Forum – Education Services Grant – 16<sup>th</sup> September 2016  
Schools Forum – Schools Formula 2017/18 – 16<sup>th</sup> September 2016

**17. CONTACT OFFICERS**

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# CHILDREN'S SERVICES COMMITTEE

17<sup>th</sup> January 2017



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

**Subject:** THE SCHOOL FUNDING FORMULA 2017/18

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## **1. TYPE OF DECISION/APPLICABLE CATEGORY**

1.1 Non-key.

## **2. PURPOSE OF REPORT**

2.1 The purpose of the report is to enable Children's Services Committee to agree the local schools formula 2017/18.

## **3. BACKGROUND**

3.1 The local authority (LA) receives funding for education via the Dedicated Schools Grant (DSG). This is split into three areas: the Schools Block, the Early Years Block and the High Needs Block. This report refers to the Schools Block funding only.

3.2 The level of funding allocated to the LA is based upon pupil numbers recorded in the October census.

3.3 During December the Department for Education (DfE) published the second stage of the consultation of the national funding formula (NFF). The consultation will close on 22<sup>nd</sup> March 2017. The DfE are proposing a transition year in 2018/19 which will potentially allow local authorities to set a local formula. This will be in preparation for 2019/20 when the NFF will set the vast majority of each school's individual funding. The outcome of the national consultation will be presented to Committee at a later date.

## **4. SCHOOLS FORMULA CONSULTATION 2017/18**

4.1 The local schools formula has to be reviewed and agreed annually. This is used as a basis for allocating individual school budgets to schools. The LA consults with the Schools Forum to agree the Formula.

- 4.2 Any change to the formula factors does not affect the overall level of funding allocated to the Schools Block but does affect the allocation of funding that individual schools receive. To mitigate the turbulence caused by such changes in the formula, the DfE allow a Minimum Funding Guarantee. This ensures that per pupil funding does not reduce year on year by more than 1.5%.
- 4.3 At the meeting of Schools Forum on 14 October 2016, eight options for the 2017/18 formula were considered. Four of the options included a reduction of the lump sum from £175,000 per school to £129,000 (based upon the statistical neighbour) and changes to the deprivation factor. Schools Forum agreed to retain the lump sum at the maximum allowable value of £175,000.
- 4.4 The four remaining options relating to the deprivation factor are considered in a separate report at agenda item 6.1.

## **5. RISK IMPLICATIONS**

- 5.1 If the recommendations are not approved, the Council will be unable to submit the individual schools budgets for approval to the EFA within the required deadline.

## **6. FINANCIAL CONSIDERATIONS**

- 6.1 The DSG is a ring-fenced grant, and is required to be distributed in accordance with the regulations.

## **7. LEGAL CONSIDERATIONS**

- 7.1 There is a legal requirement to agree the Schools Formula by 21<sup>st</sup> January 2017.

## **8. CHILD AND FAMILY POVERTY CONSIDERATIONS**

- 8.1 There are no child and family poverty considerations.

## **9. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 9.1 There are no equality and diversity considerations.

## **10. STAFF CONSIDERATIONS**

- 10.1 There are no staff considerations.

## **11. ASSET MANAGEMENT CONSIDERATIONS**

- 11.1 There are no asset management considerations.

## **12. RECOMMENDATIONS**

- 12.1 It is recommended that Members:

- (i) Approve the Schools Formula for 2017/18 as detailed in section 4 of this report taking into account the approved deprivation factor from agenda item 6.1.
- (ii) Note the contents of the report and that further updates will be provided in respect of the National Funding Formula.

## **13. REASONS FOR RECOMMENDATIONS**

- 13.1 Formal approval of the formula is required prior to submission to the Education Funding Agency (EFA).

## **14. BACKGROUND PAPERS**

- 14.1 Children's Services Committee – Deprivation Factor in the School Funding Formula 2017/18 - 8 November 2016  
Schools Forum Modelling – 7 October 2016  
Schools Forum – Education Services Grant – 16 September 2016  
Schools Forum – Schools Formula 2017-18 – 16 September 2016

## **15. CONTACT OFFICER**

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# CHILDREN'S SERVICES COMMITTEE

17 January 2017



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

**Subject:** EDUCATIONAL OUTCOMES FOR CHILDREN  
LOOKED AFTER

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## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key Decision.

