

# Children's Services Overview and Scrutiny Committee

<b>Schedule</b>	Tuesday 19 November 2019, 10:00 AM — 3:00 PM GMT
<b>Venue</b>	Council Chamber, Priory House, Monks Walk, Chicksands, Shefford, Bedfordshire, SG17 9TQ
<b>Description</b>	<p>To Chair and Members of the Committee:-</p> <p>Cllr D Shelvey (Chair) Cllr M Liddiard (Vice Chair)</p> <p>Councillors: Foster, Versallion, Wallace, Ryan, Tamara, Berry, Smith, Bowater Co-opted Members: J Andrews, K Minor, V Hopkinson, L King, D Morton, D Main Substitute: Councillors Firth, Chatterley, Collins, Farrell, Gomm</p>
<b>Notes for Participants</b>	<p>A member of the public who wishes to speak at this meeting can register to speak online via this link: <a href="http://www.centralbedfordshire.gov.uk/speak">www.centralbedfordshire.gov.uk/speak</a></p> <p>This meeting may be filmed by the Council for live and/or subsequent broadcast online and can be viewed at <a href="https://centralbedfordshire.public-i.tv/core/portal/home">https://centralbedfordshire.public-i.tv/core/portal/home</a>. The Chairman will confirm if all or part of the meeting will be filmed by the Council. Any footage will be on the Council's website, a copy of it will also be retained in accordance with the Council's data retention policy. By attending the meeting, you are deemed to have consented to being filmed by the Council. Full details on the use of recordings is provided via the link above.</p> <p>For further information on this meeting contact: <a href="mailto:committeemeetings@centralbedfordshire.gov.uk">committeemeetings@centralbedfordshire.gov.uk</a></p> <p>Hard copies of the papers for this meeting are not routinely made available to those in attendance. Should you require a copy of please download this from the Council website beforehand.</p>

## Agenda

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1. Apologies for Absence

Apologies for absence and notification of substitute members.

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2. Minutes

To approve as a correct record the Minutes of the meeting of the Children’s Services Overview and Scrutiny Committee held on 10 September 2019 and the Extraordinary meeting held on 07 October 2019 and to note actions taken since that meeting.

 190910 CS OSC Minutes FINAL.docx	1
 191007 CS OSC Minutes FINAL.docx	7

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3. Members' Interests

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

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4. Chairman's Announcements and Communications

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

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5. Petitions

To receive petitions from members of the public in accordance with the Public Participation Procedure as set out in Part 4G of the Constitution.

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6. Questions, Statements or Deputations

To receive any questions, statements or deputations from members of the public in accordance with the Public Participation Procedure as set out in Part 4G of the Constitution.

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7. Call-In

To consider any decision of the Executive referred to this Committee for review in accordance with Part 4D of the Constitution.

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## 8. Requested Items




To consider any items referred to the Committee at the request of a Member in accordance with Part 4D of the Constitution.

## 9. Executive Members' Updates

To receive a brief verbal update from the Executive Members for Families, Education and Children and Health


## 10. Children and Young People Plan Early Help Focus

The Committee will receive an overview of Early Help Services available in Central Bedfordshire Locality Teams with a focus on those in relation to the Children and Young People's Plan (CYPP 2018-2021).

 191119 CS OSC item 10 Early Help COVER report v2.docx	12
 191119 CS OSC item 10 Appendix B Early Help .docx	17
 191119 CS OSC item 10 Appendix C Early Help.docx	18



## 11. Working with Children at Risk of or Suffering Neglect

To provide the Committee with information on activity to prevent, identify and address the neglect of children in Central Bedfordshire.

 191119 CS OSC item 11 Working with children at risk of or suffering neglect report v2.docx	19
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## 12. Progress report on the Alternative Education Provision Project

To provide an update on the Alternative Education Provision project. This includes recent activity, engagement with families with children and young people with special education needs and/or disabilities (SEND) and with the organisations who deliver services to these children and young people.

 191119 CS OSC item 12 Alternative Education Provision COVER report v2.docx	25
 191119 CS OSC item 12 Alternative Ed Provision Appendix 1 .pdf	33

### 13. School improvement team - Impact




The report provides an overview of the work undertaken by the School Improvement Team in 2018/2019 and associated impact.

 191119 CS OSC item 13 School Improvement Team cover report v2.docx	52
 191119 CS OSC item 13 School improvement Appendix 1 .docx	62
 191119 Cs OSC item 13 School improvement Appendix 2.docx	77
 191119 CS OSC item 13 School improvement Appendix 3.docx	82
 191119 CS OSC item 13 School improvement Appendix 4.docx	85
 191119 CS OSC item 13 School improvement Appendix 5 .docx	90
 191119 CS OSC item 13 School improvement presentation.pdf	91

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### 14. Schools for the Future



To invite Children’s Service Overview and Scrutiny Committee to consider – as part of the Schools for the Future Programme - an educational landscape plan for schools in the Shefford and Stotfold cluster area.

 191119 CS OSC item 14 Schools for the Future cover report v2.docx	95
 191119 CS OSC item 14 Schools for the future APPENDIX A .pdf	106
 191119 CS OSC item 14 Schools for the Future APPENDIX B .pdf	112

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### 15. Work Programme 2019/20 and Executive Forward Plan




The Committee will receive details of the currently drafted work programme and the Executive forward plan

 191119 CS OSC item 15 work programme report .docx	133
 191119 CS OSC Item 15 Appendix A Work Programme.docx	136

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## 16. Fundamental Review of Traded Services to Schools

The purpose of this report is to feedback on the fundamental review conducted on all traded services to schools by Children's Services. This report is for information only.

 191119 CS OSC item 16 Traded Services to Schools Fundamental Review COVER report v2.docx	138
 191119 CS OSC item 16 Traded Services to Schools Appendix A .docx	143
 191119 CS OSC item 16 Traded Services to Schools Appendix B .pdf	149

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At a meeting of Children’s Services Overview and Scrutiny Committee held in Priory House Council Chamber on 10 September 2019 from 10am

<b>Present:</b>	Cllr D Shelvey (Chair) Cllr M Liddiard (Vice-Chair)			
<b>Members:</b>	Cllrs	M Foster M Versallion E Wallace	Cllrs	A Ryan J Tamara
<b>Parental Co-optees:</b>		J Andrews V Hopkinson		K Minor L King
<b>Church of England Co-optee:</b>		D Morton		
<b>Apologies:</b>	Cllrs	R Berry M Smith	Cllrs	D Bowater
<b>Substitutes</b>	Cllrs	F Firth (as substitute for Cllr R Berry) J Chatterley (as substitute for Cllr D Bowater)		
<b>Absent:</b>	Roman Catholic Co-optee	D Main		
<b>Members in Attendance:</b>	Cllrs	S Clark B Spurr S Goodchild	Cllrs	A Dodwell T Stock
<b>Officers in Attendance:</b>	S Tyler		Assistant Director - Children’s Services	
	S Harrison		Director - Children’s Services	
	S Cotton		Head of School Improvement	
	B Sorenson		Social Worker	
	R Preen		Scrutiny Policy Adviser	

## 1. Minutes

**RESOLVED** that the Minutes of the meeting of the Children’s Services Overview and Scrutiny Committee held on 09 July 2019 be confirmed and signed by the Chairman as a correct record, subject to the following amendments:-

- That Beverley Kemp, social worker was in attendance.
- That Cllr S Clark was not in attendance.

**2. Members' Interests**

None.

**3. Chairman's Announcement and Communications**

The Chair announced that item 13 had been included in the agenda for information only and that any queries relating to it would be addressed during the Executive Member update.

**4. Petitions**

None.

**5. Questions, Statements or Deputations**

None.

**6. Call-In**

None.

**7. Requested Items**

None.

**8. Executive Members' Update**

The Executive Member for Families, Education and Children extended her congratulations to all those pupils who had undertaken exams during the last academic year and highlighted positive outcomes for many of those young people. The Government had recently announced additional funding for education which was welcomed as Central Bedfordshire schools had been historically underfunded compared to the national average and statistical neighbours, particularly in relation to Special Educational Needs and Disabilities (SEND). Following the recent annual conversation with Ofsted, the Council's self-evaluation action plan and consistent improvements to service had been praised by the Eastern region lead inspector (HMI) and Members were also advised that a SEND inspection would be due over the course of the next 12-18 months which would identify strengths and highlight areas for improvement. The foster carer awards ceremony would take place on Sunday 15



September 2019 and the Executive Member extended her thanks to all those who had donated generous gifts and prizes for the occasion, also highlighting recent successes of two care leavers who had secured positions as apprentices within the Council. Lastly, the playing field at Silsoe Lower School had been opened after several years of delays to works, with the school reporting how pleased the children were when they returned from their summer break.

In response to a Member query the Executive Member advised that it wasn't yet clear when the new schools funding formula would be available but the Committee would be kept apprised of progress. As one of the 40 lowest funded schools across the country, the Council would continue to lobby the Government in order to secure an increase in the pupil premium.

The Executive Member for Health requested that Members encourage those schools at which they were Governors to take part in the School's Health and Wellbeing Survey (SHEU) as it was a vital tool in identifying the health needs of children and young people. New online support programmes had been launched in relation to children's mental health, aimed at children and young people and parents and carers. These were publicised by the health service and widely available to schools to promote. The Council was one of the first authorities to offer the HPV vaccine to boys as well as girls which protected against certain types of cancer, with the initiative attracting widespread attention from media outlets. The Executive Member also highlighted world suicide prevention day and that she would be attending multi agency meetings to ensure a reduction in levels of suicide locally.

## **9. Unvalidated Exam Results 2018-19**

The Director for Children's Services introduced a report which provided details of unvalidated results following examinations in the summer of 2019. Members were advised that some results would change slightly following reassessment but that historically variations in results were minimal and the data presented within the report was largely accurate. Validated exam results would be available in early 2020 with a formal report being presented to the Committee at that time.

The Head of School improvement outlined key points within the report and confirmed that the disadvantaged gap had widened and was above the national average. This was an element which needed addressing as a matter of urgency and the directorate were in the process of commissioning specialist staff to provide appropriate resource and provision. Members were advised that the data demonstrating the 13% difference in the outcomes for those children attending primary schools compared with their peers attending middle schools would need to be analysed as part of the Schools for the Future project in order to better understand how to deliver the best long term outcomes for children living and studying within Central Bedfordshire. The school improvement team had launched various pilot projects to develop reading for those children not expected to reach the required standard and had seen positive

improvements, with post 16 performance improving across all areas. A report would be delivered in November 2019 which would outline the impact and outcomes of the school improvement team to date.

In light of the report Members discussed the following in summary:-

- Concerns that despite measures introduced to address it over the past several years, the disadvantaged gap had widened and the most vulnerable children were suffering as a result.
- That a lot of the schools categorised as underperforming were maintained schools and the need for a strategic and measurable plan detailing how the Council would work with all schools in order to realise significant improvements. In response the Executive Member explained that the majority of middle schools were academies rather than maintained schools and whilst it was important to work with all schools, the Council's statutory duties applied to those schools maintained by the local authority.
- That half of the school clusters within the region had agreed to prioritise the disadvantaged pupil gap and that cluster plans be shared with the Committee at a future meeting.
- Recognising that disadvantage often started at birth, there was a need to coordinate with the early years team in order to support very young children before they started formal education and to support those eligible parents to access free nursery provision where appropriate.
- That local teaching schools were well placed to provide support to educational improvements.
- The correlation between poor attendance at school and low results, recognising the impact of exclusions.
- The need to improve the quality of school governors and ensure they were cognisant of key lines of enquiry within their schools and that they and Head Teachers ensured the pupil premium was allocated appropriately.

**RECOMMENDED:-**

- 1. That future reports contain specific data in relation to measurable targets and strategic methods of delivery.**
- 2. That head teachers and cluster heads be invited a future meeting to discuss the detailed validated results and their approach to improving outcomes.**
- 3. That the Committee recognise the limits of the Council's authority with regard academies but that officers continue to communicate and work collaboratively with them, engaging the Regional Schools Commissioner (RSC) and lobbying government where necessary.**
- 4. That an invitation again be extended to the RSC to attend a future meeting.**
- 5. That a future report be delivered to the Committee in relation to the work of the early years team.**

## 10. SEND Vision and Action Plan

The Director for Children's Services delivered a presentation detailing the SEND action plan which had been updated during 2019, agreed by the Special Educational Needs and Disabilities (SEND) delivery board and the parent carer forum SNAP. The ongoing approach would continue to be co-produced with young people and their parents so that they were confident when transitioning into adulthood, highlighting the importance of a multi-agency and holistic approach in order to ensure services were readily available to users. With the SEND service often underfunded it was important to ensure the correct systems were in place in order to manage budgets and effectively channel resources, particularly when working with schools to ensure exclusions were kept to a minimum.

In light of the presentation Members discussed the following in summary:-

- Confirmation that Bedford's SEND arrangements had undergone an inspection last year, resulting in their Council's Chief Executive and CCG accountable officer receiving a written statement of action in order to work towards the required improvements.
- The need to ensure children and young people with SEND were able to access the appropriate educational provision, whether that be in a specialist or mainstream school, recognising that children sometimes had to travel long distances to access suitable provision.
- The need to address the issue of children and young people waiting too long and having to travel too far to access the Children and Adolescent Mental Health Services (CAMHS) provision.
- That all staff working with SEND children in schools were appropriately trained.
- That the Schools for the Future project would address future SEND provision and specialist school places and to ascertain whether it would be possible to access Section 106 funds for future specialist school provision.

**RECOMMENDED that officers consider the most appropriate method of reporting updates on the targets and milestones detailed within the action plan.**

## 11. Pan Bedfordshire Family Drug and Alcohol Court (FDAC)

Members received a presentation regarding a new initiative which was designed to break the cycle of drug and alcohol abuse and addiction, deliver a bespoke approach for each family and support a reduction in the number of children requiring child safety plans and being taken into statutory care services. The service would be launched in October 2019 and all Members were invited to either of the two launch dates.

In light of the presentation Members discussed the following in summary:-

- That various trials would take place during the two year pilot scheme under a multi-disciplinary evaluation.

- That a reduction in children requiring statutory services would be a measure of the success of the scheme.
- That parent mentors would initially be sourced via existing FDAC arrangements in other local authorities and eventually those parents accessing the programme would graduate to become mentors themselves.
- That parents would be supported with travel needs as appropriate.

**NOTED the presentation and that Members supported and welcomed the initiative.**

**12. Progress report on the Children's Services Transformation Portfolio**

**NOTED the presentation**

**13. Work Programme 2019/20 and Executive Forward Plan**

**AGREED the Committee Work Programme subject to the following additions:-**

- **SEND Vision and Action Plan – milestones and targets as requested by the Committee – Date TBC**
- **Measuring the Success of the School Improvement Team - That future reports contain specific data in relation to measurable targets and strategic methods of delivery - November 2019**
- **Validated Exam Results - That a future report detailing validated results includes an invitation to Head Teachers and cluster Heads to discuss their approach to improving outcomes – March 2020**
- **The work of the Early Years Team – Date TBC**
- **To Assess the Budget Implications of Mainstream and Special Schools Transport - as requested by the Corporate Resources OSC – Date TBC**
- **Schools for the Future Update – November 2019 and January 2020**

Chair .....

Dated .....

At a meeting of Children’s Services Overview and Scrutiny Committee held in Priory House  
Council Chamber on 07 October 2019 from 10am

<b>Present:</b>	Cllr D Shelvey (Chair)			
<b>Members:</b>	Cllrs	D Bowater M Versallion	Cllrs	A Ryan M Smith
<b>Parental Co-optees:</b>		V Hopkinson		L King
<b>Church of England Co-optee:</b>		D Morton		
<b>Apologies:</b>	Cllrs	M Foster J Andrews	Cllrs	M Liddiard K Minor
<b>Substitutes</b>	None			
<b>Absent:</b>	Roman Catholic Co-optee	D Main	Cllrs Cllrs Cllrs	R Berry J Tamara E Wallace
<b>Members in Attendance:</b>	Cllrs Cllrs	S Clark S Goodchild	Cllrs	T Stock
<b>Officers in Attendance:</b>	P Fraser		Assistant Director - Children’s Services	
	V Wan		Head of School Organisation and Capital Planning	
	R Preen		Scrutiny Policy Adviser	
<b>Public</b>	1			

## 1. Members’ Interests

Church of England Co-optee Mr D Morton declared an interest as a member of All Saints Academy, Dunstable which was adjacent to the school relating to item 9.

## 2. Chairman’s Announcement and Communications

None

**3. Petitions**

None.

**4. Questions, Statements or Deputations**

None.

**5. Call-In**

None.

**6. Requested Items**

None.

**7. Executive Members' Update**

None

**8. Schools for the Future - commissioning of a new 10 forms of entry (FE) secondary school on the Kingsland Campus, Houghton Regis, through the Free Schools Presumption process.**

The Executive Member for Children, Education and Families delivered a report which set out the need for a new school to be built on the Kingsland Campus, Houghton Regis which was necessary in order to meet future housing growth in the area. The process had been accelerated by the Local Academy Trust's desire to close Houghton Regis Academy which, if a new school was not forthcoming would leave a shortage of school places in the area. The Council was clear in its desire that the current school remain open until 2022 in order to ensure the smooth transition of children to the new site and prevent the need to transport them out of the area.

The Assistant Director (AD) confirmed that Section 106 funding had been secured for school places in the area, with 6 forms of entry being delivered in the first phase, increasing to 10 forms of entry as the need arose. Funds would be gradually released by the developer between 2022 and 2032 and so it was necessary for the local authority to make up any shortfall in the interim period, recovering those monies as they were released by developers.

In light of the report Members discussed the following in summary:-

- That Houghton Regis was one of the most deprived areas in Central Bedfordshire and educational attainment in the region had been historically poor.
- A need for lessons learned to be applied in future to avoid the closure of failing schools and to ensure that the new school delivered the educational outcomes the young people in Houghton Regis deserved.
- That the Council had twice offered to take back the school under the local authority's maintained school structure but that the Academy Trust had rejected the support.
- That the Department for Education (DfE) no longer encouraged trusts to take on schools from outside of their local areas, appreciating that it often led to a disjointed approach in managing schools and the need for any new sponsor to understand the demography and educational needs of the area.
- Whether there was a plan to accommodate the children if the current school closed prior to the opening of the new school. The AD confirmed that all parties must agree to the plan prior to the commencement of a public consultation and supported the Committee's view that the directorate continue to liaise with the RSC and the DfE in order that the school remain open until such time that the new site was ready to accommodate the children.
- The need for the new school to recruit and retain quality teaching staff.
- Concerns that the RSC did not have enough resource given the very large area they were required to cover.
- That pupil numbers had been calculated based on the rate of housing growth and completion in the area, with the Council using the national scorecard formula on predictions with a high degree of accuracy.
- That the Schools for the Future programme would consider special needs provision as part of the wider project.