## 2. PURPOSE OF REPORT

- 2.1 To provide information in relation to the educational outcomes for Children Looked After (CLA) for the school year 2015/16

## 3. BACKGROUND

### Support for Children Looked After

- 3.1 The local authority takes the role of supporting CLA very seriously with everyone in their role as corporate parents being responsible for improving outcomes for this group of children and young people.
- 3.2 The Virtual School Head Teacher champions the needs and educational achievements of children looked after with headteachers across all school providers, aiming to maximise the potential of children looked after to achieve appropriate and relevant qualifications and to accredit all achievement.

The Virtual School undertakes the following actions:

- Provides support and challenge to headteachers, designated teachers and social workers to prioritise educational outcomes for children looked after
- Monitors pupil progress, achievement, attendance and exclusions of children looked after of statutory school age and uses this information to identify appropriate intervention for those children who are experiencing difficulties
- Supports Personal Education Plan meetings for targeted pupils

- Monitors the quality of Personal Education Plans (PEPs), giving feedback to social workers and designated teachers
- Provides training to designated teachers on their roles and responsibilities
- Provides training to teachers, social workers and foster carers in relation to supporting the education of CLA
- Oversees the allocation of Pupil Premium Plus funding to maximise educational outcomes for CLA.

### Number of Children Looked After

3.3 The table below show, by educational phase and school type, the number of children looked after/leaving care<sup>1</sup> as of 12 December 2016.

As of 12/12/16	Pre Nursery	Nursery	Primary		Secondary		Post 16	Total
			KS1	KS2	KS3	KS4		
Hartlepool LAC	25	15	33	42	53	31	29	228

As of 12/12/16	Attend Hartlepool School			Attend a school outside Hartlepool			Total
	Mainstream	Special school	PRU/ Secure Unit/ Remand	Mainstream	Special School	PRU / Secure Unit/ Remand	
Hartlepool children looked after (Nursery-Y11)	125	20	1	9	10	0	165

3.4 There are also 80 children who are looked after by other local authorities and live in Hartlepool. Of these children, 34 attend Hartlepool schools. The Virtual School continues to offer the same educational support to these children as it does Hartlepool children.

### Special Educational Needs

3.5 Nationally 28.5% of school-aged children looked after have an Education, Health and Care Plan or Statement of SEN. These figures are much higher than the total population with SEN which stands at 2.8%<sup>2</sup>. Hartlepool has been broadly in line with the national average at 28% for the previous five years. For most of these pupils it is not appropriate to expect them to be able to attain in line with an educational level for their age. Their progress is therefore carefully monitored to ensure that appropriate targets are set and they make progress from their starting points which is at least good.

<sup>1</sup> The Children (Leaving Care) Act 2000

<sup>2</sup> Department for Education, July 2016, Statistical First Release, Special Educational Needs in England.

- 3.6 At present 36 (23%) of Hartlepool children looked after, aged 0-25 years<sup>3</sup> and 26 (20%) of school-aged children looked after have an Education, Health and Care (EHC) Plan or Statement of Special Educational Needs (SEN).

### School Admissions

- 3.7 There have been the following casual transfers of children looked after ie. outside of normal transition periods. Every effort is made to ensure that changes of school for CLA meet the needs of the young person and that any transition is planned appropriately.

Academic Year	2013/14	2014/15	2015/16
Number of transfers	8	13	10
% placed within 20 days	100%	92%	90%

- 3.8 The table below shows the percentage of CLA attending a school judged good or outstanding by Ofsted.

% Attending a good or Outstanding school	Primary	Secondary
Hartlepool LAC	79%	76%

In Hartlepool two secondary schools and six primary schools are not judged good/outstanding. Thirty CLA attend these schools.

The Virtual School ensures that any transfer of school places for Hartlepool CLA will be to a school judged good/outstanding by Ofsted, and meet the children's individual needs.

### School Attendance

- 3.9 The attendance of all children looked after who attend Hartlepool schools, including those from other authorities, is monitored twice every half term. Good attendance is rewarded and any concerns are raised with social workers and officers in the local authority Attendance Team.

% attendance	2013/14	2014/15	2015/16
100%	18%	23%	15%
95-100%	82%	87%	71%
93-100%	92%	90%	78%

### Exclusions

- 3.10 CLA should be held to the same high standards of behaviour as their peers. This means that sometimes fixed-term exclusions of CLA occur. However, headteachers in Hartlepool understand that it should always be a last resort

<sup>3</sup> Department for Education, Department of Health July 2016, Special educational needs and disability code of practise: 0 to 25 years.

for children looked after. Every effort is made to intervene early and to prevent behaviour that could result in exclusion. All schools have comprehensive behaviour management strategies in place and identified designated teachers for CLA. If a CLA receives a fixed-term exclusion, the Virtual School aims to support schools to provide education off-site from the first day so that foster placements are not put under additional pressure by the exclusion.

<b>Children Looked After</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Fixed Period Exclusions- incidents	13	18	40
Fixed Period Exclusions- no. of pupils	9	11	17
Permanent Exclusions	0	0	0

It is recognised that numbers of exclusions have risen. The Virtual School will continue to work with schools to ensure that action is taken to reduce the number of exclusions.

### **Attainment on Entry to Care**

- 3.11 Data indicates that over the last three years on average only a third (31%) of Hartlepool CLA entering care were working in line or above national expectations. Whilst in care the majority of CLA therefore need to make above average progress in order to reach expected levels and narrow the gap with their peers.

<b>Key Stage</b>	<b>Working at or above age related expectations (%) 2013-16</b>
EYFS	42
KS1	33
KS2	32
KS3	31
KS4	16

In Key Stage 4, on average, only 16% of young people taken in to care are working at or above age related expectations. This therefore has a negative impact on the results achieved at the end of Key Stage 4. Young people who enter the care system in Key Stage 4 have limited time to be able to make the progress required to achieve in line with national averages for the key indicators such as 5+A\*-C including English and Maths.

### **Academic Progress of CLA**

- 3.12 Attainment data for English and mathematics is collected by the Virtual School each half term and analysed. Any areas of concern are raised with schools and social workers in order for children to be supported to make personal progress.

## Foundation Stage

- 3.13 There were five children in Reception in 2016. Of these five, 40% achieved a Good Level of Development<sup>4</sup> by the end of Foundation Stage. This highlights that by the end of the Foundation Stage the attainment gap between children looked after and their peers is 28.4% and children looked after are required to make greater than average progress in order to narrow that gap during Key Stage 1.

Achieved GLD	Hartlepool children looked after	All Hartlepool	National all children
2015	40%	68.4%	66.3%
2016	40%	68.4%	69.3%

The Virtual School Headteacher is to work alongside Early Years School Improvement colleagues to analyse this data. This will lead to actions being put into place to support children looked after making progress throughout the Foundation Stage and ensure that schools, day care settings and foster carers have appropriate training in relation to the needs of children looked after.

## Year 1 – Phonics

- 3.14 The phonics screening check identifies children who need extra help with phonic decoding in order to improve their reading skills. The screening check is for all Year 1 pupils, and for children in Year 2 who previously did not meet the standard of the check in Year 1.

	Number children looked after in Year 1	Number who met threshold
2014	7	3 (43%)
2015	3	2 (66%)
2016	5	3 (60%)

<sup>4</sup> Children are defined as having reached a good level of development at the end of the Early Years Foundation Stage if they have achieved at least the expected level in:

- the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the early learning goals in the specific areas of mathematics and literacy.

## Key Stage 1 Results

3.15 The table below shows Key Stage 1 attainment over time.

KS1	2014		2015		2016	
	Hartlepool	National	Hartlepool	National	Hartlepool	National
Total no. of Pupils	4		8		3	
Reading	75%	71%	75%	71%	66%	TBC
Writing	75%	61%	62.5%	63%	33%	TBC
Maths	75%	72%	62.5%	73%	33%	TBC

## Key Stage 2 Results

3.16 The table below shows Key Stage 2 attainment over time.

KS2 L4+	2014		2015		2016	
	Hartlepool	National	Hartlepool	National	Hartlepool	National
Total no. of Pupils	12		15		6	
English	Reading 75%	68%	Reading 86.7%	71%	Reading 17%	TBC
	Writing 58%	59%	Writing 73.3%	61%	Writing 67%	TBC
Mathematics	66%	61%	80%	64%	67%	TBC
Spelling, Punctuation and Grammar	50%	49%	73.3%	54%	50%	TBC

The decline in the number of children achieving the expected level follows the national trend with a significant reduction in reading. This is due to 2016 being the first year of the new testing arrangements. The reading test has also been nationally criticised for not being accessible to all children.