Following the discussion the Ward Member for Houghton Regis delivered an impact statement on behalf of pupils from Houghton Regis Academy which set out their concerns for the future of the school and their long term educational attainment.

**RECOMMENDED:-**

- 1. That the Committee support the process to seek a new provider under the Free School Presumption process for the provision of a new 10 FE (forms of entry), 1500 place secondary school to provide the school places that are required in Houghton Regis. These are required to meet the Council's statutory duty under The Education and Inspections Act 2006.**
- 2. That the Committee note the Council's feasibility study which is assessing how the Kingsland campus in Houghton Regis can accommodate a new secondary school by September 2022 alongside a range of new services for the community.**
- 3. That the Committee support the Executive to authorise the Director of Children's Services, in consultation with the Executive Member for families, Education and Children and the Director of Community Services to enter into all appropriate legal documentation to implement the scheme, including the**

approval of the new sponsor, building contract and ancillary documents, funding agreement, development agreement, Academy lease and all contracts required to secure delivery and operation of the new school.

4. That the Committee recommend to Council an additional net £8.2m of Council funding in the Capital Programme, to enable the commencement of capital expenditure as set out in this report, subject to DfE basic need capital contributions, and approval from the Secretary of State and the granting of planning permissions under Part 3 of the Town and Country Planning Act.
5. That the Committee note the additional revenue costs of capital financing in relation to the forward funding of the new build costs and the net contribution from Council funds, as set out in paragraph 62.
6. That the Committee note the Secretary of State's decision for the closure of Houghton Regis Academy.
7. That the Council and the Regional Schools Commissioner work together to ensure that the new sponsor demonstrates its appreciation of the local demography in order to meet the educational needs of the children and young people living in Houghton Regis, ensuring a focus on staff resourcing, the retention of quality teachers and the overall management of the new school site.
8. That the Committee support the Executive Member's view that it would be unacceptable to close the current school before the new site was open to pupils, therefore the Council needed to work closely with the Department for Education and the Regional Schools Commissioner in order to ensure that the current school remained open until 2022.
9. That pupil impact statements submitted via the Ward Member for Houghton Regis be shared with the current school's trust and the Department for Education.

#### 9. Exclusion of Press and Public

**RESOLVED** to exclude the press and public from the meeting for the following item of business on the grounds that its consideration was likely to involve the disclosure of exempt information as defined in paragraph 3 of Part 1 of Schedule 12A of the Local Government Act 1972

#### 10. Schools for the Future - Commissioning of new school places to serve Central Bedfordshire residents in the Wixams housing development, in the ward of Houghton Conquest.

The Committee considered a report from the Executive Member for Families, Education and Children that sought approval for a capital commitment towards school places to serve Central Bedfordshire residents within the Wixams development area.



**RECOMMENDED:-**

1. **Noted that an additional allocation, as set out in the exempt Executive report, be included within the Capital Programme, to secure new school places for Central Bedfordshire Residents within the Wixams development. The actual amount of Council funding to depend on the outcome of the renegotiation of the Section 106 agreement for the Wixams development, which was to be agreed at a joint Development Management Committee.**
2. **That the Committee note the additional revenue costs as set out in paragraph 55 of the Executive report.**
3. **That the expenditure of capital secured through the Section 106 Agreement, as set out in the exempt report, be supported.**
4. **That the Executive ensure the implementation of robust legal agreements and that the Council be involved in every stage of the process in parity and close partnership with Bedford Borough Council.**

Chair .....

Dated .....



## Central Bedfordshire Council

### Children's Services Overview and Scrutiny Committee

19<sup>th</sup> November 2019

### Children and Young People Plan Early Help Focus

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children  
([Sue.Clark@centralbedfordshire.gov.uk](mailto:Sue.Clark@centralbedfordshire.gov.uk))

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

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### Purpose of this report

The purpose of this report is to provide the Committee with an overview of Early Help Services available in Central Bedfordshire Locality Teams with a focus on these in relation to the Children and Young People's Plan (CYPP 2018-2021).

### RECOMMENDATIONS

The Committee is asked to:

Comment and Reflect on the Early Help services available to children and young people.

### Issues

#### Children and Young People Plan

1. The co-developed Children and Young People's Plan (CYPP) (2018-2021) ensures we are focused on improving the lives for children and young people. The plan includes reducing the number of children and young people exposed to domestic abuse incidents, improving emotional health, well-being and resilience and improving educational outcomes across every key stage, helping young people to become work ready.

#### Child Focused

2. Children and young people must be at the centre of our work with families and wishes and feelings work should inform the Early Help Assessment and Plan. Children need to understand why professionals are intervening in their lives. We use tools to include children and young people and promote this, including our smart phone application Mind of My Own, a tool whereby children can communicate directly with professionals.

### **Service Aims**

3. 'Early help' means all the services – internal, external, voluntary and community based - that enable families to achieve sustainable, positive outcomes, become more resilient, and prevent the escalation of their needs.
4. Central Bedfordshire's Early Help Locality Teams are integral to the delivery of the Children and Young People's Plan and the Central Bedfordshire multi-agency, partnership early help offer. Early Help has been at the forefront of Children's Services Transformation and has become a responsive locality focused service to support children and families who without support are likely to require statutory social care intervention with the aim of reducing demand on Children's Services.
5. As a service we want to become involved with families earlier- at the first point a family are identified as needing support. This is because we know that unaddressed need often results in escalation into statutory services, which we want to prevent to enable families to remain together and thrive in the community.

### **Summary of Early Help Locality Teams**

6. There are five Locality Teams and each one provides flexible, hands on support and interventions to families, children and young people with additional needs (Level 2 of the LSCB Needs Threshold- appendix A). The Locality Teams are embedded with statutory locality teams, enabling close operational working in community areas (Locality areas- appendix B).
7. The service is overseen by two Early Help Practice Managers and led by five Early Help Locality Managers, who oversee operational practice and are establishing robust local networks to promote and embed integrated, whole family working, supported using the Early Help Assessment and linked processes (Early Help Services- appendix C).
8. This service adds value to and collaborates with existing Early Help provision in Children's Centre's, Schools and other universal settings, working towards a 'one family, one plan' approach to enable effective co-ordination of support and services.

### **Our Pledge**

9. Our Pledge includes putting 'children and families first in everything we do' and 'working as 'one team' close to our communities and partners'. The core principle for Early Help Locality Teams is a shift towards resolving issues earlier to prevent the need for statutory intervention, using approaches and evidence-based practice to support development of positive working relationships with families and our partners to improve outcomes for children.

## **Family Intervention**

10. Support provided to children, young people and families reflects the five factors of effective family intervention:
- dedicated key worker
  - delivery of practical hands on support
  - adopt a persistent, assertive and challenging approach
  - takes a whole family approach
  - work to an agreed plan and agreed outcomes

*Working with Troubled Families: A Guide to the Evidence and Good Practice.*

## **Early Help Key Roles**

11. Children's Centres continue to play an important role in supporting children aged 0 – 12 and their families, through joint delivery with 0 – 19's teams, and accessible individual and group-based support.
12. The Early Help Team consists of Family Partners who maintain delivery of a wide range of groups, through developing a more needs led response to group based support, and through working in partnership with the community to co-deliver and build resilience within the community.
13. We have a Community Partner in each locality area. The Community Partners are key to supporting all partner agencies within the community to ensure that they are aware of the support available to children and families, through continuing to support Locality meetings and responding to agency and individual requests around Early Help.
14. Building Resilience in Families panels are held in each locality. The purpose of the Building Resilience in Families (BRIF) panel is to work effectively as a multi-agency team to offer early intervention to children and their families and to prevent and reduce the escalation of incidents within each locality. The BRIF panel is made up of a consistent team of partners from different sectors with a joint commitment to working together more effectively to intervene early. The integrated working aims to help reduce delay by streamlining processes.
15. A Young Carers Family Partner works in each locality area with a focus on supporting families with children and young people who may have caring responsibilities due to the needs of parents and/or siblings. The Early Help Assessment acts as an assessment of caring responsibilities through understanding the impact of being a young carer and how support can minimise the impact of their caring responsibility. The assessment should identify any support that is needed and who is best placed to offer this.
16. An employment advisor from the DWP and a CAMHS Early Help worker are both embedded into the teams and offer assessment, advice and training to children, families and Early Help staff.

17. Targeted support is offered via Emotional Health and Well-being Practitioners and Youth Work Practitioners.
18. Children with Disabilities are supported at an Early Help level by specialist Family Partners based in the Children with Disabilities Teams.
19. Children's Services and Public Health have developed a Walking Alongside You (WAY) project for women to break the cycle which led to their children being removed from their care. WAY Practitioners are based in the Early Help Teams.
20. The Family Meeting/Advocacy and Mediation Services continue to support children and families, enabling families to agree a realistic and achievable plan to address challenges they face and to prevent escalation of concern.

### **Troubled Families Programme**

21. The Troubled Families Programme (currently administered by the Ministry of Housing, Local Communities and Government) has provided funding through payment by results to Central Bedfordshire Council to improve outcomes for local children and families through whole family working approaches and through focusing on specific areas of support that are known to have a negative impact on future outcomes for children. These include poor school attendance, anti-social behaviour/crime, poor physical health and emotional wellbeing, financial exclusion and worklessness and children in need of help and protection. These priority areas interlink with those in our Children and Young People Plan and have informed the development of the Early Help service and provisions detailed above.
22. The Troubled Families funding currently funds 14 family partners within the Early Help Service and one data analyst within the Performance Team. The 14 family partners make up 41% of the total frontline staffing team within Early Help.
23. Recently, the Ministry of Housing, Local Communities and Government confirmed there would be funding until 2021. The finer details are currently unknown. While funding has been agreed until 2021 there remains a need to consider the future.

### **Council Priorities**

24. The support and intervention offered by Early Help fits with the Council Priorities by providing great resident services, improving access to education and skills, protecting the vulnerable and improving well-being resulting in stronger communities.

### **Corporate Implications**

25. There are no direct corporate implications arising from this report.

## Legal Implications

26. There are no direct legal implications arising from this report.

## Financial and Risk Implications

27. There are no direct financial and risk implications arising from this report.

## Equalities Implications

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

29. The Early Help work helps to promote equality by working to improve outcomes for a vulnerable children and young people.

## Conclusion and next Steps

30. Early Help provides **timely, proportionate and cost-effective support** through working in **partnership** with other agencies to ensure children are **happy, healthy and safe**.

31. An aspiration for the Early Help service is for a secure permanent workforce to be established.

32. Next steps include planning for the 2020-2021 Troubled Families Programme.

## Appendices

**Appendix A: LSCB threshold document (Link attached below)**

**Appendix B: Locality area map**

**Appendix C: Early Help services**

The following Appendix is attached/ provided through an electronic link:

Appendix A: [https://centralbedfordshirelscb.org.uk/assets/1/a3 - windscreen\\_poster - 2016.pdf](https://centralbedfordshirelscb.org.uk/assets/1/a3 - windscreen_poster - 2016.pdf)

## Background Papers

None.

**Report author(s): Tracie Collins**

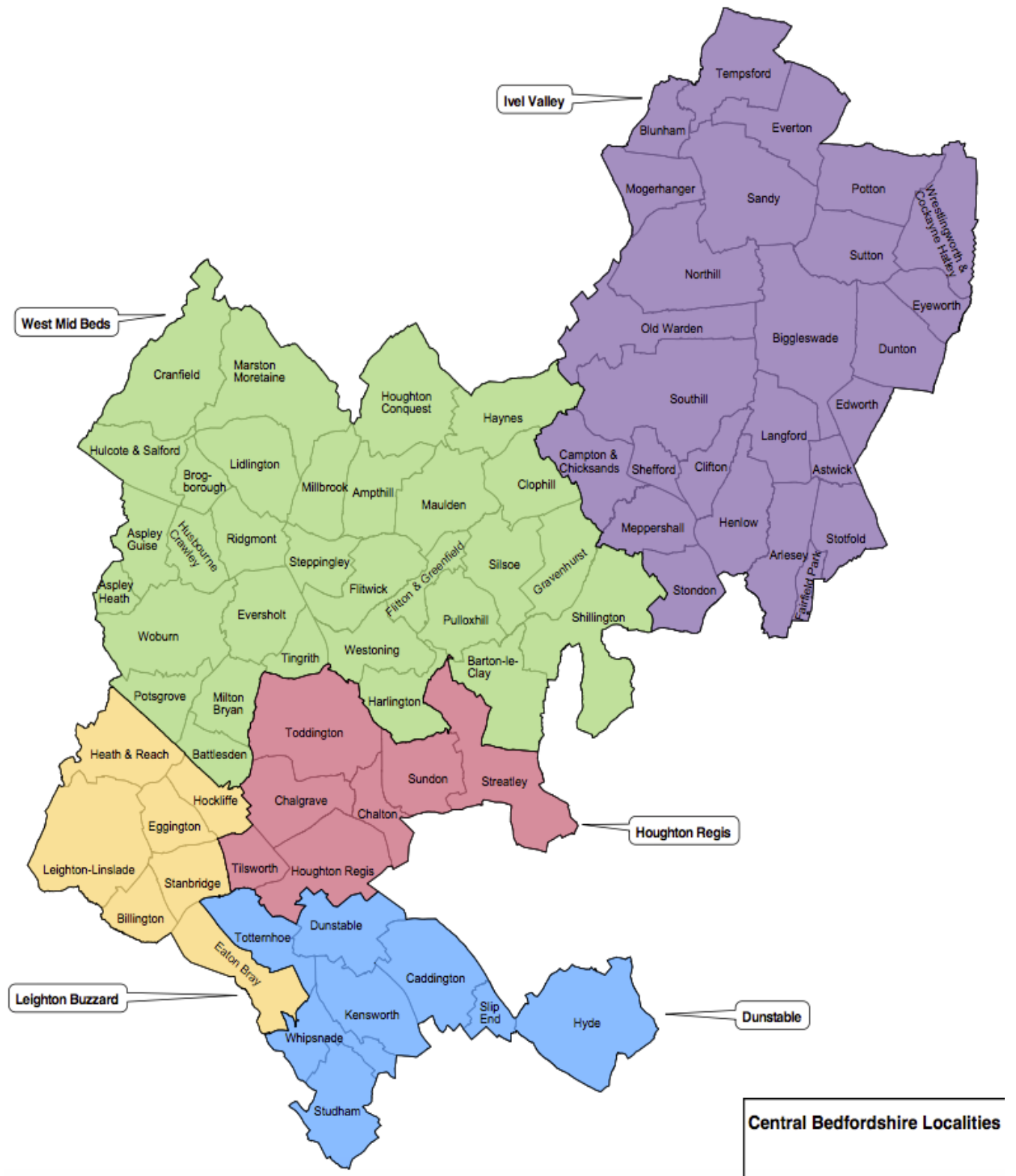
**Head of South Locality**

**Tracie.Collins@centralbedfordshire.gov.uk**





### Appendix B - Locality Map





## Appendix C

### Early Help Services- Locality Teams

Childrens' Centres- co-delivery of programmes and support

Building Resilience in Families Panel- multi-agency panel for earlier than early help

WAY- Walking Alongside You- for mothers' who have experienced repeat removal of children

Kidstime- young carers group and support

CAMHS Early Help Worker- assessments, staff training, early intervention with families

DWP Worker- employment support, CV writing, interview preparation

Young Carers- direct intervention for children

Emotional well-being practitioners- intervention in schools and the community to support with well-being

Parenting groups- Mellow, Triple P

Family meetings

Advocacy

Mediation

Children with Disabilities- Early Help support via specialised workers, Parent Carer Need Assessments

Single Point of Entry (SPOE) attendance

Youth Support

NB: this is not an exhaustive list.



## Central Bedfordshire Council

Children's Services Overview and Scrutiny  
Committee

19 November 2019

### Working with children at risk of or suffering neglect

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children ([Sue.Clark@centralbedfordshire.gov.uk](mailto:Sue.Clark@centralbedfordshire.gov.uk))

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

**This report relates to a decision that is Non-Key**

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### Purpose of this report

The purpose of this report is to provide the Overview and Scrutiny Committee with a briefing on activity to prevent, identify and address the neglect of children in Central Bedfordshire.

### RECOMMENDATIONS

The Committee is asked to:

- To reflect and comment on the report

### Issues

#### What is Neglect?

1. All children need to live in a healthy physical environment and have healthy relationships with the people around them so that they can thrive and meet their full potential. Neglect is the persistent failure to meet the basic and or psychological needs of a child, likely to result in the serious impairment of the child's health or development. A child is defined in law as an individual aged 0 to 17 years. Neglect may involve a parent or carer failing to provide:

- Adequate food, clothing, shelter
  - Protection of the child from physical and emotional harm or danger
  - Adequate supervision of the child, including the use of inadequate care givers
  - Appropriate access to medical care or treatment
  - An age appropriate responsiveness to the child's basic emotional needs
2. Neglect can occur during pregnancy as a result of maternal substance misuse, sometimes resulting in poor health outcomes for children. This can include drug withdrawal symptoms for infants at birth and Fetal Alcohol Syndrome, a lifelong developmental disorder.
3. Neglect is one type of abuse of children. Other types of abuse are:
- Emotional abuse
  - Sexual abuse
  - Physical abuse
4. Children can experience neglect in combination with other types of abuse. Neglect can result in significant harm to children. This includes impaired health and development (physical and emotional). Neglect will have a lifelong impact for some individuals. On occasions, children have sadly died as the result of neglect in the UK. This has been the result of malnutrition, medical neglect, accidents with some element of forewarning, Sudden Death in Infancy (SDI), suicide, and other types of abuse in combination with neglect.
5. Parents can neglect children wittingly and unwittingly. Parents who neglect their children often have complex needs. These needs include poor mental health, experiences of severe trauma as children and or as adults, domestic abuse, problem drug and or alcohol use, and additional learning needs. However, this does not mean that all parents with these conditions or behaviours are at risk of neglecting their children.

### **Why Neglect is a Priority**

6. The early identification of neglect and targeted intervention with families to safeguard children is a high priority for Central Bedfordshire Council Children's Services in partnership with the Pan Bedfordshire Local Children Safeguarding Boards (LSCBs). The LSCBs are composed of representatives from health, education and the Police.
7. Neglect is prioritised as we recognise the significance of neglect on the lifelong outcomes for children and their safety. Neglect is the most commonly occurring form of maltreatment in our community.