## Key Stage 4 Results

3.17 The table below shows Key Stage 4 attainment over time.

	2014		2015		2016	
	Hartlepool	National	Hartlepool	National	Hartlepool	National
% 5+ A*-C (incl E&M)	19%	12%	18.8%	14%	17%	TBC
%5+ A*-C	38%	16.3%	25%	18%	17%	TBC
%5+ A*-G	50%	-	62.5%	-	67%	-
%1+ A*-G	75%	-	81.3%	-	83%	-

#### **4. PROPOSALS**

##### **4.1 The Virtual School is to:**

- Continue to monitor pupil progress and target resources to support pupils to make above expected progress
- Provide a range of opportunities via Pupil Premium Plus funding to support the academic achievement of children looked after.

#### **5. RISK IMPLICATIONS**

None.

#### **6. FINANCIAL CONSIDERATIONS**

- 6.1 All CLA aged 3 to 16 years attract additional Pupil Premium Plus/Early Years Pupil Premium funding from the first day they are looked after. Each CLA attracts an additional £1900. The Virtual Headteacher is responsible for managing pupil premium funding for the children and young people Hartlepool looked after and for allocating it to schools. The Virtual School transfers £330 of CLA Pupil Premium per pupil each term directly to the child's school. The further £910 is retained centrally by the Virtual School. This central fund is then used to support the academic attainment of all CLA. The central funding is accessed and requested via the completion of the child's Personal Education Plan which provides evidence for the reason for the request, and the impact the funding will have on the child's academic attainment.
- 5.2 In the financial year 2015/16 requests to the central fund supported things such as one-to-one tuition, equipment, small group literacy and maths intervention, and homework groups.
- 5.3 The centrally held fund is also utilised to pay for three members of Hartlepool school staff to support the work of the Virtual School. These staff have expertise in relation to the needs of CLA and are used to directly support CLA and teachers across Hartlepool in order to raise the attainment of CLA.

#### **7. LEGAL CONSIDERATIONS**

None.

#### **8. CHILD AND FAMILY POVERTY CONSIDERATIONS**

None.

**9. EQUALITY AND DIVERSITY CONSIDERATIONS**

None.

**10. STAFFING CONSIDERATIONS**

None.

**11. ASSET MANAGEMENT CONSIDERATIONS**

None.

**12. RECOMMENDATIONS**

- 12.1 The Virtual School should continue to monitor pupil progress and target resources to support pupils to make above expected progress.
- 12.2 The Virtual School should continue to provide a range of opportunities via the additional Pupil Premium funding to support the academic achievement of CLA.

**13. REASONS FOR RECOMMENDATIONS**

- 13.1 These actions will help to ensure that CLA make above average academic progress in order to narrow the attainment gap between them and their peers.

**14. BACKGROUND PAPERS**

None.

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# CHILDREN'S SERVICES COMMITTEE

17 January 2017



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

**Subject:** OFSTED INSPECTION OUTCOMES:  
SEPTEMBER 2016 – NOVEMBER 2016

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## 1. TYPE OF DECISION/APPLICABLE CATEGORY

This report is for information.

## 2. PURPOSE OF REPORT

- 2.1 To provide a summary of the outcomes of Ofsted inspections of Hartlepool schools in the autumn term of the 2016-17 academic year.

## 3. BACKGROUND

- 3.1 The report follows on from the summary provided in the Report to Committee in September 2016.

## 4. OUTCOMES SUMMARY

### 4.1 Ward Jackson CE Primary School, September 2016, judged REQUIRE IMPROVEMENT

What the school does well:

- The headteacher, governors and staff have created a compassionate, supportive and nurturing culture. The social and emotional needs of pupils are very well met. Pupils feel safe and cared for.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are friendly, behave responsibly and cooperate well together.
- The teaching of phonics is well structured. The proportion of pupils who achieve the expected standard is above that found nationally.

- A wide range of curricular opportunities, including specialist teaching in physical education (PE) and music, combined with afterschool activities, enrich learning.

Areas for improvement:

- Improve the quality of teaching so that it becomes consistently good or better by:
  - sharing the strong practice which exists within the school, including in the Nursery class
  - embedding the recently introduced initiatives to develop pupils' mathematical reasoning and calculation skills
  - developing the quality of the teaching of writing across the school, including the teaching of grammar, punctuation and spelling
  - using the information in the school's recently developed pupil progress tracking system to plan teaching that is well matched to pupils' needs and abilities and which will move them quickly to at least the expectations for their age.
- Increase the impact of leadership and management and accelerate the rate at which the school improves by:
  - ensuring that the mathematics and English subject leaders deliver the planned initiatives to improve pupils' progress and regularly check that they are making the intended improvements
  - making more effective use of the range of evidence available when evaluating the quality of teaching and pupil progress
  - improving governors' level of challenge to school leaders, particularly in relation to pupils' progress
  - regularly reviewing the school's safeguarding documentation to ensure that it matches the current national guidelines.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

#### 4.2 **Kingsley Primary School, September 2016, judged REQUIRE IMPROVEMENT**

What the school does well:

- The most able pupils make good progress because work is carefully matched to their abilities.
- Children settle very quickly on entry to the early years because of the highly effective transition activities provided by the staff.
- Pupils behave well both in and around school. They are polite and respectful to each other, staff and visitors.
- The school makes exemplary provision for pupils who have special educational needs and/or disabilities. Parents are happy with the provision and believe it to be 'phenomenal'.

- Newly qualified teachers are supported well through effective induction and a structured programme of continuing professional development.

Areas for improvement:

- Improve leadership and management by ensuring that:
  - teachers make accurate assessments of children's skills and abilities on entry to the early years and throughout their time at the school
  - leaders have an accurate understanding of the progress made by all pupils and all groups of pupils from their starting points
  - the improvement plan for the school clearly identifies the actions required to fulfil each objective, the persons to carry out, monitor and evaluate the actions and the milestones against which success can be measured
  - all feedback to teachers on lesson observations includes actions to be undertaken which will directly impact on the progress pupils make
  - leaders at all levels measure the impact of the actions they have undertaken and the initiatives they have introduced and report back to the headteacher and governing body.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers and teaching assistants have sufficient mathematical subject knowledge to deliver lessons which enable pupils to make at least good progress
  - teachers raise their expectations of what pupils with low prior attainment can achieve
  - teachers consistently deploy teaching assistants effectively
  - teachers consistently provide work in phonics which meets the needs and abilities of the children in the early years and in key stage 1.
- An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

#### 4.3 **St Aidan's CE Primary School, October 2016, judged to be GOOD**

What the school does well:

- The headteacher has been the driving force behind the school's rapid improvements. Her clear-sighted ambition for the school is fully supported by other leaders and by the staff team.
- Thorough systems for checking the quality of teaching has resulted in well-targeted improvements. Teaching is now good and improving.
- Pupils make good progress in reading, writing and mathematics and in other subjects such as French and PE.
- Disadvantaged pupils make good progress. School leaders now ensure that they identify and address anything which may prevent these pupils from learning well. v Teachers engage pupils well with interesting, carefully planned lessons which build pupils' knowledge and understanding progressively.
- Teaching assistants provide effective guidance to ensure that pupils who have special educational needs and/or disabilities make good progress.

- The early years is good. Dedicated staff help children to settle quickly. Their meticulous records of children's learning ensure that they know what to do next to help children progress well.
- Pupils' behaviour is outstanding. They have excellent attitudes to learning and want to do their best. Harmonious playtimes are enhanced by a range of games and equipment which occupy pupils well.
- Spiritual, moral social and cultural development is excellent. Pupils are provided with rich experiences which enable them to think more deeply.
- Effective safeguarding combined with very strong relationships with staff mean that pupils feel extremely safe in school. The support provided by the inclusion manager is highly valued.
- The curriculum successfully engages pupils in learning through a range of enriching visits supplemented by visitors to school. Extremely thoughtful opportunities are provided to prepare pupils for life in modern Britain and to promote their spiritual, moral, social and cultural development.
- Parents have confidence in the school. They recognise the improvements that have been made and enjoy the opportunities to participate in their children's learning