### **The Legal Framework**

8. The Children Act 1989 and 2004 outlines the specific responsibilities of local authorities and its social workers, working with partner organisations and agencies, to safeguard and promote the welfare of children in their area. This legislation states that the welfare of the child is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary. A requirement to work in partnership with families is at the heart of this legislation.
9. The Director of Children's Services and Lead Member for Children's Services are key points of professional and political accountability with responsibility for safeguarding and promoting the welfare of children in their area.
10. The Children Act 2004 and Social Work Act 2017 strengthened the legal requirements for collaborative multi-agency working. Working Together 2018 (statutory guidance) provides details of the responsibilities of local authorities, clinical commissioning groups and the Police and all other organisations and agencies to collaborate to safeguard children and promote their welfare.

### **How Neglect is Identified and Addressed**

11. The Local Safeguarding Children Board (LSCB) provides multi-agency training and online guidance so that everyone who works with children has access to training to recognize signs of neglect and how to seek help for children. The LSCB also provides information for the general public on the signs of neglect. Most recently this has involved a Pan Bedfordshire multi-media public information campaign to help children recognize the signs of neglect and what to do to seek help. The Pan Bedfordshire LSCBs have formulated a Neglect Strategy. This has three overarching objectives:
  - To improve awareness of neglect so that early intervention is achieved and effective working with children and their families and between services
  - To improve recognition, assessment and support to families where neglect is identified but before statutory intervention is required
  - Improve assessment and intervention once statutory intervention becomes necessary
12. The Neglect Strategy outlines a series of metrics to measure the impact of interventions. A key development as a result of the Strategy is multi-agency use of Graded Care Profile 2 (GCP2). The GCP2 is a standardized way of assessing neglect, in partnership with parents. It helps identify priority areas for improvement and clarity on the support that is needed to effect change. Work has begun to review and revise the Neglect Strategy. A particular concern is to provide greater focus on interventions to prevent and address neglect. More information on the GCP2 can be found on the CBC Safeguarding Board website <https://www.centralbedfordshirelscb.org.uk/lscb-website/professionals/neglect>.

13. When anyone is concerned that a child may be at risk of or suffering neglect, they should make a referral to the Central Bedfordshire Children's Services referral Hub - 0300 300 8585 or email [AccessReferral@centralbedfordshire.gov.uk](mailto:AccessReferral@centralbedfordshire.gov.uk).
14. The Hub is composed of Children's Services social workers and otherwise qualified colleagues. Social workers are trained in the assessment of signs, symptoms and causes of neglect and abuse of children. Social work is a regulated profession. The Hub colleagues have particularly close working relationships with the Police, health, domestic abuse services. This is in addition to well established collaborative arrangements with Probation, Housing, and Adult Services. This means that accurate and timely information sharing takes place to make well informed safeguarding decisions for children. Child and family focused collaborative multi-agency working also means that families are provided with prompt and targeted support.
15. The Hub colleagues gather and evaluate information about the children referred so that a considered decision is made on what help and support might best meet the needs of the family. Dependent on the level of concern and need, the family will be offered advice and information, Early Help Support or a social work assessment of need. Central Bedfordshire Council has a well-developed Early Help offer to children and their families. This means that vulnerable families are offered support and help when early signs of neglect are emerging. If the situation for these children does not improve or worsens, a process of escalation is undertaken to provide additionally intense support with statutory intervention.
16. In the most serious situations of concerns of neglect, or other abuse, a Child Protection Investigation is undertaken. This may be undertaken by Children's Services social workers as a single agency investigation or jointly with the Police dependent on the particular circumstances of the concerns and context.
17. For some families, the completion of a Child Protection Investigation may conclude that the threshold has been met for the children to be made Subject of a Child Protection Plan. This decision is made at a multi-agency Child Protection Case Conference. Parents attend and are supported to be active participants at these meetings so that their strengths as well as needs are fully understood, and their wishes and feelings inform the plan of support that is developed. Sometimes children attend and contribute to Child Protection Case Conferences so that their views and wishes are taken into account. If they do not attend, their views and wishes are represented. It is essential that parents and children contribute to Child Protection Case Conferences so that collaborative working is established. Doing with rather than doing to is a legal requirement but also results in better outcomes



for children. This approach allows the focus to be sustained on a shared concern to secure the best outcomes for children.

18. In Central Bedfordshire 182 children are currently (October 2019) subject of Child Protection Plans. The number varies from approximately 180 to 220 children. Of the 182 children currently subject of Child Protection Plans, the majority (60%) are subject of Plans under the category of neglect. This is a typical rate in the Eastern Region and nationally. This measure is a key proxy measure of the priority high level children's safeguarding issues in our community.
19. On occasions it necessary for Children's Services social workers to make an application to the Family Court for removal of children from situations of severe neglect or other abuse. In such circumstances, children move to live with friends or family, or they are placed with foster carers whilst assessment of the children's long-term needs is undertaken in partnership with the Court and the family.
20. Families are provided with targeted and coordinated multi-agency support when neglect is a concern, across the continuum of need from Early Help to legal proceedings. The nature of the support will be informed by the unique needs of the family but will typically involve practical support and guidance as well as treatment to address underlying parental vulnerabilities such as treatment for drug and or alcohol misuse and mental health problems. It is essential that trusting, honest, sustained, child focused relationships are formed with families by practitioners. This is because purposeful relationships are fundamental to supporting parents to make changes to family functioning. Activation and coordination of wider family and community support will also be facilitated, including through the use of the Central Bedfordshire Council Family Group Meeting service.
21. The LSCB safeguarding partners and Local Authority use the Joint Strategic Needs Assessment to develop services to address specific community needs relating to abuse and neglect. This includes issues such as mental health and drug and alcohol treatment.

### **Legal Implications**

22. This report does not have specific legal implications. However, the Council has a statutory obligation to safeguard and promote the safety and welfare of children. This report provides information as to how some of those obligations are being met in terms of the activity of the Council to work in partnership with the multi-agency network to identify and address neglect.

### **Financial Implications**

23. This report does not have specific financial implications. However timely, considered and effective service delivery for children and their families is an efficient use of resources and for this reason contributes to good budget management.

### **Equalities Implications**

24. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Ensuring that children at risk of or suffering neglect are provided with timely, considered and effective services enables Central Bedfordshire Council to achieve better outcomes for children and young people who are additionally vulnerable.

### **Conclusion and next Steps**

25. Central Bedfordshire Council, in partnership with the multi-agency group, has well developed processes to identify and address neglect. This includes services to provide Early Help as well as statutory interventions. The Pan Bedfordshire Neglect Strategy is currently under review, with the intention of enhancing focus on prevention and intervention in respect of causal factors of neglect.

### **Appendices**

None

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## Central Bedfordshire Council

Children's Services Overview and  
Scrutiny Committee

19 November 2019

### Progress report on the Alternative Education Provision Project

**Report of:** Cllr Sue Clark, Executive Member for Families,  
Education and Children  
([Sue.Clark@centralbedfordshire.gov.uk](mailto:Sue.Clark@centralbedfordshire.gov.uk))

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

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#### Purpose of this report

The purpose of this report is to provide an update on the Alternative Education Provision project. This includes recent activity, engagement with families with children and young people with special education needs and/or disabilities (SEND) and with the organisations who deliver services to these children and young people.

#### RECOMMENDATIONS

The Committee is asked to:

1. Consider the progress of the Alternative Education Provision (AEP) project.
2. Support the development of a pathway in collaboration with the schools.

#### Issues

1. Please see Appendix 1 for presentation that details '**Alternative Education Provision**'
2. The presentation will be co-delivered on behalf of Sue Harrison (Director of Children's Services) by Jody Nason (Head of Commissioning, Children Services) and Jackie Edwards (Head of Virtual School, Children Services).

#### Context

3. In November 2017, an Executive decision report was presented to commence a large commissioning project to review as part of the Children's Transformation Programme. It included children's centres, some youth activities, alternative education received

through medical needs, hearing impairment and visual impairment as the key scope as well as services or through Jigsaw or the Academy of Central Bedfordshire (ACB).

4. It became clear that the alternative education provision should be separated and considered a project in its own right due to the different nature of the services provided and the inability of one commissioned provider to deliver both.
5. This project was proposed to deliver the following outputs:
  - Clear pathways into and out of alternative education which are best value.
  - A more flexible service for children and young people with medical needs, hearing impairment and visual impairment.
6. The project was separated into workstreams to;
  - Review commissioned services:
    - a) Visual Impaired, Hearing Impaired and Medical Needs Team
    - b) JIGSAW –schooling for excluded primary school children and outreach for children and young people.
    - c) Academy of Central Bedfordshire (ACB) - schooling for excluded secondary school children and those at risk of exclusion.
    - d) Brokerage of alternative education including vocational courses
    - e) Tuition for vulnerable learners
  - Develop a shared pathway into the services to provide effective support for vulnerable learners
7. A project group was established which is attended by colleagues from other directorates including Legal Services and Finance. There is also a parent representative in attendance. It should be noted that the project approach is consultative, workshops have been held with schools and providers and communication planned before the end of the financial year.

### **Workstream 1 – develop a shared pathway into the services**

8. This workstream was developed following feedback from that schools who were unclear of the pathways into and out of alternative education settings (Jigsaw and ACB).
9. In response to this, two successful workshops were held in late 2018 and in early 2019 with over 80 attendees from many schools, settings and providers to discuss alternative education and the support the schools required to help prevent children and young people from permanent exclusion.

10. The workshop attendees identified the importance of early intervention to support schools to manage challenging behaviours and to focus on inclusion and developed key principles to guide the development of a clearer pathway into the two alternative provisions. These are:
- *The local authority will provide a strategic lead, ensuring outcomes are efficient, effective and value for money. Practice will be evidence-based, data-driven and supported by the professional opinion of key frontline staff. Local capacity will be built, to ensure cohesion, consistency and equity across CBC.*
  - *Every child has an entitlement to receive full-time education suitable to their age, ability, aptitude and any Special Educational Needs and Disabilities (SEND) they may have. This will be balanced by ensuring a fair distribution of the most challenging pupils when allocating places. Schools will be held to account for meeting the needs of pupils in catchment or whose parents choose the school to ensure that off-rolling does not occur.*
  - *Early identification and intervention are crucial. We will know our pupils and their families, we will listen to them and use our professional experience alongside their in-depth knowledge of themselves and their children to find the best ways forward. A shared commitment and mutual trust between families, services and schools are vital.*
  - *The behaviour should be seen as the problem – not the child, flexibility and creativity are essential. Behaviour can change and improvement can be secured with the right support and conditions around the child.*
11. These principles are being used to pull together a clear pathway which identifies the training available and support from council teams that schools can obtain to assist them in early identification of SEND and/or behavioural concerns and then to manage this with the aim of children and young people staying in school. This work will be completed by the end of the financial year 2020.

### **Workstream 2 – review of commissioned services**

12. As part of the scoping work at the beginning of the project, the team reviewed council spend with external agencies and identified the following services;
- a) Visual Impaired, Hearing Impaired and Medical Needs Team
  - b) JIGSAW –schooling for excluded primary school children and outreach for children and young people.
  - c) Academy of Central Bedfordshire (ACB) -schooling for excluded secondary school children and those at risk of exclusion.
  - d) Brokerage of alternative education including vocational courses
  - e) Tuition for vulnerable learners

13. A review was undertaken for each of these services with a full options appraisal to identify a long-term approach.

### **Visual impaired, hearing impaired and medical needs team**

14. The medical needs team provides tuition at home for a child with an illness or injury keeping the pupil away from school whilst recovering from an illness or injury requiring regular hospital attendance, a chronic condition that causes frequent absences from school or a mental illness requiring therapeutic support.
15. The service provides teaching, mainly in the three core subjects of maths, science and English, as a way of supporting reintegration back into school.
16. The hearing impairment and visual impairment teams support schools with children who are hearing or visually impaired. This team supported 367 children and young people last academic year.
17. Following a review, it was concluded that the teams should be insourced and managed directly within the SEND Service. The team has been managed by the council since July 2019 and has been operating as a council resource for the previous half term since September 2019.
18. In all of these services, the staff are now better able to coordinate with other teams to give the right service to these children. For medical needs, this ensures that the child is effectively supported to return to school.
19. Work is underway to evaluate and change the criteria for children and young people to access the medical needs team. This will ensure that schools can refer into this service when a GP has diagnosed a mental health need, rather than them having to access Child and Adolescent Mental Health Services (CAMHS), and a program of training is being developed with the schools to support them to manage children with mental health needs.
20. The hearing impairment and visual impairment teams continue to offer training and support for the schools.

## **Jigsaw**

21. The Jigsaw Centre supports primary school aged children and young people and provides support by:
- a) Providing additional services to schools to support children at risk of exclusion;
  - b) Providing education and support for those pupils who are permanently excluded;
  - c) Providing personalised reintegration packages to assist pupils in their return to school;
  - d) Providing family support for children who are identified as having difficulties.
22. Following a review of this provision, it was concluded that the service be directly managed by the Inclusion Service within Children's Services and was transferred under council management in 2017.

A further redevelopment of the service is underway following feedback obtained from key stakeholders concerning the geographical location of the provision. The Jigsaw will be relocated into two behaviour hubs, one in the north and one in the south of Central Bedfordshire. The service will be extended to allow children at risk of being excluded to attend a centre that is closer to their home and to link with the locality teams working in that area.

## **Academy of Central Bedfordshire (ACB)**

23. The ACB provides education for children and young people who have been excluded from school. Additionally, the ACB provides vocational courses for children and young people at risk of exclusion. 41 pupils attended this service in the summer term 2019.
24. A review was undertaken of the service to ascertain the longer-term option for this provision and following lengthy negotiations with the board of governors a contract extension has been agreed for 2019/20 which is in the best interests of some of our most vulnerable learners.
25. A working party has been set up by the ACB to look at how the school can offer a range of services to suit individual needs both for those excluded and for those at risk of exclusion. Whilst not directly overseen by the council, representatives from Children's Services attend the working party and are supporting the development of the future offer.

## **Tuition for vulnerable learners**

26. The project team identified individual one to one tuition for children and young people that was being arranged and purchased to aid their learning as a further area for review. The children and young people accessing this are:
- a) Those at risk of becoming not in employment, education or training (NEET)

- b) Looked after children who required additional support
  - c) Children/young people with identified special educational needs
27. A review concluded that a more coordinated approach would be beneficial for colleagues in Children's Services because it would ensure a simplified process for staff and a service that is coordinated around the child. The proposed solution is a procured framework with a range of tuition that will include support for:
- a) GCSE and A Levels
  - b) Primary aged children in reading, writing and mathematics specifically Looked After Children
  - c) Those who have additional needs
  - d) Those for whom English is a second language.
28. This procurement will commence in November 2019 and will be in place for the next financial year.

### **Brokerage & Delivery of Post-16 provision - Develop Education, Business Partnership (Develop EBP)**

29. Develop EBP is an organisation which provides brokerage for educational placements for post 16 learners with complex needs or who are at risk of becoming not in education, employment or training (NEET). Additionally, this organisation coordinates post-16 vocational education or training for those young people identified with special education needs or disabilities (SEND).
30. The council has had a contract in place with this organisation for a number of years. Aligned to the council's constitution, a review was undertaken which concluded that this service is required to support vocational courses and market research concluded that Develop EBP is the only provider locally. Therefore, a direct award has been negotiated for a two-year period to provide continuity.

### **Next steps**

31. This project has achieved many of the original objectives and will focus on the remaining objectives over the next six months.
32. The final outstanding action is to conclude the partnership work commenced in late 2018. The two successful workshops that were held provided invaluable feedback about the need for coordinated pathways into alternative education alongside clearly communicated training and support for schools to prevent exclusion. The identified pathway and vision is being pulled together following the workshops to feed back to schools and partners. This will be published by the end of the financial year March 2020.



## **Council Priorities**

33. By securing good or better provision to deliver a great service for children and young people living and accessing education in Central Bedfordshire. The majority of children and young people accessing alternative provision have a level of vulnerability including medical needs (including mental health), identified special educational needs, at risk or excluded from school. This project will enhance Central Bedfordshire, improving education and skills whilst protecting the vulnerable by working collaboratively with the schools to enhance support and training to prevent children and young people from being excluded from school.

## **Corporate Implications**

34. The Alternative Education Provision project is governed by the Children's Services Transformation Portfolio and produces regular highlight reports and risk assessments.
35. This project has dependencies with the Schools for the Future programme. This is mitigated through a shared project lead – the Assistant Director of Education.

## **Legal Implications**

36. Legal advice has been sought throughout this project to ensure workstreams have been completed in a compliant manner. A legal representative attends the monthly board and has provided support for contract extensions alongside in-sourcing of teams and services.

## **Financial and Risk Implications**

37. This project is working within the current budget envelope for services commissioned by the Local Authority and is scrutinized by the Schools Forum alongside the Transformation Board.

## **Equalities Implications**

38. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Alternative education provision supports some of the most vulnerable learners.
39. A visioning workshop was held in December 2018 with key stakeholders to communicate the project and the scope. A further workshop is planned for early 2020 to engage with stakeholders and to update on progress. All contract extensions and TUPE activities have been undertaken following legal advice and the service has

continued in the same format. Any proposed change to service delivery will be subject to a formal consultation.

40. To provide ongoing challenge and support, SNAP PCF attend the Project Board to provide a parent view on the project.

### **Next Steps**

41. There is planned further engagement with families, voluntary organisations, CBC schools and academies, and SNAP PCF to co-produce and develop:
  - a. A pathway into and out of alternative education which are best value.
  - b. A more flexible service for children and young people with medical needs, hearing impairment and visual impairment.

### **Appendices**

**Appendix 1:** Alternative Education Provision project (PowerPoint)

**Report author(s):**

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Appendix 1

# Alternative Education Provision (AEP)

## Children's Services

**Peter Fraser** – Asst Director for Education

**Jody Nason** - Head of Service, Commissioning

**Jackie Edwards** – Head of Service, Inclusion

# Alternative Education Provision

**Purpose of this report:** To provide an update on the recent activity and the next steps

- Context Slides 3-4
- Who are our vulnerable learners? Slide 5
- Our vision – what we want to achieve? Slide 6
- What we have done Slides 7-8
- How did we do this? Slide 9
- What are we are doing now? Slides 10-14
- Next steps Slides 15-18
- Conclusion Slide 19

# Context (1)

This is part of a Children's Service review of a range of services including: children's centres, youth activities and alternative education.