Areas for improvement:

- Further improve teaching to ensure that pupils' progress is outstanding by:
  - providing more consistent challenge to all pupils, particularly those who are most able, in all subjects and in all year groups
  - ensuring that there are more opportunities to consolidate pupils' understanding of spelling, grammar and punctuation
  - ensuring that expectations of handwriting and presentation are high in all subjects.
- Further develop leadership and management by:
  - implementing plans to enable middle leaders to check the difference their work has made and so contribute fully to driving school improvements
  - increasing the checks the governing body make to ensure that they have a clear understanding of how well the school meets its safeguarding and equalities duties

#### 4.4 **St Helen's Primary School, November 2016, judged REQUIRE IMPROVEMENT**

What the school does well:

- The headteacher is new. Her astute evaluation of the school's performance has resulted in accurate improvement planning. All staff now share a clear vision for moving forward.
- The headteacher has restructured the leadership team, widening capacity. Subject leaders are quickly developing the skills and understanding needed to make more effective contributions to school improvement.
- Staff and pupils have strong, mutually respectful relationships. Pupils feel safe and their welfare needs are met effectively. Parents agree that their children are well looked after.

- Pupils are polite, friendly and happy. Pupils feel that behaviour has improved considerably because of actions taken by the headteacher.
- Leaders have worked well with parents to improve pupils' attendance and punctuality.

Areas for improvement:

- Improve the quality of teaching, learning and assessment in mathematics and reading, by:
    - sharpening teachers' questioning skills to enable pupils to extend their knowledge and think more deeply about their learning
    - developing teachers' abilities to plan effectively to meet the needs of all groups of pupils
    - creating consistency in terms of the frequency and quality of reading opportunities
    - ensuring that the most able pupils, including the most able disadvantaged, are successfully challenged to reach the standards of which they are capable
    - raising adults' expectations of what Reception children can do and achieve.
  - Equip new leaders with the enhanced skills, knowledge and understanding required to drive improvement in their area of responsibility, by:
    - allowing leaders at all levels regular opportunities to demonstrate good practice, monitor pupils' achievements and hold teachers fully accountable for the progress of all groups of pupils.
  - An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
  - An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
- 4.5 Schools judged to 'require improvement' are supported by a local authority Officer Group, as described in the 'Hartlepool Support and Challenge Protocol'. As part of this, additional support funding may be accessible from the National College of Teaching and Leadership via Hartlepool's National Leaders of Education, Teaching Schools and National Support Schools.

## **5. RISK IMPLICATIONS**

- 5.1 There are no risk implications.

## **6. FINANCIAL CONSIDERATIONS**

- 6.1 There are no financial considerations.

**7. LEGAL CONSIDERATIONS**

7.1 There are no legal considerations.

**8. CHILD AND FAMILY POVERTY CONSIDERATIONS**

8.1 There are no child and family poverty considerations.

**9. EQUALITY AND DIVERSITY CONSIDERATIONS**

There are no equality and diversity implications.

**10. STAFF CONSIDERATIONS**

10.1 There are no staff considerations.

**11. ASSET MANAGEMENT CONSIDERATIONS**

11.1 There are no asset management considerations.

**12. RECOMMENDATIONS**

12.1 Committee to note the contents of this summary report.

**13. REASONS FOR RECOMMENDATIONS.**

13.1 There are no decisions required from this report.

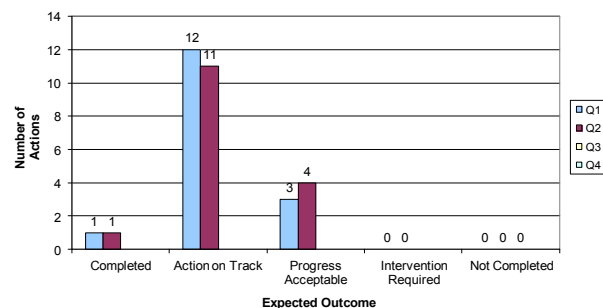
**14. BACKGROUND PAPERS**

14.1 There are no background papers to this report.

**15. CONTACT OFFICER**

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Children's Committee - Action Progress 2016/17