Given that alternative education is provision for some of our most vulnerable learners this was set up as separate project

This provision is funded through the High Needs Block governed by the Schools Forum

## Context (2)

In 2019, Central Bedfordshire has 42037 school aged children of which (in the academic year 2018/19):

- 100 accessed alternative provision following exclusion, this includes children excluded in previous school years,
- Up to 130 were engaged with services because they were at risk of exclusion,
- 30 children and young people accessed 1:1 tuition commissioned by the Local Authority,
- 367 children and young people were supported by the medical needs, hearing impairment and visual impairment teams.

# Who are our vulnerable learners?

By vulnerable learners we mean children and young people who need some extra support to help them learn and those who sometimes struggle in mainstream schools and colleges – this may be due to:

- A hearing or visual impairment
- Lack of skills to manage their own behaviour (at risk of exclusion)
- An illness/injury that prevents them attending a mainstream school for a period or time (medical needs)
- Pre or post-16 young people identified with special education needs or disabilities (SEND)

# Our Vision - What we want to achieve

To make sure:

- Our most vulnerable learners have access to timely and appropriate provision that meets their needs
- We reduce the need for children to be excluded from school
- Schools, parents/carers and other professionals understand the clear referral processes into any alternative provision, for example: tuition; alternative settings; vocational pathways
- We have a more innovative and flexible approach that meets the needs of these children and their families.
- Our children are happy and able to achieve their potential



# What we have done (1)

Reviewed the following services and provision:

- Visual Impaired, Hearing Impaired and Medical Needs Teams are now part of the CBC SEND team
- Brokered the delivery of alternative education provision for 15 post-16 young people with complex needs
- Provided tuition for vulnerable learners

## What we have done (2)

Reviewed the following provision:

- Jigsaw is an in-house service within the Access & Inclusion team– the provision is for up to 6 excluded primary school children and in school support for up to 100 children at a cost of £460,000 per year
- The Academy of Central Bedfordshire (ACB) – the provision offers vocational and academic pathways for 90 excluded secondary aged young people and those at risk of exclusion

# How did we do this?

Engagement with stakeholders including:

- Two successful workshops were held in late 2018 and in early 2019 with over 80 attendees from many schools, settings and providers to discuss the current provision and what is needed now
- A review of the current need and future level of need through data analysis
- Engagement with other key partners including schools, health and parent/carer organisations to work collaborative on the future of the provision

# What are we doing now? (1)

Visual, Hearing & Medical Needs teams brought in house in July 2019

The Medical Needs team:

- Provides tuition at home for a child with an illness or injury that keeps the pupil away from school whilst recovering; an illness or injury requiring regular hospital attendance; a chronic condition that causes frequent absences from school; or a mental illness requiring therapeutic support
- Provides high quality teaching as a way of supporting reintegration back into school.

The Hearing Impairment and Visual Impairment teams:

- support schools with children who are hearing or visually impaired.

***These three teams supported 367 children and young people last academic year.***

## What are we doing now? (2)

- Jigsaw provision in Houghton Regis for up to six children who have been permanently excluded from primary schools.
- An in-school support service has been established for up to 100 children with social, emotional and mental health needs.
- A package of training and support has also been developed for direct working with families as well as school staff.

## What are we doing now? (3)

The Academy of Central Bedfordshire (ACB) - an Alternative Provision Free School (secondary) provides:

- A range of academic and vocational programmes for our secondary aged young people who have been, or are at risk of being, permanently excluded from school
- In academic year 2018/19 year, CBC commissioned 90 places and schools directly commissioned the other 30 places
- The setting was inspected by Ofsted in July 2019 and judged *good*

## What are we doing now? (4)

Spot purchasing of one to one tuition for children and young people who are in need of additional support to access their learning and will not achieve their potential. This includes:

- Those at risk of becoming not in employment, education or training (NEET)
- Looked after children who required additional support
- Children/young people with identified special educational needs

## What are we doing now? (5)

Develop EBP are an organisation which provides a brokerage, and ensures placement for, post 16 learners with complex needs, who are at risk of becoming not in education, employment or training (NEET).

Post-16 vocational education or training for those young people identified with special education needs or disabilities (SEND) is also brokered.

- The contract has been continued for 2 years



## Jigsaw – Next Steps

- Jigsaw will be re-located into two behaviour hubs, one in the north and one in the south of Central Bedfordshire linking to the two social care locality teams.
- The service will be extended to allow up to 10 children at risk of being excluded to attend the centre closest to their home. The aim is that no primary school aged child will be permanently excluded
- The in-school support team will be incorporated into the SEND Service and increase the amount of support available

## ACB – Next Steps

- There will be a 140 place provision in September 2020 with the LA commissioning 90 places and schools commissioning 50 places
- We are working with the Governing Body to revisit the vision and purpose of the setting from September 2020 to reduce permanent exclusion and offer more creative vocational pathways for all young people in Central Bedfordshire

# Tuition for vulnerable learners – Next Steps

- Finalise the review of the current arrangements and publish a tender to procure a framework through which all tuition will be sourced, giving better value for money and more robust monitoring of the provision
- This will be procured throughout November to be in place for the next financial year and the outcomes for children and young people will be monitored.

# Brokerage & Delivery of Post-16 provision - Next Steps

- A full review identified that this service needs to source additional alternative education opportunities.
- Following market testing, it became clear there were no other providers of this service in Central Bedfordshire.
- A direct award has been made and discussions are underway to extend the current contract whilst developing the market with additional providers.

# Conclusion

Over the next six months, the project will focus on the following areas:

1. Reviewing the project to make aspects of the service 'business as usual'
2. Publishing the identified pathway and vision by March 2020 and feeding back outcomes from the workshops to schools and partners.
3. Ensuring children who are permanently excluded, or at risk of exclusion have access to high quality provision that supports both their learning and personal development.

On-going engagement with providers and head teachers

Slide 19



## Central Bedfordshire Council

Children's Services  
Overview and Scrutiny  
Committee

19<sup>th</sup> November 2019

### School improvement team - Impact

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**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children, ([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

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

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### Purpose of this report

The report provides an overview of the work undertaken by the School Improvement Team in 2018/2019 and associated impact.

### RECOMMENDATIONS

The Committee is asked to:

- **Consider the report and comment on the work of the School Improvement Team and the actions being taken to support the improvement of pupil progress and attainment in Central Bedfordshire schools.**

### Context

1. The School Improvement Team (SIT) comprises eight staff:
  - a Head of School Improvement (appointed in April 2019);
  - four School Improvement Advisors (two appointed in April 2018, one in September 2019 and one due to start in January 2020);
  - two administrators; and
  - one Newly Qualified Teacher (NQT) / Moderation Lead
2. The focus of the SIT is to improve standards particularly at Key Stages 1, 2 and 4. EYFS standards are the focus of the School Readiness Team.
3. The team provides support to all of Central Bedfordshire's 132 schools but, to ensure the most efficient use of resource, targets those schools most in need, as follows:
  - 14 schools are designated high support need;
  - 24 schools are designated medium support need; and

- 94 schools are designated low support need
- Appendix 1 is a copy of the School Improvement Strategy which sets out how schools achieve each of the designations listed above. In brief, consideration is given to: Ofsted ratings, the strength of leadership, pupil performance, staffing vacancies, financial risk and engagement with the local authority.
  - Schools are involved in discussions about their designations. Appendix 2 shows the diagnostic assessment being trialled for the first time this year with schools to support this discussion.

### Key areas of support

- Historically performance across CBC has been variable, with not all schools/academies sharing the same level of success; especially around the performance of SEND or disadvantaged young people.
- Whilst the SIT is supporting schools in all areas, the main areas for focus have been and will continue to be:
  - Leadership: Understanding the new Ofsted framework and needs of a two tier system
  - Reading: Supporting the development of this most fundamental of learning
  - Maths: Supporting the development of teachers and the quality of maths teaching.
  - The performance of disadvantaged young people.

### Targets for improvement

- The school improvement team has set itself the following targets:

Percentage of FSM/disadvantaged pupils reaching the expected standard in reading and maths	2017/18 (Actual)	2018/19 (Actual)	2019/20 (Target)	2020/21 (Target)
<b>KS1 (FSM)</b>	53% Reading 55% Maths	55% Reading 55% Maths	58% Reading 58% Maths	62% Reading 62% Maths
<b>KS2 (Disadvantaged)</b>	62% Reading 55% Maths	56% Reading 59% Maths (prov)	58% Reading 60% Maths	62% Reading 64% Maths

	2017/18 (Actual)	2018/19 (Actual)	2019/20 (Target)	2020/21 (Target)
<b>KS4 (Disadvantaged)</b>	32.1	33.1 (prov)	34.4	36

- Improved performance for disadvantaged young people will raise overall CBC performance in the long term (*Data estimates baselined against 2019 outcomes*)
  - KS1: Reading overall would rise from 78% - 79%. This will narrow the gap between disadvantaged pupils and others from 25% to 18%.
  - KS1: Maths overall would rise from 77-78%. This will narrow the gap between disadvantaged and others 24% to 17%
  - KS2: Reading overall would rise from 71-72%. This will narrow the gap between disadvantaged pupils and others from 18% to 13%



- KS2: Maths overall would rise from 77-78%. This will narrow the gap between disadvantaged pupils and others from 22 – 17%
- KS4: Attainment 8 overall would rise from 44.6 – 45.1. This will narrow the gap between disadvantaged pupils and others from 13.8 points to 10.9 points.

10. An outline plan for how this will be achieved is represented in the table below:

	Green schools – Preventative – Low support need	Amber schools – Corrective – Medium support need	Red schools – Corrective – High support need
<b>Visit schedule</b>	<ul style="list-style-type: none"> <li>• Light touch visits (1 per term)</li> </ul>	<ul style="list-style-type: none"> <li>• ½ termly visits</li> </ul>	<ul style="list-style-type: none"> <li>• 1-2 visits per ½ term</li> </ul>
<b>Training and development</b>	<ul style="list-style-type: none"> <li>• Invitations to CBC accessible training opportunities</li> <li>• Access to audits available at an agreed cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted external support – Based on identified need</li> <li>• Strongly encouraged to accept SIA audit (RADY, OFSTED, DESKTOP)</li> <li>• Termly review through SIA support and challenge plans</li> <li>• Key audits available for purchase</li> </ul>	<ul style="list-style-type: none"> <li>• External support – Based on identified need.</li> <li>• Priority for CBC initiatives</li> <li>• Instance of SIA audit</li> <li>• Provision of governance and safeguarding audits</li> <li>• Regular review of the support and challenge plan for each school</li> </ul>
<b>Information / Updates</b>	<ul style="list-style-type: none"> <li>• Access to information and updates via Central Essentials</li> </ul>	<ul style="list-style-type: none"> <li>• Access to information and updates via Central Essentials</li> </ul>	<ul style="list-style-type: none"> <li>• Access to information and updates via Central Essentials</li> </ul>

### Targets, duties and expectations

11. The Council has 206 duties relating to schools and those that fall within the remit of the SIT are detailed in Appendix 3. The role of the School Improvement Advisor (SIA) is set out in The School Improvement Strategy (Appendix 1).

### SIT Support

12. The SIT team works with schools on many different levels, these include:

- Leadership support and advice (governors, headteachers, senior and middle leaders)
- Direct school support
- Training and professional development
- Support for statutory processes
- Intervention projects

13. The impact the SIT has often goes unannounced as this intervention is preventative rather than corrective.

14. The impact of the SIT can therefore be observed not only in improvements to attainment or Ofsted performance, but also where Ofsted grades or subject results are maintained, or where the preventative action of the team supports a smaller loss than might have otherwise been the case.

15. The team also serves as an important interface between schools and other CBC teams, intervening to ensure that schools engage and that outcomes are appropriate and effective. In

the last 18 months the SIT has supported the following teams: Assets; H&S; Finance; Transport; Public Health; Attendance; Exclusions; LAC; Admissions; SEN; and Social Care.

## SIT STATISTICS 2018/2019

### Leadership support and advice

16. Governors and headteachers in-particular are supported through:

- Governor support package (this includes governor training and access to national governance association advice)
- Governor Essentials newsletter
- Headteacher and governors briefings (3 times per year)
- Access to teaching school led leadership programmes
- SIA visits to support governors and headteachers
- Advice and guidance where a school has current or potential deficit issues.

17. Data from this support includes:

Area	Data
<b>Leadership support</b>	
Governor training	<ul style="list-style-type: none"> <li>• 51 training sessions were undertaken - 499 governors attended</li> </ul>
Governors evaluations	<ul style="list-style-type: none"> <li>• 99% judged the training good or better</li> </ul>
Governance reviews	<ul style="list-style-type: none"> <li>• Number undertaken: 10, of which 9 of the schools who received an Ofsted inspection retained or moved to good.</li> </ul>
Governor essentials	<ul style="list-style-type: none"> <li>• Number of issues to date: 87</li> <li>• Percentage of subscribers who access the newsletter: 100%</li> </ul>
Leadership training	<ul style="list-style-type: none"> <li>• 66 teachers have engaged in leadership training across the year.               <ul style="list-style-type: none"> <li>○ 2016/2017 Aspiring Headteachers 67% are now HT's</li> <li>○ 2016/2017 Aspiring senior leaders 55% are now SLT.</li> <li>○ 2016/2017 First steps into leadership 56% are now leaders</li> </ul> </li> </ul>
Headteacher and Governor briefings	<ul style="list-style-type: none"> <li>• 3 briefing sessions were held across the 2018/19 academic year. Attendance – October: 64; March: 53; June 44</li> </ul>
Central Essentials	<ul style="list-style-type: none"> <li>• Issued weekly</li> <li>• Percentage of subscribers who access the newsletter: 98%</li> </ul>
SIA	<ul style="list-style-type: none"> <li>• All 132 schools were visited and received supported from an SIA</li> <li>• SIA's supported 4 HT appointments</li> </ul>
SIP	<ul style="list-style-type: none"> <li>• 45 schools commissioned SIP support               <ul style="list-style-type: none"> <li>○ 9 maintained schools had SIP support, of which 8 retained or moved to good during this academic year</li> </ul> </li> </ul>

### Direct school support

18. On occasion it is necessary to place additional support into schools. This is provided from:

- CBLE (Central Bedfordshire Leaders of Education) – serving HT's who support other schools
- SLE (Specialist Leaders of Education) – serving colleagues, teachers and middle leaders who support other schools and are accessed through the teaching schools.

19. Seven schools were supported last year, five were inspected:

Two schools improved their Ofsted rating and three schools retained good in the face of a more challenging Ofsted framework.

### Training and professional development

20. Where training courses are commissioned effectively these can have significant impact on the performance of schools. SIA's help identify the key needs and commission teaching schools to provide CPD course opportunities. Data from this support includes:

Area	Data
<b>Commissioned CPD</b>	
CPD events	<ul style="list-style-type: none"> <li>• 91 CPD events were commissioned by the SIT</li> <li>• 165 days of CPD were offered</li> <li>• 96% of schools attended at least one session</li> <li>• 2,083 teachers attended these events</li> </ul>

### Support for statutory functions

21. Most of the SIT's statutory functions sit within moderation and NQT support. Data from this support includes:

AREA	DATA
<b>Moderation training</b>	<ul style="list-style-type: none"> <li>• 313 teachers attended LA commissioned training for EYFS, KS1 and KS2</li> </ul>
<b>NQT's</b>	<ul style="list-style-type: none"> <li>• Number of supported NQTs: 131</li> <li>• NQT's attending CBC training events: 118</li> <li>• NQT's attending CBC conferences: 104</li> <li>• NQT's passing induction: 103 passed, 14 did not complete with CBC, 14 still in progress</li> <li>• Number of schools receiving support for NQT's causing concern: 15</li> <li>• Number of school re-registering with the CBC offer: Only 2 have used other appropriate bodies this year.</li> </ul>

### INTERVENTION PROJECTS

22. The SIT has run four improvement projects during the past year:

- RADY (9 schools in the pilot)
- KAGAN (12 schools in the pilot)
- Comparative judgement
- Reading fluency (12 schools in the pilot)

23. Summary data from these projects is as follows:

<b>Reading fluency project</b>	12 Schools selected pupils who were working below the average reading age (ARE) and were considered unlikely to achieve expected standards (EXS) in SATS. The project ran in Spring term for 8 weeks with Yr6 pupils.	
<b>Baseline:</b> <b>Number of children on the pilot: 99</b> <b>Number of children making EXS: 0</b>	<b>Impact assessment:</b> <b>Number of children on the pilot: 99</b> <b>Number of children making EXS: 42</b>	

<b>Raising Achievement of Disadvantaged Pupils (RADY Project)</b>	9 Schools were involved in the RADY project – This took the form of SIA and consultant support over 6 months. The gap measure used to judge the progress of disadvantaged pupils is a poor way of judging improved attainment - RADY schools will be asked to review attendance, PA, reading age, exclusions to determine impact longer term. At this stage changes in gaps and attainment 8 is used as the impact measure.
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**Impact assessment:**

No impact on outcomes was expected this academic year as the project only started in Jan 2019. However, all schools on the RADY project made improvement in one or in the performance gap between disadvantaged and non-disadvantaged. This was a small cohort and further study is needed

Data for 2019 shows the following result for schools involved in RADY:

**KS4**

<b>Number of schools</b>	<b>Attainment 8</b>	<b>Gap disadvantaged to non disadvantaged</b>
3 Upper and secondary	2 schools made a 4 – 6 point gain for disadvantaged students. Non disadvantaged pupils made small or no gains in comparison.  1 schools attainment 8 fell by more than 10 points for disadvantaged students	2 schools reduced their attainment 8 gap between disadvantaged and non disadvantaged by points.  1 school increased its gap by over 8 points when compared to 2018

Overall CBC disadvantaged attainment 8 for all schools improved by 1 point. This shows that schools engaged in RADY made greater gains.

**KS2**

<b>Number of schools</b>	<b>RWM</b>
1 middle school 3 primary schools	Results declined in 2 schools  3 of the 4 schools had performances gaps lower than the CBC average  1 school improved RWM for disadvantaged by 14% and reduced the gap to non disadvantaged by 19%.

1 primary's results were variable but maintained a very small gap of 8% between disadvantaged pupils and peers.

Overall the CBC gap between disadvantaged and non disadvantaged was 23%. This shows that schools engaged in RADY made better gains.

## KS1

Number of schools	RWM
5 schools (Lower or Primary with lower)	1 school made no improvement  4 made improvements or maintained performance for disadvantaged pupils in Reading, Writing or Maths

Overall: CBC declined 2018-2019 in reading and Maths whilst improving in writing in comparison to RADY schools who on average made gains in these areas.

## OTHER DATA:

24. The SIT has also been tracking a range of other data in areas it has worked. These include:

<b>Maths intervention (QLA)</b>	Overall Maths performance increased by 4% in 2019 when compared to national. QLA data looks at the different sections of the Maths paper and reviews how well pupils did in specific topic areas.
<b>Baseline</b> 2018: -5 (164 pupils fewer than national) % of children answering correctly compared to the national average across all KS2 Maths papers (3297) pupils in total)	<b>Impact assessment:</b> 2019 result: -2.9 (101 pupils fewer than national) Improvement of 2.1%. 3487 pupils sat KS2 SATS in CBC 2019
<b>Reading (QLA)</b>	Overall reading declined for CBC schools by 3% in 2019, however this is in line with a similar national fall. QLA data looks at the different sections of the KS2 paper and reviews how well pupils did in comparison to their national peers.
<b>Baseline</b> 2018: -4.55(150 pupils fewer than national) % of children answering correctly compared to the national average across all KS2 Maths papers (3297) pupils in total)	<b>Impact assessment:</b> 2019 result: -1.51 (53 pupils fewer than national) Improvement of 3.04%. 3487 pupils sat KS2 SATS in CBC 2019
<b>Project</b>	
<b>OFSTED</b>	Improvement in Ofsted ratings are a useful indicator. The overall grade however hides other improvement journeys that schools have taken.
<b>Baseline</b> 2017/18: 86% Good or better Schools rated RI: 11 (Academies: 7; Maintained: 4) Schools rated Inadequate: 7 (Academies: 6; Maintained: 1)	<b>Impact assessment</b> 2017/18: 89% Good or better Schools rated RI: 9 (Academies:6; Maintained: 3) Schools rated Inadequate: 6 (Academies: 6; Maintained: 0)

<b>Schools causing concern</b>	The school improvement team has recently re-visited how schools causing concern are evaluated. Moving forward this should be a more stable and reliable based on criteria.
<b>Baseline:</b> 2017/18: 12	<b>Impact assessment:</b> 2018/2019: 12 The only maintained school deemed inadequate exited this category in part as a result of LA support

## IMPACT CASE STUDIES

25. As the team has only been in place a short time, overall structural change is difficult to evidence. Where the SIA team have been involved, however, improvement is evident. The most effective way of demonstrating this impact is through case studies such as the one below.

### Context:

School B in 2012 was deemed to be a good school. A new Headteacher joined the school in Sept 2016 however despite this in Jan 2017 the school was deemed inadequate.

In subsequent monitoring visits the effective leadership of the HT and Governors was questioned.

### Intervention:

The SIT identified key needs for the school and as a result provided support in the form of:

- External School Improvement challenge for the HT
- Leadership by the SIT of a governance monitoring group
- Classroom support for staff (Improving marking and assessment)
- Involvement in LA projects such as the reading project
- Provision of a new Chair of governors in the form of the Head of School Improvement

### Outcome:

In the summer of 2019 School B was no longer deemed to be inadequate following an inspection. The report commented of the LA:

*“Until recently governors have not been strategic enough in their actions to raise standards and support school leaders to improve pupils’ outcomes. However, with a new chair of governors, they have now ensured that the governing body has the necessary skills and experience to take the school forward”*

*“Leaders are working successfully with specialist leaders and teachers from the local authority. This is helping to develop strong and committed leadership at all levels within the school”*

### On-going

Support for the school will continue in 2019/2020 in particular around securing a long term governing body, one able to function without the local authorities assistance.

26. Appendix 4 provides further case studies outlining the impact of the SIT in 5 circumstances:

- I. Impact following specific SIA training or advice
- II. Impact where SIA’s have acted with and on behalf of other CBC teams
- III. OFSTED impact

- IV. SIA initiated projects
- V. Action against identified duties

### **Council Priorities**

27. This report contributes support for Central Bedfordshire's five-year plan, 2015-2020 and the specific priorities of improving education and skills.

### **Corporate implications**

28. The school improvement service assists a range of officers, both within and outside Children's Services in carrying out statutory duties of the Council relating to schools and education more generally. For example, the safeguarding officer is assisted by SIA liaising with schools about allegations'; SEN officers by the availability of curriculum advice to schools that takes account of the range of pupil needs; health and safety officers by advising about Council powers to intervene in schools; and finance officers by examining governing bodies' recovery plans viability.

### **Legal implications**

29. The council has a total of 30 statutory duties in the area of school standards, compliance and curriculum. These are listed under these substantive headings in appendix 2 to this report. The first listed duty is set out under section 13A of the Education Act 1996, and states that local authorities should ensure that their relevant education and training functions are exercised to 'promote high standards', 'ensuring fair access to opportunity for education and training', and 'promoting the fulfilment of learning potential by every person to whom this subsection applies'. It applies to persons under the age of 20 and persons aged 20 or over and for whom an EHC plan is maintained.

### **Financial and risk implications**

30. None arising directly from this report. Without the support this team provides, the risk exists that Central Bedfordshire pupils would be less effectively served by its schools. The team also assists schools with advice on managing licensed deficits and provides advice and support to prevent schools from having a financial deficit.

### **Equalities implications**

31. Central Bedfordshire has statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimization and foster good relations in respect of nine protected characteristics; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
32. Outcome data is analysed by disadvantage, SEND, ethnicity and sex. The findings indicate that the gaps widen for most groups at each key stage. Schools are provided with data dashboard to support the analysis of their outcomes by different groups to identify the impact of actions taken. The teaching schools provide training opportunities to support schools in narrowing the gaps. And where schools are identified through the new school improvement strategy, the progress made by all vulnerable groups forms a key aspect of every school improvement professional visit report.

## Conclusion and next steps

33. There is key evidence that where the SIT intervenes, or where a school engages with the SIT, school performance is improved.
34. Key challenges for the next year include:
  - Reducing the performance gap between disadvantaged children and their peers throughout the system
  - Supporting parental understanding and improved readiness for school at EYFS
  - Raising standard overalls, particularly at Key Stages 2 and 4
  - Supporting schools with the changes to accountability measures (Baseline – KS2)
35. A number of actions are already in place and these are set out in the SIT Improvement Plan in Appendix 5.

## Appendices

Appendix 1: School Improvement Strategy

Appendix 2: School/Council diagnostic tool

Appendix 3: Targets and duties of the SI team

Appendix 4: Case studies

Appendix 5: SIT improvement plan

## Background papers

None

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Central Bedfordshire Council  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)



***Every learner in a good or outstanding school***

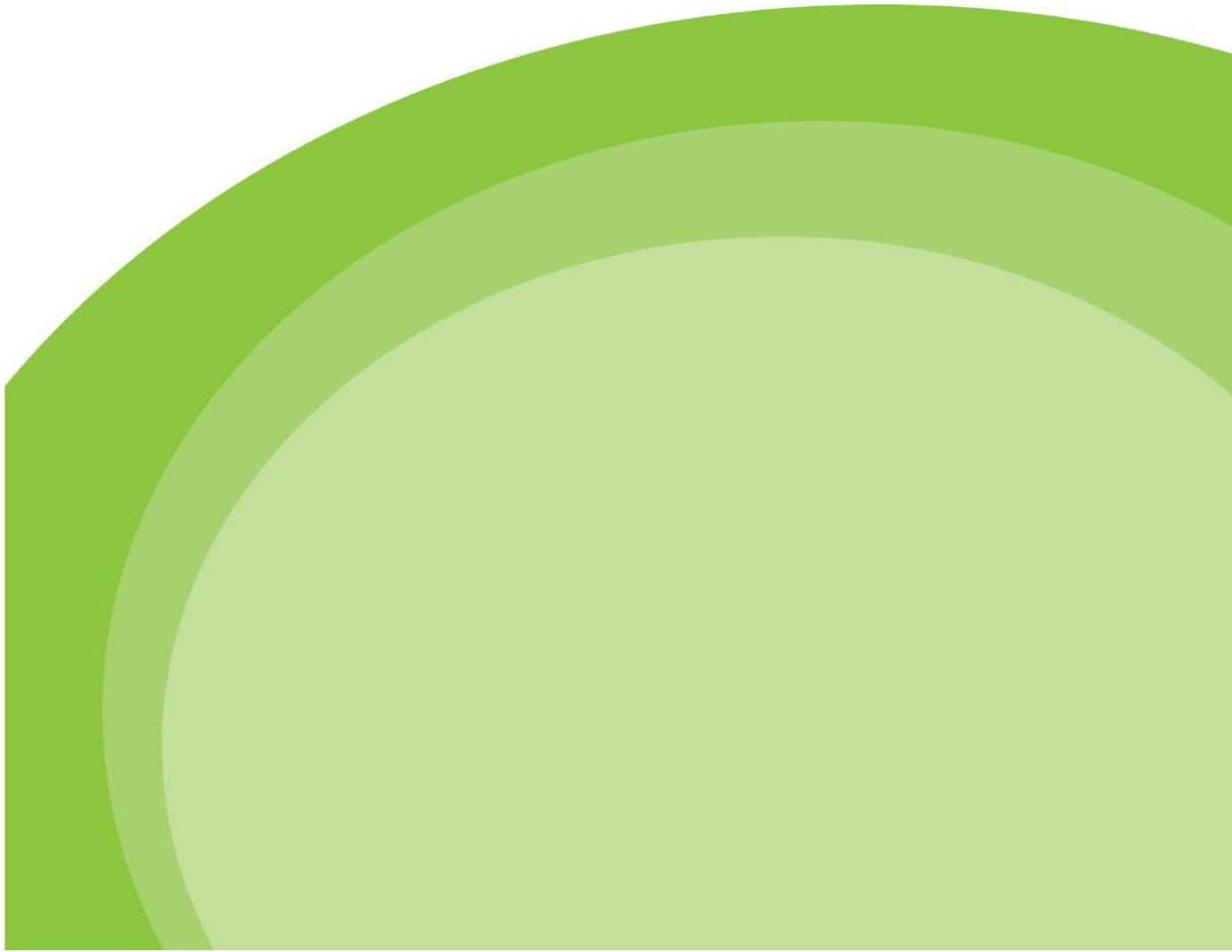
Central Bedfordshire Council strategy for  
school improvement

**September 2018**

Peter Fraser

Assistant director, children's services

# Education



## 1 Introduction - the strategy's aims and principles

### Background

1.1 This strategy places emphasis on school improvement rather than school intervention, although the latter is important as there is a need for clarity about the process when individual schools encounter difficulty. Education policy in Central Bedfordshire reflects our ambition that all schools in the authority should be good or outstanding in order that life chances for all children and young people are improved. We will attempt to secure this ambition by working in partnership with key agencies.

1.2 Central Bedfordshire's strategy for school improvement, 2018/21 (the strategy) complements the policy ambitions by setting out school improvement aims, priorities and principles as well as operational arrangements for supporting schools, and monitoring and evaluating improvement.

1.3 We recognise that schools have a responsibility for their own improvement and for making the best use of the resources available to them. We believe that the strong partnership that exists between schools and the LA is a valuable factor in shaping our ambition for children and young people.

1.4 Central Bedfordshire's strategy reflects national policy and guidance changes. These include:

- **Keeping children safe in education** (September 2016) – see [here](#);
- **Education Act, 1996** – see [here](#);
- **The School Standards and Framework Act, 1998** – see [here](#);
- **Inspecting LA arrangements for supporting school improvement framework** – see [here](#);
- **The SEND code of practice 0 – 25 Years, 2015 (COP)** provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) – see [here](#);
- **Statutory guidance for local authorities**, and settings providing alternative provision – see [here](#);
- **The Handbooks for School Inspection (Section 5 & Section 8, April 2018)** any reference to the Education Act 2005 includes Section 109 of the Education and Skills Act 2008, the Education Act 2011 and, the Academies Act 2010 – see [here](#);
- **The Education and Adoption Act April 2016** (which amends the Education and Inspections Act, 2006 and the Academies Act, 2010); and gives the Secretary of State new powers of intervention in schools causing concern, introduces a new category of concern to include coasting schools and introduces new provisions for action to be taken in academies. Regional Schools Commissioners (RSCs) will exercise the powers of the Secretary of State – see [here](#);
- **The schools causing concern guidance for local authorities and RSCs, February 2018** (Statutory guidance on local authorities and regional schools commissioners' responsibilities relating to schools and PRUs causing concern) – see [here](#); and
- **Guidance to promote the educational achievement of looked after children.** Statutory guidance for local authorities to support looked-after and previously looked-after children's aspirations to achieve in further and higher education – see [here](#).

1.5 Individual school governing bodies and head teachers are responsible for pupil outcomes at each key stage and the use of delegated funding to secure the objectives and priorities set out in the school improvement plan. Some schools do this very well on their own but schools can also work in collaboration with each other, dioceses, federations, alliances, trusts, stand-alone academies and other networks of their choice and this is a significant and necessary capability in order to raise standards.

1.6 The very broad term 'school to school support' for these purposes includes:

- strategic partnerships between individual schools;
- locality working;
- strategic and non-geographical networks;

- teaching school alliances;
- multi academy trusts;
- the support provided by outstanding or good schools directly for schools who are underperforming; and,
- other means by which schools work together with partners/partnerships or organisations with the mutual aim of improving outcomes for learners.

1.7 Local authorities nationally monitor the performance of schools in their geographical area and multi-academy trusts increasingly also discharge this function. In Central Bedfordshire there has been good local working between schools irrespective of whether they are maintained, academy or diocese schools. However, presently systems co-exist and do not derive mutual benefit.

### The Central Bedfordshire context

1.9 Central Bedfordshire has a mixed educational landscape with approximately half our schools being academies and half maintained. Having originally been a three-tier authority, there have been several age range changes leading to a more complex hybrid educational landscape with some areas two tier, some 3 tier and in some areas a mixture.

1.10 Given this landscape, engaging with schools is complex. There is an element of competition between schools, encouraged by the government, and as a local authority it is our ambition to influence all our schools, irrespective of their governance structure. After the government's push for academisation of schools, the LA took on a reduced leadership and improvement role with schools in the area. As such, our recent activities have focused more on 'intervention' at the point where key challenges are already taking hold of schools, rather than broader 'improvement' to stop such challenges arising and to ensure good practice is shared across the system.

1.11 Central Bedfordshire members and senior officers recognise that this approach has not had the broader impact on improved outcomes required and as such the council has increased the funding for school improvement with the ambition that this team, through this strategy, will play a broader systems leadership role with all our schools. This includes supporting local collaboration, sharing of good practice across Central Bedfordshire and bringing in the latest research and best practice from outside our borders.

1.12 Over recent years, the local authority has worked in collaboration with all local schools, of which there are 132 in total, to set up (or re-establish in some cases) a number of clusters (8 in total). These clusters aim to facilitate schools and the local authority working together in local areas to improve the whole educational journey of children, from 0-19. Some of these clusters are relatively early in their conception but they are all now developing plans of key issues to work on together in local areas and our additional school improvement capacity will support these clusters, as well as individual schools.

1.13 In seeking to coordinate the work of our clusters and share good practice between them, we have established a 'Partnership Vision for Education' board. The board's remit is to assist the council to oversee our key educational challenges – including the significant growth in pupil numbers we are expecting – nearly 10,000 in the next 5 years – as well as how we focus on standards and share good practice. Our eight local clusters are led by head teachers who all sit on this board and as a collective, we have agreed that all clusters should have a focus on 'diminishing the difference' for children.

### Our aim

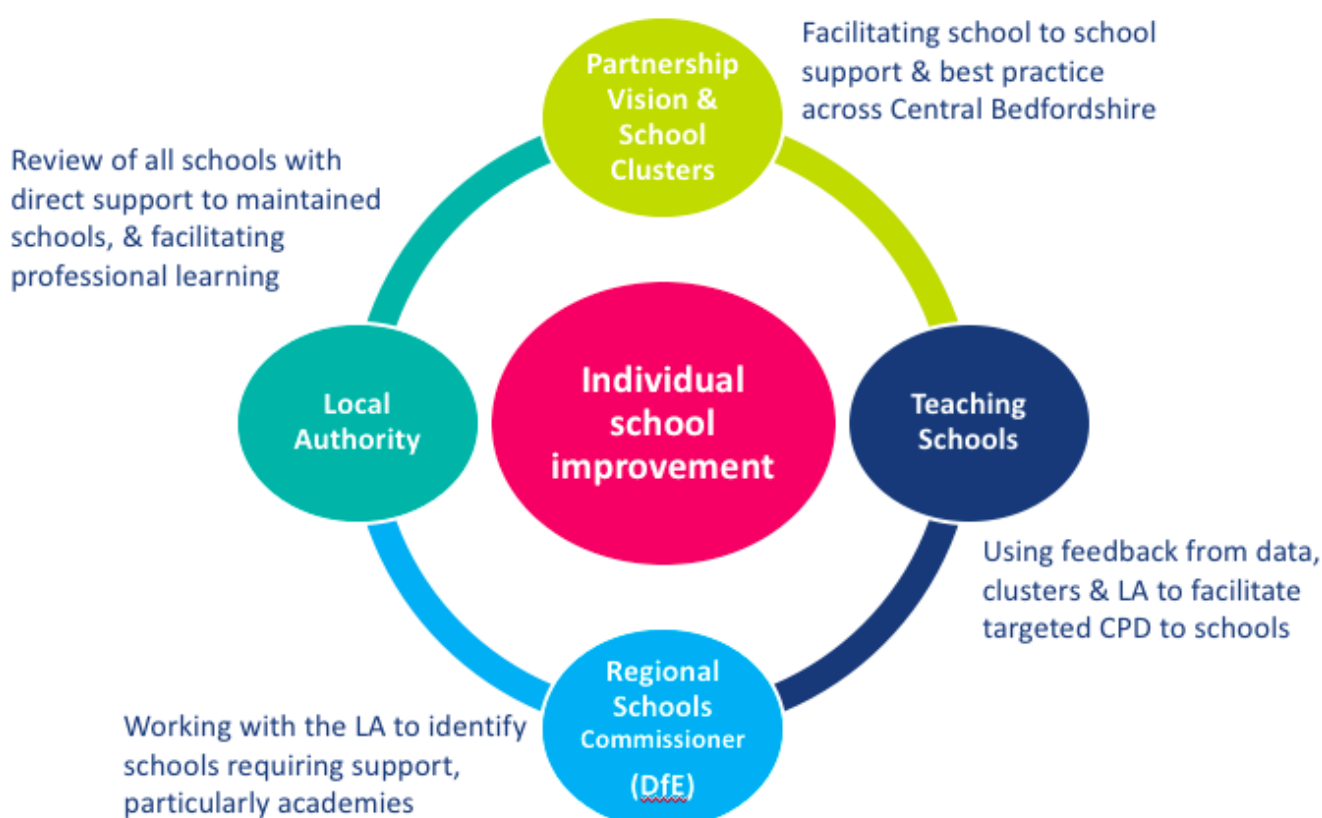
1.14 Our aim is that all schools, through appropriate support and challenge, are self-evaluating, self-managing and self-improving, with leadership, governance and teaching that drives improvement in every aspect of school life. Our aspiration for pupils is that they:

- are at the centre of decision making;
- have high expectations that drive their aspirations and secures their emotional health and wellbeing and safety;

- make top-quartile progress between key stages;
- attain outcomes at all key stages that prepare them for the future;
- are offered a broad, balanced and flexible curriculum which inspires them to enjoy learning, make good progress and achieve well;

### Working in collaboration

1.15 Given the changes in the educational landscape, with increasing numbers of schools no longer maintained by the local authority, the council's ability to impact on improvement across all schools will require collaboration across a range of organisations. As well as directly supporting its own maintained schools in securing high standards in education, the local authority will seek to work with key partners in driving improvement across the wider system.