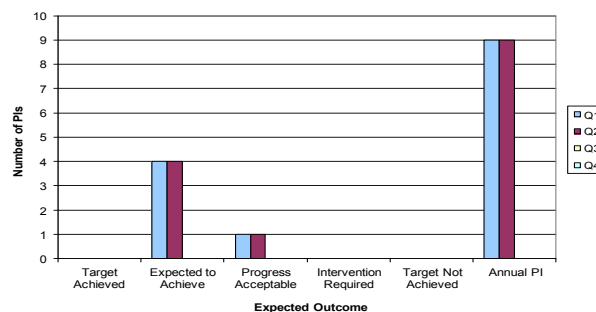


### Action Update:

Of the actions within the Council Plan and within the remit of Children's Services Committee:

- 1 has completed by due date
- 11 are on track to be completed by due date
- The remaining 4 actions are making acceptable progress

Children's Committee - PI Progress 2016/17

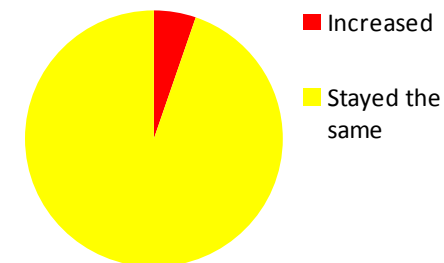


### Targeted Performance Indicator Update:

Of the targeted PIs within the Council Plan and within the remit of the Children's Services Committee:

- 4 are expected to achieve target
- 1 has made acceptable progress
- The remaining 9 PI's are reported annually

### Q2 - Change in Risk Rating



### Change in Risk:

Two out of 19 risks have had their risk ratings within the Children's services element of the Council Plan changed.

RND R088 Failure to achieve sufficient uptake of school meals



Two Academy schools have appointed outside Catering Companies for their school meals service from September 2016. English Martyrs school have a 3+1+1 contract with 'Mellors'. Eskdale have a 1 year contract with 'ORION'. this proposes a higher Risk to the in-house service from these companies targeting other schools, particularly within these trusts.

CAD R064 Widening of gap in achievement of disadvantaged pupils in Hartlepool and that of all pupils nationally in both primary and secondary schools



Risk updated given the large variability of headline outcomes in 2016 in primary and secondary. Unvalidated data will be published in late Oct for primary, and Nov/Dec for secondary. This pupil level data and its analysis will enable a further reassessment of this risk.

# CHILDRENS SERVICES COMMITTEE

17<sup>th</sup> January 2017



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

**Subject:** QUARTER 2 – COUNCIL OVERVIEW OF PERFORMANCE AND RISK 2016/17

## 1. TYPE OF DECISION/APPLICABLE CATEGORY

Non-key decision.

## 2. PURPOSE OF REPORT

- 2.1 To inform Childrens Services Committee of the progress made against the relevant areas of the 2016/17 Council Plan at the end of quarter 2.

## 3. BACKGROUND

- 3.1 The Council Plan includes a number of key actions, performance indicators and risks which set out how the Council intends to deliver on its priority outcomes. The Council Plan 2016/17 was agreed by Council on the 17<sup>th</sup> March 2016.
- 3.2 At the end of each quarter officers provide an assessment of progress against the actions, performance indicators and risks in the Plan. These assessments are collected together and form the basis of the quarterly performance reports to Committee. Progress is categorised as:

Performance Indicator	Action
Achieved	Completed
On track to achieve target	On track to be completed
Acceptable progress made	Acceptable progress made
Requiring intervention	Requiring intervention
Not achieved	Not completed
No value	

- 3.3 At the beginning of the municipal year each Policy Committee identified 4 key areas of activity that they would like to receive updates on through quarterly

performance reports (i.e. one for each quarter). Childrens Services Committee agreed that the 4 topics for 2016/17 would be:

- Fostering and Adoption
- Safeguarding
- Education Commission Review
- Education Improvement Strategy

#### **4. QUARTER 2 PERFORMANCE REPORT**

- 4.1 Overall progress against actions, performance indicators and risks that are relevant to this committee are identified in the performance report at **Appendix 1**.

#### **5. RISK IMPLICATIONS**

- 5.1 No implications.