### Priorities

1.16 These are pupil and student focused and are to:

- increase to 95 per cent over the life of this strategy the proportion of schools judged as good and outstanding, with no school in an Ofsted category of inadequate within the next eighteen months;
- improve progress and attainment in all Central Bedfordshire schools at the EYFS, and key stages 1, 2, 4 and 5 to above national averages within three years, and to top quartile within the next five years;
- deliver an overall LA improvement in narrowing the attainment gap for all groups, in particular looked after children and disadvantaged groups such as pupils in receipt of pupil premium;
- ensure that pupils supported in our special schools and in the Academy of Central Bedfordshire thrive emotionally, grow intellectually and reach their full potential;
- reduce pupil absence and persistent absence, and permanent and fixed term exclusions to be in line or below the national average; and
- increase the number of young people in post 16 education, employment and training, or ensuring pupils in secondary school have access to careers guidance.

## Guiding principles

1.17 The LA shares with its schools the wish to provide an excellent education for all learners in the area. It is required to work effectively with its schools and academies to ensure that its actions promote this objective. The relationship is based on transparent principles, mutual respect and professional dialogue - an honest, focused and informed exchange of views. To this end, the strategy will be based upon the following principles:

- the responsibility for maintaining high standards and school improvement is vested in school governing bodies and / or trusts and delivered by the senior leadership in each school, and so it follows that in addition to carrying out its statutory responsibilities, the LA's role is to make the very best use of its resources to support governors and head teachers;
- decision making is based on a clear evidence base, drawing on both the performance data and shared understanding of each school in order to identify which are performing well, which are under-performing and which are vulnerable, and categorising accordingly using a 'traffic light' based system;
- the categorisation must support improvement – with all schools being re-evaluated at least **annually**, and more often where there are major changes, so that no school is left unsupported, none categorised inappropriately and improvements are acknowledged and celebrated; and
- there must be support for collaboration between schools and the dissemination of outstanding practice in the interests of better learning, enjoyment and achievement in Central Bedfordshire – leading to the use of established and emerging networks to ensure that examples of outstanding practice are clearly identified, well described and regularly published within the authority, via the partnership vision for education board.

## 2 Roles and responsibilities

2:1 The role of the LA is to:

- support parents and families through promoting a good supply of strong schools;
- support vulnerable learners – including children looked after, those with special educational needs and those outside mainstream education;
- accurately assess the performance of all schools and report judgements to governors/trustees;
- support schools to be self-evaluating and self-managing with the expertise, means and resources to continuously improve;
- offer appropriate support and challenge within the general principle of intervention in inverse proportion to success;
- ensure a robust approach to underachievement and swift and effective action to remediate it;
- intervene in schools causing concern, in line with the February 2018 guidance for local authorities and RSCs, and any further changes to this guidance that are made;
- supporting schools and the Careers and Enterprise Company to implement the Gatsby Standards in the careers curriculum; and
- champion local democracy by ensuring an appropriate choice of school governance arrangements and choice within types of provision.

2.2 The school improvement advisers (SIAs) and school improvement partners (SIPs) are key to school improvement in maintained schools and, where there is a trading agreement, academy schools. The roles of both are set out in **annex 4**. However, in summary, the authority's expectation of SIAs is that they:

- undertake and maintain a quality assurance process for all schools;
- identify, support and challenge schools of concern; and
- identify, share and celebrate the outstanding practice in schools in Central Bedfordshire.

2.3 The role of schools is, through sound governance and professional leadership, to:

- achieve high standards of attainment and progress for all pupils and in particular vulnerable groups (currently identified children entitled to free school meals, children looked after and with SEN);
- contribute significantly to the other 'four outcomes' for children and young people – being healthy, safe, making a positive contribution to society and equipped with the ability to achieve economic wellbeing;
- promote good attendance and behaviour;
- demonstrate a shared responsibility for supporting other schools, acting always in collaboration with each other, at all levels, in the interests of sustained educational improvement in the council area;
- alert the LA to changes in circumstances which could or will affect standards in the school, at the earliest opportunity; and,
- ensure that their assessment systems are accurate and secure by engaging with cluster and cross-phase moderation.

### 3 Monitoring and evaluation

#### Categorisation

3.1 Categorisation is undertaken to target support more accurately for individual schools. The LA will undertake categorisation of all Central Bedfordshire schools on an annual basis and this will be reviewed termly. The school improvement advisers have a key role in categorising schools and are the main support and challenge.

3.2 Categorisation will be based on a range of evidence including:

- governance;
- safeguarding;
- inclusive practices; reducing the need to exclude, promoting good attendance;
- published pupil outcomes (key stages, GCSE and A level);
- nationally available data on pupil performance, including ASP & IDSR;
- Ofsted / parent view analysis;
- prior attainment data and indicators;
- reference to relevant DfE floor and coasting targets;
- Ofsted inspections / subject inspections / thematic inspections;
- data supplied through agencies;
- external benchmarking e.g. advanced level performance statistics, and Fischer family trust aspire packages;
- notes of visits from the adviser / SIP and other intelligence from officers in other service areas;
- outcomes of school reviews;
- schools' assessments / evaluation of the quality of teaching and learning;
- current levels of progress in reading, writing and mathematics;
- financial data, including details of over or under-spending;
- evidence from auditors, the access and inclusion team, governor support and other LA services as appropriate;
- information regarding SEND from the SEND team;
- workforce data;
- parental complaints;

- any other significant information available to the LA; and
- any information supplied by the RSC and Ofsted.

3.3 Additionally, schools are at liberty to provide performance and other qualitative data, which will be incorporated into the monitoring process. Such data may include that produced by independent outside bodies, and information relating to standards of non-tested subjects.

3.4 The grade descriptors, drawn from the Ofsted framework, will be used to determine a single best-fit grade for each school for overall effectiveness.

3.5 Schools will receive notification confirming the LA categorisation grade and the LA offer of support attached to the grade. Should the categorisation grade be changed during the year a further notification will be issued via Perspective LITE (part of the NEXUS software suite).

### Categorisation grades

#### GREEN: 'UNIVERSAL' SUPPORT LEVEL (FOCUS: OUTSTANDING, GOOD AND IMPROVING RI SCHOOLS)

##### Criteria:

3.6 Judged outstanding at most recent inspection, progress and attainment is sound and the school has the capacity to drive its own development. Succession planning is secure, partnerships strong and there is good capacity to support improvement in partner schools, leading on professional development in a range of aspects. Leadership is strong and secure and the head teacher is likely to be or be in the process of becoming a national leader of education (NLE) beyond his or her own school or has demonstrated a willingness to share practice at a local level.

OR

3.7 Judged outstanding or good at the most recent inspection there is secure evidence of maintaining or improving outcomes for pupils and of significant progress against the Ofsted areas identified for improvement. Leadership is strong. The school is developing effective partnerships that add value to both its own development and that of other schools.

OR

3.8 Judged requiring improvement at the most recent inspection but showing secure evidence of good improvement that can be sustained. The school is aware of priorities for improvement and has good capacity to drive it. It works effectively with partners to secure professional development and to ensure the success of improvement strategies. The progress and attainment of pupils has shown consistent improvement and a reduction in gaps in progress and attainment of disadvantaged pupils compared with all others.

##### LA offer:

3.9 Three half-day adviser visits to every school, and a summative report for each visit. The on-going challenge is to maintain impetus and further improve outcomes to achieve or maintain outstanding. Support for partnership working and sharing good practice with other schools and settings. Support for NLE/CBLE accreditation as applicable. Schools that are expanding, changing age-range or with new head teachers will have up to 6 SIA days.

#### AMBER: 'TARGETED' - FOCUS: RI / VULNERABLE GOOD OR BETTER SCHOOLS

##### Criteria:

3.10 Schools judged to be requiring improvement at their most recent inspection, where performance management by governors demonstrates weaknesses in the school's leadership or the judgement by the LA is that governance itself is a weakness. The school may be aware of its priorities for improvement and is demonstrating the necessary capacity to drive improvement. The progress and attainment of pupils is inconsistent.

OR



3.11 Schools judged to be good or better at the most recent inspection but LA assessment during the categorisation process indicates concern about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement, leading to the school being identified by the LA as being at risk of an Ofsted judgement of require improvement, or at risk of meeting coasting criteria. Schools judged to be good at their most recent inspection but where Ofsted has stated they will return within 1-2 years are also included as amber.

#### **LA offer**

3.12 The SIA will work with the school within the framework of the amber school protocol (see annex 1). A statement of action will be agreed between the SIA and the school and a linked improvement plan will be required from the school. An overview of the development needs of the school will be generated and include any intervention and support delivered or commissioned by the LA.

3.13 The SIA will communicate with HMI during Ofsted monitoring visits. The school will be entitled to up to six days of adviser support over the year and support from other schools according to priority development areas. Where necessary, the LA may use its statutory powers to intervene (see section 5). The SIP will support the head teacher's performance management. A review of governance will be provided where the SIA considers it to be appropriate, and NLG support provided.

#### **RED: 'INTENSIVE' - SCHOOLS THAT HAVE BEEN JUDGED SM/SW OR VULNERABLE TO A SM/SW JUDGEMENT**

#### **Criteria:**

3.14 Schools judged to require special measures at their most recent inspection. The school does not currently demonstrate the necessary capacity to drive improvement at the pace required and requires external support.

OR

3.15 Schools judged to have serious weaknesses at their most recent inspection and showing limited signs of improvement.

OR

3.16 Schools judged as requiring improvement or better at the last inspection but LA assessment during the categorisation process indicates increasing concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement within the required timescales. The school requires external support to accelerate progress at a rapid pace and sustain it.

#### **LA Intervention and support:**

3.17 An SIA will be assigned to write a statement of action in collaboration with the school, which will develop an action plan matched to its improvement plan, which should also align with its statement of action. The statement will detail commissioned and interventions, including structural solutions where required. LA monitoring reviews will be reported to the head of school improvement at regular meetings that check the progress and impact of the plan. Leadership and / or governance will be strengthened where deemed necessary, and NLG support made available.

3.18 The SIA will communicate with HMI during Ofsted monitoring visits to maintained schools. The school will be entitled to up to ten days' support annually.

## **4 Support and challenge**

### **Introduction**

4.1 All maintained schools within the LA area can expect to receive high quality and tailored support to meet their development needs as they work towards becoming outstanding.

4.2 The LA will work with trusts, governors, head teachers and the school's SIP to provide the type of support required by schools. The protocol set out in annex 1 should be used so all parties are clear about LA and school roles.

## What each school can expect

4.3 Maintained schools can access a range of LA support to underpin their improvement journey, including:

- regular adviser visits, resulting from categorisation of each school;
- support from the engagement and partnerships officer on careers education; and
- support for recruitment of a new head teacher and, in certain circumstances, other staff (maintained schools).

4.4 Arrangements cover the following services:

- school improvement support defined in Section 3.2;
- NQT training and support (this service is chargeable irrespective of school designation);
- support for governance (this service is chargeable irrespective of school designation); and
- support for data systems provided by the LA and access to FFT Aspire and ALPS on a traded basis.

4.5 Within the general principle of intervention and support in inverse proportion to success, the offer for schools is summarised as:

LA Category	Support model
GREEN: 'universal' support level (focus: outstanding, good and improving RI schools)	<ul style="list-style-type: none"> <li>• 2 half days SIA support a year – a no cost service</li> <li>• Offer for other school improvement services</li> <li>• School to school support for specific areas of development, from, for example, using teaching schools</li> <li>• Potential for LLE/CBLE offered</li> <li>• Support brokered by the PVE board</li> </ul>
AMBER: 'targeted' support level - focus: RI or good better vulnerable schools	<ul style="list-style-type: none"> <li>• For maintained schools, at least 6 days SIA support a year – no cost service</li> <li>• Offer for other school improvement services</li> <li>• School to school support for specific areas of development</li> <li>• Curriculum support brokered according to priority development areas</li> <li>• A review of governance arrangements as appropriate</li> <li>• For academies, the LA must be confident that secure arrangements are in place.</li> </ul>
RED: 'intensive' - schools that have been judged SM/SW or vulnerable to a SM/SW judgement.	<ul style="list-style-type: none"> <li>• For maintained schools, up to 10 days of SIA support and challenge</li> <li>• Offer for other school improvement services</li> <li>• Facilitating work with a partner school (federation or sponsorship)</li> <li>• NLE/CBLE support for specific areas requiring improvement</li> <li>• LA co-ordination for support and challenge</li> <li>• Support for governance / change to governing body as appropriate</li> <li>• For academies, the LA must be confident that secure arrangements are in place</li> </ul>

## School to school support

### CENTRAL BEDFORDSHIRE LEARNING CLUSTERS

4.6 The clusters comprise groups of schools collaborating in locality with each other through research and joint enterprises, to address common issues encountered in improving learning and teaching. Schools that share good practice, with an aspiration for improving pupil outcomes, should drive cluster working that will strengthen coordinated provision.

### CENTRAL BEDFORDSHIRE TEACHING SCHOOLS

4.7 There are three teaching schools in Central Bedfordshire:

- BEST teaching school, led by Robert Bloomfield academy (accredited in 2012);
- The Acorn teaching school, led by Lark Rise Academy [LRA] (accredited in 2014); and
- Redborne school teaching alliance, (accredited in 2017).

4.8 The role of teaching schools is described in **annex 3**. The LA values the role of teaching schools in promoting excellence and ongoing improvement in Central Bedfordshire schools. We work in partnership with teaching schools to commission school improvement work and signpost to training opportunities.

4.9 The teaching schools are committed to working together for the mutual benefit of all schools and settings in Central Bedfordshire as documented in the partnership vision for education and the key performance indicators for teaching schools. To this end, the teaching schools will:

- be proactive in identifying current issues for schools based on national, local and Ofsted issues;
- work jointly to establish an agreed range of provision which will support the professional development of school staff and which also seeks to address the issues raised above;
- seek to provide schools with additional support through the deployment of specialist leaders of education in line with the council's school improvement strategy; and
- agree funding and charging policies designed to maximise the capacity of classroom based staff to access the provision, and work towards common agreements.

### HEADTEACHER INDUCTION AND MENTORING

4.10 The LA policy and procedures for the support of new head teachers are set out in the school improvement policy for the induction of new head teachers and may be summarised as follows:

- the school improvement service (the service) will offer support to all new head teachers through a three-term induction period;
- the service will make it possible for new headteachers to become familiar quickly with its structure, personnel and procedures;
- an SIA may make additional visits to provide support for a new head teacher;
- a colleague head teacher/mentor will be identified to support the new head teacher and the consent of the governing body for release time will be sought;
- the provision of key contacts and their roles within the service will form part of the induction process – an SIA will facilitate this; and
- head teacher networks will provide an important, additional support mechanism beyond the scope of the service's provision.

### SYSTEM SUPPORT

4.11 Schools will be asked to indicate their capacity to offer leadership support to another school. This support can be in the form of:

- executive headship for one or more days a week;
- head teacher consultancy according to need; and / or
- deputy head teacher or assistant head teacher secondments for one or more days a week.

4.12 The purpose of this support is to enable the effective delivery of leadership capacity during a period of change within a school. Whilst the service will facilitate this linkage, the cost of the secondment will be borne by the recipient school. The governing body of the provider school will be fully involved in the decision whether to release or not.

## 5 Interventions – schools causing concern

### Introduction

5.1 Where a school is of concern to the LA, the head teacher and governing body will be notified and should jointly lead on taking the necessary steps to address identified issues. An increased level of support will be available and where there is not sufficient capacity to address the concerns entirely from within the school, additional external capacity will be considered. The RSC will be involved in plans for schools categorised as requiring intensive support (red).

### When little or no progress is being made

5.2 When insufficient progress is taking place, further formal powers of intervention will be utilised. The LA is required to issue a warning notice when one of the three following criteria exists:

- a) Where the standard of pupils' performance is unacceptably low and is likely to remain so unless the Authority exercises its powers under Part 4 of the Education Act, 2006 by reference to any one or more of the following:
  - the standards that the pupils might in all circumstances reasonably be expected to attain;
  - where relevant, standards previously attained by them; and,
  - the standards attained by pupils at comparable schools.
- b) there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, pupils' standards of performance; or
- c) the safety of pupils or staff is threatened;

5.3 The DfE schools causing concern guidance explains that 'unacceptably low standards of performance' includes: standards below the floor, on either attainment or progress of pupils; low standards achieved by disadvantaged pupils; a sudden drop in performance; sustained historical underperformance, performance of pupils (including disadvantaged pupils) unacceptably low in relation to expected achievement or prior attainment, or performance of a school not meeting the expected standards of comparable schools.

5.4 If the LA issues a warning notice, it will apply the above criteria and comply with the current regulations for the content of the written formal warning notice, including the compliance period required of the governing body. LA officers will act in liaison with the RSC, which is required by the most recent guidance.

5.5 The DfE has issued its guidance for local authorities and RSCs from September 2017 on 'schools causing concern, intervening in failing, underperforming and coasting schools'. It reflects the new powers given to the secretary of state in the Education and Adoption Act, 2016, which will be exercised by RSCs. It gives RSCs powers to intervene in academies and maintained schools and is statutory guidance for LAs for maintained schools.

5.6 Maintained schools judged by Ofsted to be inadequate will become sponsored academies with minimal delay or closed, and the RSC will:

- identify the sponsor; and
- consult with trustees or the appropriate body in the case of foundation or voluntary schools.

5.7 Where schools are deemed to be coasting, the RSC has powers of intervention if s/he considers that the school does not have a sufficiently robust plan or capacity to improve. The definition of coasting is at present as described in the guidance – it does not apply to special schools or alternative provision.

5.8 If a school is within the definition of coasting the RSC will determine if:

- no further action is required at this stage;
- the school needs additional support and challenge;
- the governing body should be required to enter into an agreement;

- additional governors or an IEB is required; and / or
- a sponsored academy solution is necessary.

5.9 Schools that fail to comply with a warning notice are also eligible for intervention. The RSC and LA can issue a warning notice if they have concerns about unacceptably low standards, a breakdown in the leadership and governance or safety of pupils.

5.10 The LA and RSC will consult on the issuing of warning notices and the RSC's view will prevail. In each case the RSC has parallel powers to intervene in academies.

### Procedures for schools requiring improvement or special measures

5.11 Should a school require improvement or special measures through the Ofsted inspection process, the LA will move, in accordance with requirements, to work closely with the school's governing body and, where appropriate, a diocese or other faith body to:

- ensure robust performance management arrangements are in place;
- ensure that the school draws up a post-inspection action plan within the timescale required, to include the work to be done; by whom it is to be carried out;
- deploy appropriate resources, a target recovery date; and details of how progress will be monitored and evaluated including milestones;
- provide an LA statement of action for a school in an Ofsted category, which will include an assessment of whether the school is in an area of surplus places and the scope for the school to be closed;
- confirm that the school's action plan will remove all causes of weakness within one year, the action the LA has taken and will take, whether the LA or diocesan authority intends to appoint additional governors, and whether it intends to suspend the school's right to a delegated budget; and
- carry out at least half-termly evaluative discussions with the school about progress made.

5.12 In all cases of formal intervention, the LA will endeavour to work in partnership with the governors, headteacher, and teachers to bring about the required improvements. The support strategies required are envisaged as being in the following areas at school level:

- developing clear and realistic action plans with specific, measurable targets;
- improving the quality of teaching and learning, e.g. in establishing appropriate lesson planning, clear learning objectives and expected outcomes;
- dealing with issues of teacher competence and/or inappropriate staff deployment;
- improving the quality of monitoring within the school by middle and senior management;
- tackling poor pupil behaviour and/or attendance;
- improving morale and relationships;
- improving communication between the school, parents and the local community;
- improving the quality of leadership, management and/or governance; and
- improving the quality of financial planning and resource deployment.

5.13 Additional information on the LA's responsibilities regarding schools causing concern can be found in the DfE schools causing concern statutory guidance for local authorities. The RSC will have a presumption of a school in one of these categories becoming an academy. The LA's intervention powers under the Education and Inspections Act, 2006 are set out in detail in **annex 5**, and broader powers and duties summarised in **annex 6**.

## 6 Academies and free schools

6.1 The LA has a statutory duty as set out in section 13a of School Standards and Framework Act, 1998 'to promote high standards and fulfillment of potential in maintained schools and other education and training providers, so that all children and young people benefit from a good education'.

6.2 To meet this duty the LA will:

- monitor the attainment and progress of all learners in Central Bedfordshire;
- carry out visits to all academies and free schools through liaison with head teachers and trustees; and,
- ensure that the head teachers and governors of all providers are aware of any concerns the LA may have about any school's provision.

6.3 National policy as set out in the government's statutory guidance relating to schools causing concern (see [here](#)) indicates that the LA is expected to raise concerns about the conduct or performance of academies and free schools directly with the DfE via the RSC. It is our intention that concerns and issues should always be dealt with at a local level, but the LA will exercise its right to direct formal concerns to the DfE where the concern is either persistent or so serious it cannot be resolved locally.

## 7 Attachments

7.1 Annex 1 – protocols for working in schools – see (hyperlink)

7.2 Annex 2 – the constitution and remit of the partnership vision for education board;

7.3 Annex 3 – the role of the teaching schools;

7.4 Annex 4 – the role of the SIA and SIP;

7.4 Annex 5 – the LA's intervention powers;

7.5 Annex 6 – summary of the LA's powers and duties relating to (maintained) schools.



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





## Appendix 2: Diagnostic assessment

In order to allow you SIA to have a meaningful conversation in your first school visit, we have created this simple self-assessment grid, which we would ask you to review prior to your SIA's first visit of the year. The RAG rating is not linked to any LA grade criteria or Ofsted framework but will facilitate discussion about LA support. Please identify which RAG rating box most accurately describes your school situation:

Evidence	Green	Amber	Red
<b>OFSTED GRADE:</b>	<ul style="list-style-type: none"> <li>Your Ofsted grade is outstanding, good or highly likely to be one of these at the next inspection</li> <li>You are confident that you have fully reviewed the new inspection framework and your school meets the good or outstanding criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Engagement with the new Ofsted criteria is underway but support would be appreciated</li> <li>You believe a double RI grade is likely or current</li> <li>The school is good or better but you do not feel Ofsted ready</li> <li>You have a concern that evidence does not always triangulate</li> <li>You are not certain if you have a compliant website or policy list</li> </ul>	<ul style="list-style-type: none"> <li>Your self-evaluation suggest that the school is at risk of its Ofsted grade worsening at the next inspection</li> <li>You have not yet engaged with the new Ofsted framework and would appreciate support.</li> <li>You believe you have a non-compliant curriculum</li> </ul>
<b>Progress against previous Ofsted areas for improvement</b>	<ul style="list-style-type: none"> <li>You have made excellent progress in all areas and can demonstrate this.</li> </ul>	<ul style="list-style-type: none"> <li>You have made progress but there is still some way to go.</li> </ul>	<ul style="list-style-type: none"> <li>You do not feel you have made any progress, that progress has been limited or that any progress made has been set back by circumstances.</li> </ul>

LA: Support: Ofsted readiness check; Scoping audit; Curriculum review

<b>Leadership and staffing</b>	<ul style="list-style-type: none"> <li>Staffing is stable and of high quality.</li> </ul>	<ul style="list-style-type: none"> <li>You have vacancies in key areas which will make delivering high quality teaching and learning challenging.</li> <li>You have staffing issues which will distract from teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Significant or multiple changes in SLT members have taken place since last year (SLT or HT)</li> <li>Significant changes in core subject staffing have taken place since last year</li> <li>The school has staffing quality or capacity concerns which will impact on key year groups.</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>Governance is strong and challenge is robust and appropriate</li> <li>Governors understand the needs of the school</li> <li>Governors are welcome partners</li> </ul>	<ul style="list-style-type: none"> <li>Governors understand their duties and perform and document them well.</li> <li>Governors generally work through their term in office.</li> <li>Governor training would be welcome in key areas</li> <li>Governors have a generally good idea of the needs of the school but are not always clear on this.</li> </ul>	<ul style="list-style-type: none"> <li>Governors are not always clear on their duties</li> <li>Governors feel they need a significant amount of training</li> <li>Governor challenge is not always evident</li> <li>We have a high percentage of governor vacancies or we cannot recruit to vacancies.</li> <li>Governor turnover is high.</li> <li>COG and HT have changed at the same time.</li> <li>Governors are unclear what the needs of the school are.</li> </ul>

LA: Support: Ofsted readiness check; Scoping audit; Curriculum review, Governance review

<b>Planning for improvement</b>	<ul style="list-style-type: none"> <li>Your school improvement plan is in place &amp; costed.</li> <li>You have clear milestones and success criteria and can show improvements are taking place</li> </ul>	<ul style="list-style-type: none"> <li>Your school improvement plan needs work or is out of date.</li> <li>You find it difficult to track progress or success against your plan as it has no clear milestones or success criteria.</li> </ul>	<ul style="list-style-type: none"> <li>You do not have a current development plan.</li> <li>You rarely refer to your plan or monitor against it.</li> <li>You have no evidence of success</li> </ul>
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LA: Support: SIA support for SIDP planning; PP plan review (RADY)

Evidence	Green	Amber	Red
<b>Finance</b>	<ul style="list-style-type: none"> <li>School finances are strong and in surplus</li> </ul>	<ul style="list-style-type: none"> <li>The school is facing significant financial pressures, which are likely to impact on educational delivery this year.</li> <li>Finances are in deficit and steps are being taken to recover this</li> </ul>	<ul style="list-style-type: none"> <li>Finances are in deficit with no recovery plan</li> </ul>

LA: Support: SRMA support; SIA & Finance budget review

<b>Performance</b>	<ul style="list-style-type: none"> <li>Attainment and progress are above national</li> </ul>	<ul style="list-style-type: none"> <li>Attainment and progress are approaching national</li> <li>Gap in performance between group may exist but are known and being addressed</li> </ul>	<ul style="list-style-type: none"> <li>There has been a 3 year declining trend in core subject performance</li> <li>PP gaps have grown for 3 years or more</li> <li>PP pupils consistently make consistently below national performance or show no improvement</li> <li>You believe that reading is poor for pupil ages across your school</li> </ul>
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>Staff at your school rigorously plan and differentiate</li> <li>Additional classroom support is used well</li> <li>Teachers plan additional experiences into learning</li> <li>The management of cross subject/topic stills is effective and clear</li> <li>Teachers have good subject knowledge</li> <li>Staff feel they have a well balanced work-load</li> </ul>	<ul style="list-style-type: none"> <li>You are concerned that some teachers do not have the required subject knowledge</li> <li>Teachers bolt learning experiences (visits etc) on to scheme as they are able</li> <li>Staff find their workload challenging but understand that leaders are working to address this.</li> </ul>	<ul style="list-style-type: none"> <li>Additional curriculum enrichment experiences are not provided for pupils.</li> <li>You have significant concerns about the knowledge of a number of staff or a small key group of staff</li> <li>Staff feel they have a disproportionate workload and the school is creating unnecessary burden</li> </ul>
<b>Reviewing performance</b>	<ul style="list-style-type: none"> <li>Teachers are systematic in tracking and intervening where this is needed</li> <li>Data collections are proportionate and not a burden to staff</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Leaders do not</li> </ul>

LA: Support: Scoping audit; KAGAN training; RADY review for PP

<b>Curriculum</b>	<ul style="list-style-type: none"> <li>The curriculum is rooted in the knowledge, skills and local context that pupils need</li> <li>The curriculum is planned and sequenced well</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum is not compliant but steps are underway to address this.</li> </ul>	<ul style="list-style-type: none"> <li>A curriculum review against the new framework has yet to take place.</li> </ul>
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	<ul style="list-style-type: none"> <li>• The curriculum is broad with opportunities both vocational and academic</li> <li>• Intent and implementation are securely embedded</li> </ul>	<ul style="list-style-type: none"> <li>• Your curriculum currently is reduced for SEND or disadvantaged pupils</li> <li>• Middle leaders need support in developing a effectively sequenced subject curriculum</li> <li>• Across the school the curriculum is not clearly linked or common skills are not identified.</li> <li>• The curriculum narrows in Yr6 or Ks3</li> <li>• It is difficult for pupils to study the subjects identified in the EBacc.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no structure or co-herance to your curriculum at present</li> <li>• Governors have made no contribution to any curriculum planning which has taken place.</li> <li>• The curriculum is not compliant</li> </ul>
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LA: Support: Curriculum review

Evidence	Green	Amber	Red
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Safeguarding is strong and has been reviewed as assessed as such</li> <li>• Any new guidance for safeguarding has been read, understood and implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Your safeguarding audit is up to date but you would appreciate a safeguarding review just to be certain</li> </ul>	<ul style="list-style-type: none"> <li>• You have concerns about an aspect of safeguarding practice, curriculum or process.</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>• Behaviour in and around school is good</li> <li>• Your school has clear expectations for behaviour in classrooms and around the school</li> <li>• Fixed and Permanent exclusions are rare and falling in number</li> <li>• Pupils are polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>• You can see improvement in some aspects of poor behaviour but would appreciate additional support.</li> <li>• Behaviour is generally good in class and around school but a small number of pupils remain challenging.</li> <li>• Pupils generally feel safe but still express concerns about minor disruption.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils do not feel safe</li> <li>• You feel that as a school you have not yet tackled some key behaviours which concern you.</li> <li>• You feel pupils do not engage in class</li> <li>• Incidents of bullying, prejudice or discrimination are high or climbing</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>• Attendance is above the national average</li> <li>• There is a strong focus on attendance and punctuality</li> <li>• Pupils who leave your school have a documented destination</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is variable and support here would be welcome</li> <li>• Attendance and persistent absence is generally around national levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is below national</li> <li>• Persistent absence is higher than national</li> <li>• Pupils are insufficiently documented and you are concerned it appears that off-rolling or gaming could be an Ofsted judgement</li> </ul>

LA: Support: Attendance, Safeguarding and behaviour reviews; Restorative practice training

<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Pupils enjoy attending school and are positive and enthusiastic</li> <li>• Pupils are enthusiastic about additional out of school activities.</li> <li>• Your school has a positive culture where aspirations are high</li> <li>• Pupils are clear about what they are learning and why</li> <li>• Pupils find ALL lessons challenging and they make good progress</li> <li>• Pupils are entered appropriately for exams</li> </ul>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils enjoy school but do not acquire the cultural knowledge or skills to progress because teachers have not identified them.</li> <li>• Pupils do not always take up opportunities outside school</li> <li>• Disadvantaged pupils do not receive a wide set of additional experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils feel unsafe</li> <li>• Pupils do not value activities outside of school</li> <li>• You are concerned that Ofsted might view certain examination entries as gaming.</li> </ul>
<b>Parental engagement</b>	<ul style="list-style-type: none"> <li>• Parents are positive and advocates of the school.</li> <li>• Parent view is and has historically been positive.</li> <li>• Parents are active partners in childrens' education</li> </ul>	<ul style="list-style-type: none"> <li>• You feel that your schools relationship with parents is not as good as it could be</li> </ul>	<ul style="list-style-type: none"> <li>• You have received a number of Ofsted complaints</li> <li>• You view the parent view responses as problematic for an inspection.</li> </ul>

	<ul style="list-style-type: none"> <li>• Parents feel well informed</li> </ul>	<ul style="list-style-type: none"> <li>• Parents feel ill-informed or are not always committed to being an active partner in their child's education</li> <li>• Parent view or in school data is less positive than you would like</li> </ul>	<ul style="list-style-type: none"> <li>• You feel that you have made no progress with key groups of parents and this is damaging the reputation of the school</li> </ul>
<b><i>Partnerships and community engagement</i></b>	<ul style="list-style-type: none"> <li>• You have strong LA, community and business links</li> </ul>	<ul style="list-style-type: none"> <li>• You have engaged support for school improvement but this has been ineffective.</li> </ul>	<ul style="list-style-type: none"> <li>• Your links with your local community are difficult</li> </ul>

LA: Support: CBLE support for pupil voice and parental engagement





## Appendix 3

### Targets and statutory duties of the School Improvement Team

The Local Authority has 206 duties in relation to schools – 26 relate directly to the school improvement team. These are:

School standards	Compliance checking	Curriculum
<ul style="list-style-type: none"> <li>• promoting high standards in primary and secondary education</li> <li>• assisting schools with spending decisions where the budget is proving a distraction</li> <li>• take action when a school goes into an Ofsted category</li> <li>• intervening in schools causing concern</li> <li>• requiring an 'eligible' school to enter into arrangements with another agency to improve the school</li> <li>• strengthening the local authority voice on the governing body to support a school's improvement.</li> <li>• securing leadership and membership change in a school through appointing an interim executive board</li> <li>• LA to act in accordance with any government directive</li> <li>• ensure that education and training functions are exercised with a view to promoting high standards</li> </ul>	<ul style="list-style-type: none"> <li>• registered pupils attending a maintained school to take part in a daily act of collective worship</li> <li>• moderate assessment in at least 25 per cent of schools to ensure consistency of standards in ks 2</li> <li>• ensure schools are equipped to undertake key stage 1 teacher assessment and capture / submit results.</li> <li>• ensure security of assessment documents.</li> <li>• visit 10 per cent of schools during test week to ensure ks 1 tests are being administered correctly</li> <li>• ensure heads fulfil their statutory duty in in administering key stage assessments</li> <li>• facilitate the investigation, by Ofsted, of a parental complaint about a maintained school.</li> <li>• ensure that the curriculum provided by maintained schools is broad based and balanced</li> <li>• ensure the core entitlement is secured for pupils</li> <li>• provide information as required by the DfE about the funding of training for teachers</li> <li>• ensure head teachers fulfil their statutory duty in administering the year 1 phonics screening</li> <li>• monitor the phonics screening check in at least 10 per cent of schools</li> </ul>	<ul style="list-style-type: none"> <li>• consider complaints about the curriculum, RE and collective worship referred to them</li> <li>• establish and support an occasional body called an agreed syllabus conference (ASC)</li> <li>• ensure schools and the LA provide religious education in accordance with the law</li> <li>• have regard to statutory guidance on sex education issued by the secretary of state</li> <li>• LA to constitute a standing advisory council on religious education</li> </ul>

In addition to statutory functions the SIT has identified targets by which it can measure its own performance – These include:

Engagement	Operational	Performance
<ul style="list-style-type: none"> <li>The % of schools who send a representative to the HT and COG briefing</li> <li>The % of schools attending 1 or more SIT event</li> </ul>	<ul style="list-style-type: none"> <li>The % of schools with an improving picture based on SIA judgements</li> <li>The % of schools attended by SIA's within an academic year.</li> </ul>	<ul style="list-style-type: none"> <li>The % of schools making improvements from a lower LA grade</li> <li>The % of schools making improvements in their performance gaps.</li> <li></li> </ul>

Overview and scrutiny committees have in the past made recommendations or set lines of enquiry for the SIT. These are:

Scrutiny recommendation
Support schools to strengthen pyramids to improve transition between education stages
Support lower and primary schools to increase age ranges to include two year olds
Promote reading challenges and utilise social media and online platforms to support the promotion of these events
Roll out and support the app Flurrish in order to support pupil attainment in mathematics
Assist head teachers to identify a range of interventions to minimise exclusions from school of very young children
Recognise best practice in the continuous professional development of all teaching staff to support recruitment and retention
Work with clusters on CPD for teachers and teaching assistants to support recruitment and retention
Work with schools and council communication colleagues to maximise participation in recruitment events



Finally the internal scorecard also has implications for the SIT. Tracked measures are:

- Percentage of HT vacancies where an established appointment is made (Maintained schools)
- OFSTED: Percentage of All schools rated Good or Outstanding
- Percentage of lower/primary schools judged as good or better by Ofsted;
- Percentage of secondary/middle/upper schools judged as good or better by Ofsted
- Percentage of special schools (PRU/SEN) judged as good or better by Ofsted
- Percentage of All schools rated as 'requiring Improvement'
- Percentage of All schools rated as 'Inadequate'
- Percentage of early years & childcare settings judged by Ofsted to be Outstanding & Good
- Number of schools currently identified as causing concern
- Average Months spent for current schools identified as causing concern
- Percentage of young people achieving a level 2 qualification by the age of 19.
- Percentage of young people achieving a level 3 qualification by the age of 19



## Appendix 4 Case Studies

### 1. Case study: Impact where the SIT has offered support and advice

#### **Context:**

School A - Lower school was graded by OFSTED as 'good' in Sept 2010. This grading was up-held in a subsequent short inspection. Having not had a short inspection since 2015 the school was therefore due for inspection in 2019.