#### **6. FINANCIAL CONSIDERATIONS**

- 6.1 No implications.

#### **7. LEGAL CONSIDERATIONS**

- 7.1 No implications.

#### **8. CHILD AND FAMILY POVERTY**

- 8.1 No implications.

#### **9. EQUALITY AND DIVERSITY CONSIDERATIONS**

- 9.1 No implications.

#### **10. STAFF CONSIDERATIONS**

- 10.1 No implications.

#### **11. ASSET MANAGEMENT CONSIDERATIONS**

- 11.1 No implications.

## 12. RECOMMENDATIONS

12.1 The Childrens Services Committee is asked to: -

- Note the progress made on the specific areas of the report relevant to the Committee at the end of Quarter 2, as set out in page 1 of **Appendix 1**.

## 14. REASONS FOR RECOMMENDATIONS

14.1 Finance and Policy Committee have overall responsibility for the monitoring of the Council Plan and has specific responsibility for a number of services that are included within the Council Plan.

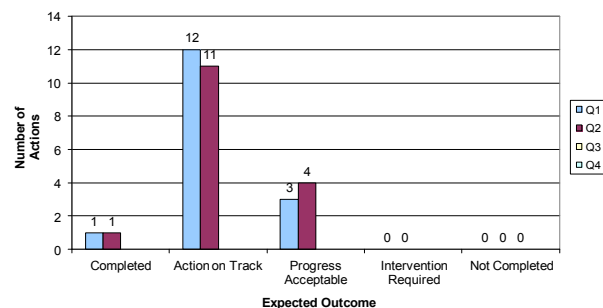
## 15. BACKGROUND PAPERS

15.1 There were no background papers used in the preparation of the report.

## 16. CONTACT OFFICER

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Children's Committee - Action Progress 2016/17

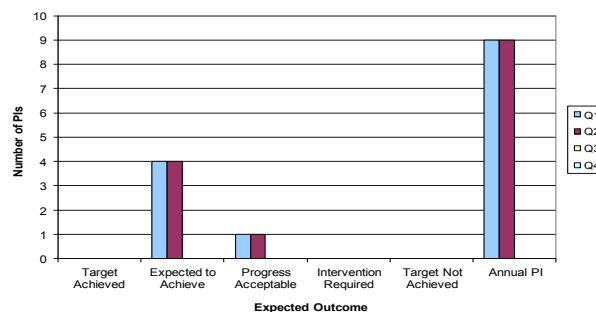


### Action Update:

Of the actions within the Council Plan and within the remit of Children's Services Committee:

- 1 has completed by due date
- 11 are on track to be completed by due date
- The remaining 4 actions are making acceptable progress

Children's Committee - PI Progress 2016/17

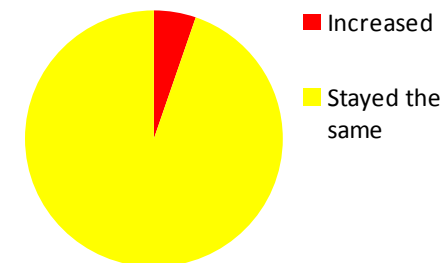


### Targeted Performance Indicator Update:

Of the targeted PIs within the Council Plan and within the remit of the Children's Services Committee:

- 4 are expected to achieve target
- 1 has made acceptable progress
- The remaining 9 PI's are reported annually

### Q2 - Change in Risk Rating



### Change in Risk:

Two out of 19 risks have had their risk ratings within the Children's services element of the Council Plan changed.

RND R088 Failure to achieve sufficient uptake of school meals



Two Academy schools have appointed outside Catering Companies for their school meals service from September 2016. English Martyrs school have a 3+1+1 contract with 'Mellors'. Eskdale have a 1 year contract with 'ORION'. this proposes a higher Risk to the in-house service from these companies targeting other schools, particularly within these trusts.

CAD R064 Widening of gap in achievement of disadvantaged pupils in Hartlepool and that of all pupils nationally in both primary and secondary schools



Risk updated given the large variability of headline outcomes in 2016 in primary and secondary. Unvalidated data will be published in late Oct for primary, and Nov/Dec for secondary. This pupil level data and its analysis will enable a further reassessment of this risk.