Unfortunately at the point of inspection:

- The deputy headteacher had recently left for another post and not been replaced
- The HT unfortunately during the spring and summer terms of 2019 became ill and was unable to attend work.

The consequence of this was that a classroom teacher of only 3 years was appointed interim HT with support of the school business manager.

#### **Intervention:**

In order to support the school the SIA:

- Visited and supported the school on a weekly basis.
- Provided telephone and e-mail support for the business manager
- Supported the governors with decisions relating to the current and future school decision making
- Provided an external HT to provide additional support and advice to the school.

#### **Outcome:**

- Despite having very inexperienced staff and leadership issues the school retained its good status.
- Comments in the Ofsted letter include:

*"They[Governors] ensured that effective support was arranged to assist you, including advice from the local authority and support from an experienced local headteacher"*

### 2. Case study:

#### **Context:**

School B in 2012 was deemed to be a good school. A new Headteacher joined the school in Sept 2016 however despite this in Jan 2017 the school was deemed inadequate.

In subsequent monitoring visits the effective leadership of the HT and Governors was questioned.

#### **Intervention:**

The SIT identified key needs for the school and as a result provided support in the form of:

- External School Improvement challenge for the HT
- Leadership by the SIT of a governance monitoring group
- Classroom support for staff (Improving marking and assessment)
- Involvement in LA projects such as the reading project
- Provision of a new Chair of governors in the form of the Head of School Improvement

### **Outcome:**

In the summer of 2019 school B was no longer deemed to be inadequate following an inspection. The report commented of the LA:

*“Until recently governors have not been strategic enough in their actions to raise standards and support school leaders to improve pupils’ outcomes. However, with a new chair of governors, they have now ensured that the governing body has the necessary skills and experience to take the school forward”*

*“Leaders are working successfully with specialist leaders and teachers from the local authority. This is helping to develop strong and committed leadership at all levels within the school”*

### **On-going**

Support for the school will continue in 2019/2020 in particular around securing a long term governing body, one able to function without the local authorities assistance.

### **3. Case study: Impact where SIA’s have acted with and on behalf of other CBC teams**

#### **Context:**

School C operates over two sites.

In 2010 the school was deemed ‘Outstanding’ and then ‘Good’ in 2012.

Within weeks of the new HT starting in 2017, the school was inspected and deemed to have retained its ‘good’ status.

Despite this the new HT had identified a range of educational, staffing and procedural concerns and was beginning to address these.

During the course of the academic year 2017/2018 an incident occurred at the school which led to the serious injury of a member of staff. The Health and safety team supported the school, however they did not feel that the school was making sufficient progress, but was uncertain why this was the case.

#### **Intervention:**

The SIA worked in collaboration with the school too:

- Identify the key blocks to H&S issues being addressed which led too:
  - Re-structuring – including key H&S appointments
  - Capability proceedings for a small proportion of staff
- Supported the change of governance to a stronger governance team

- Supported the HT throughout this process to understand her role and how she could interact with the LA

Despite this, the LA H&S team felt that the improvements were not being actioned rapidly enough and therefore in the spring of 2019 the Head of School Improvement (HOSI), intervened directly.

**Outcome:**

Within 3 months of this intervention being issued 90% of the H&S issues had been addressed and dates set for further rectification work to take place.

#### 4. Case study

**Context:**

A number of CBC schools have been reporting forecast financial deficits for the 2020/2021 year.

The SIT have been working alongside finance to identify solutions which will allow schools to continue to provide a good quality education within their budget envelope.

**Outcome/Impact:**

In case each case the SIT are involved in identifying effective federations, external support or recommendations which will eliminate budget issues.

As part of this, finance, HR and the HOSI are insisting on the 22 schools being part of a training course looking at supporting schools through difficulties.

Without the SIT teams involvement, schools would find this process more challenging.

One of the HT commented in this regard:

*‘Sometimes it is difficult to know who to turn to for advice with a bigger problem. I appreciate having {SIA} support, because I have someone to contact ...I have also noticed that Central Essentials has become more detailed .....this has helped in the past couple of weeks’*

#### 5. Case study: Impact identified by OFSTED

**Context:**

Judging the SIT by Ofsted outcomes presents difficulties due to both the capacity of the team being insufficient to cover all schools in depth and the complexity of the inspection schedule making it impossible to guarantee a certain outcome at inspection. Never-the less the team is tasked with identifying and supporting schools where it is felt this is needed.

As at the end of March 2019 88% of schools in Central Bedfordshire were judged to be ‘good’ or better by Ofsted. This is an increase of 1% from December 2018 and demonstrates sustained improvement.

1. 19 schools were inspected in the 2018/19 academic year.
  - a. 13 retained their good or outstanding status
  - b. 1 retained its RI status.
  - c. 3 improved their grade
  - d. 2 schools declined in grade (Of which 1 was an academy)

### **Impact:**

Whilst it is difficult to directly attribute Ofsted outcomes to the work of the School Improvement Team (SIT) two key observations can be made:

- 19 Ofsted inspections have taken place since September 2018; Until February the school improvement team/LA were not mentioned in any reports. Since February, the effective work of the local authority has been evidenced in 8 reports (All but 1 since Feb).
- The only LA school deemed by Ofsted to be inadequate was judged to have improved and is no longer considered inadequate following support from the SIT.
- Ofsted comments for 2018/19 have included:

*“The local authority has increased the level of support in the last year. This is beginning to have a positive impact.....”*

*“The school works closely with the local authority and is familiar with how to access its support when necessary...”*

*“Governors.....ensured that effective support was arranged to assist you, including advice from the local authority and support.....”*

*“Governors....As well as attending all aspects of safeguarding training, they also make good use of the local authority governor training available.*

*“Leaders work with the local authority to ensure that the information they collect on how well pupils achieve is accurate”*

## **6. Case study: SIT initiated projects**

As detailed in the SIT data summary, the team have commissioned specific projects to address areas of needs across the LA.

During the course of the 2018/2019 academic year the SIT have piloted two projects which have already seen promise for the future these are:

- The reading fluency project
- The RADY project (Raising achievement of disadvantaged young people)

## **7. Case study: Intervening in schools causing concern**

14 schools are being tracked as causing concern (RED). Of these 14, 3 schools have received warning notices or similar, the impact has been positive in all three cases

**Context:**

School Z has been a concern of the LA since Sept 2019. Schools results are low and have fallen over time. Concerns have been expressed by the LA to the school regarding the high level of exclusions and apparent lack of action by the school.

**Intervention:**

During the course of 2018/2019 SIA's undertook an initial review of School Z and determined that it's 'good' Ofsted status was at risk.

**Outcomes:**

Since March:

- The Governing body have determined they require more specialist leadership
- Agreement has been reached about LA support
- Targets to ensure the school makes rapid improvement are due to be agreed and should accelerate school improvement in this coming term.





## Appendix 5

## Improvement plan on a page

## What we need to address

**KS1 - Priorities:**

- Lower to primary conversion
- HT understanding of the new Ofsted framework – in particular curriculum development
- Development of reading strategies within schools
- Supporting schools with predicted deficit budgets
- Continued improvement in the attainment of disadvantaged students.

**KS2 - Priorities:**

- Middle to Primary or Secondary conversion.
- Understanding the new Ofsted framework – in particular curriculum development
- Development of reading strategies within schools
- Continued improvement in the attainment of disadvantaged students.
- Improvement of writing attainment – in particular for maintained middle schools-
- Improvement of reading scores – in particular for maintained middle schools
- RWM overall – In particular for maintained middle schools.
- Supporting schools with predicted deficit budgets

**KS4/5 – Priorities:**

- Continued improvement in the attainment of disadvantaged students.

## How we will do this

**Actions:****KS1 Specific**

- Lower to primary training developed for HT's
- Development of appropriate federations linked to SFTF
- Specific curriculum training for HT
- Linked information at HT and COG briefings
- Development of a KS1 reading project to mirror the successful reading fluency project

**KS2 specifically:**

- Middle to primary and middle to secondary training identified and developed for HT as appropriate.
- Reading: Training developed for schools who need to understand and support pupil reading and recording of information
- Maths: Training developed for school who need to understand the use of bar-graphs.
- Writing: Development of a writing project to support schools at KS2 specifically.
- Writing: Further support for schools through the comparative judgement moderation process.

**All phases**

- SIA support as SFTF changes occur
- Review of standards and needs through scoping audits
- Review of curriculum thinking and development through:
  - Governor audits
  - Specific curriculum audits and middle leader support
- Review of reading strategies for schools based on Ofsted framework
- Regional Ofsted lead to present to HT and COG conference in July.
- Ofsted inspection review to identify key themes – Reported to PVE.
- Further development of the RADY pilot project with 18 schools
- Extension of RADY support through SIA audits – Schools to ensure disadvantaged students are identified and projects are appropriate.
- 2 disadvantage conferences for all CBC schools
- Continued support for the HT conference on relevant topics
- Continued support with moderation training and review
- All school priorities being tracked by the SIA's and impact being assessed at each visit.
- SIA support for institutions who are not on track
- Training for governors to ensure adequate support and challenge in schools
- Training for HT's on Perspective light and FFT QLA
- Training for HT's on finance, HR and Education budgets.
- QFT Kagan training

## How we will know we have made a difference

**We will know we have made a difference when:****KS1 Specific:**

- Reading performance as measured in the KS1 reading project shows targeted pupils at or above expected age.

**KS2 Specific:**

- Improved QLA scores for targeted schools and overall CBC
- Improvement in reading from 71%
- Improvement in writing from 71% for maintained middles and an overall improvement from 77%
- An overall improvement in RWM from 61%
- Reading performance as measured in the KS2 reading project shows targeted pupils at or above expected norms.
- Maintain middle school performance improves in all measures (R-71%; W-71%, M-71%)

**All phases**

- School Ofsted grades remain good or improve (89%+)
- Federations link with SFTF developments and the number of schools with predicted deficits decreases(2020/21 – 22)
- Development of appropriate federations linked to SFTF
- Evidence that the attainment of disadvantaged pupils is increasing in comparison to the same students in previous years.
- HT Confidence in regard to the Ofsted framework is high or improving.
- Evidence that the overall attainment of the disadvantaged cohort is improving across CBC.(R-56/12%; W-60/5%; M-59/11; RWM-42/2%) (EXS/GDS)
- Evidence that other indicators in relation to disadvantage are improving such as:
  - Reduced exclusions
  - Reduced absence
  - Lower persistent absence
  - Improved reading ages
  - Improve pupil attitudes to learning and themselves
- Improved governor confidence and satisfaction with training.
- Continued engagement with KAGAN, RADY, RFP
- Strong level of interest in LA projects or training.
- High level of school satisfaction with SIA support
- High level of school satisfaction with LA projects.





# School improvement team(SIT)

**Simon Cotton**

Head of School Improvement

# Report summary



- The SIT can show impact in the areas it has worked the most.
- The work of the SIT is preventative as well as corrective.

## Ofsted:

Information	Impact
19 schools were inspected 2018/2019	13 schools retained good or outstanding status 3 schools improved their grade 8 recent reports mentioned the LA's strong support
7 schools received direct school support	2 of these improved their rating and 3 retained good
1 maintained school was graded inadequate (special measures)	The school improved its grading and exited SM. Currently there are no maintained schools rated 4.

## Intervention projects

Information	Impact
Support for: 12 schools and 99 pupils in Yr6 (Reading fluency project)	42 pupils (42%) achieve the expected standard This project has been extended in 2019/20
Support for disadvantaged pupils initiated (RADY)	See next slide

# Report summary

- The SIT can show impact in the areas it has worked the most.
- The work of the SIT is preventative as well as corrective.



## Intervention projects: RADY

Information	Impact
KS4	2 schools made 4-6 point gain in attainment 8 for disadvantaged students and significantly reduced performance gap.
KS2	2 schools maintained or improved RWM performance and delivered smaller performance gaps than the data for all CBC schools
KS1	4 schools made improvements or maintained their performance for disadvantaged pupils across Reading, Writing and Maths.

# Report summary

- The SIT team also have an intervention role which is vital to ensure schools are prepared effectively.



## Leadership:

Information	Impact
School support	Direct school support has had a positive impact on the development of schools.
Liaison with other CBC teams	Communication and understanding on both sides has improved as a result of SIT liaison activity (This includes: SEN, Finance, Transport, H&S, Public Health, Social care, Assets, LAC, Democratic services)
Governor support	52 sessions were offered with 499 places filled

## Training

Information	Impact
Training courses	91 CPD events were commissioned = 165 days of training 2083 teachers attended these events
NQTs	131 NQTS trained – 103 passed; 14 still being supported; 14 left
Moderation	313 teachers trained for KS1 and KS2 moderation

## Central Bedfordshire Council

Children's Services Overview and Scrutiny Committee

19 November 2019

### Schools for the Future

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children  
([sue.clark@centralbedfordshire.gov.uk](mailto:sue.clark@centralbedfordshire.gov.uk))

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

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### Purpose of this report

To invite Children's Service Overview and Scrutiny Committee to consider – as part of the Schools for the Future Programme - an educational landscape plan for schools in the Shefford and Stotfold cluster area.

### RECOMMENDATIONS

The Committee is:

1. invited to consider, as part of the Schools for the Future Programme, an educational landscape plan for schools in the Shefford and Stotfold Cluster area - accommodating anticipated growth in pupil numbers within the area, proposing a move to a primary / secondary model of schooling (**public consultation document is included as Appendix A to this report**).

### Issues

#### Background

1. Central Bedfordshire Council has a statutory duty to ensure there are sufficient school places for children that need them. As part of this duty an annual School Organisation Plan (SOP) is produced and published, forecasting how many school places will be required over the next five years.

2. According to the Local Plan, Central Bedfordshire is an area that will grow - with up to 43,000 new homes expected by 2035. The expected growth has significant implications with regard to pupil place planning as the Council has a statutory duty to ensure that there are sufficient school places for children residing in Central Bedfordshire. Current forecasts suggest there will be an additional 24,672 pupils by 2035.
3. Schools for the Future is an intensive programme of work taking place to understand school place provision required across Central Bedfordshire in line with our Local Plan. Through the Programme, consideration is being given to pupil place provision over the longer term. Importantly, a strategic and coordinated approach is required to ensure change is planned and managed effectively.

### ***Schools for the Future***

*We want to develop a coherent and transparent plan for our future educational landscape that is shaped by all our schools, mapping out where existing schools can expand, what additional schools we will require and the structure our schools will take over the next 15 – 20 years. This plan will help to ensure we achieve the best educational outcomes possible for our children making best use of public money*

***The right schools, in the right places, delivering the best education***

4. The objectives of the Programme are:
  - Ensure sufficient places (appropriately located) to best meet demand from housing growth
  - Improve educational outcomes at all key stages
  - Shape the future educational landscape - to provide clear educational pathways and reduce the number of transitions
  - Deliver best value – to ensure viability
  - Facilitate more school-based SEND (Special Educational Needs) provision, early years provision on school sites and school based sixth form provision.
5. Historically, Central Bedfordshire has offered a three tier system comprising lower, middle and upper schools. Following the introduction of academisation, schools have had more control to change the age range they cater for. This has resulted in a mixed landscape of schools in Central Bedfordshire that now also includes primary and secondary schools as well as some hybrid models (illustrated in **Appendix B Slide 5**).



6. This is confusing for parents and where changes occur to the age ranges of schools without coordination there is a negative impact on the viability of other schools in the area.
7. Schools for the Future was considered by Executive on 7 August 2018 and, in response to the engagement that had taken place with schools, a decision was taken to:
  - (i) **To support schools and clusters that want to work towards a primary and secondary model, considering that:**
    - *the appropriate resources are in place to do so;*
    - *change is coordinated; and*
    - *change supports improvements in educational outcomes.*
  - (ii) **To actively promote that any new schools that will be built will be primary or secondary.**
8. This decision will align Central Bedfordshire with the rest of the country and help improve educational attainment, recruitment and retention of the teaching workforce, school viability and provide a clearer pathway for parents.
9. On 8 October 2019, Executive approved the launch of a 12 week public consultation on an educational landscape plan for schools in the Shefford and Stotfold Cluster area - accommodating anticipated growth in pupil numbers within the area, proposing a move to a primary / secondary model of schooling.
10. This is the first cluster plan to be considered by Executive. The plan has been developed collaboratively with local schools in the area and Children's Services Overview and Scrutiny Committee is invited comment on the proposal (**Appendix A**).
11. Further detail is included in **Appendix B** (Executive presentation - 8 October).

## Engagement with Schools

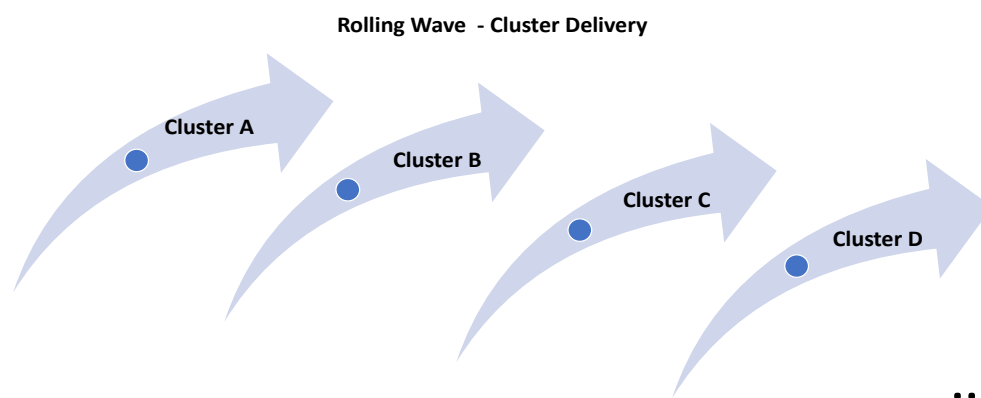
12. Schools in Central Bedfordshire meet in a number of local clusters (8 in total) to consider how they can work together to provide the best education for children. These local clusters in the main mirror our local planning areas. As part of the Schools for the Future Programme, officers have been working with clusters to model future school place requirements in each of these areas, in line with our expected housing trajectory. The clusters are as follows:
  - Ampthill and Flitwick
  - Biggleswade
  - Cranfield
  - Dunstable and Houghton Regis
  - Harlington
  - Leighton and Linslade

- Sandy
- Shefford and Stotfold

13. Since January 2018 Schools for the Future activity has included:

- working with planning colleagues to forecast long term school place planning requirements alongside local plan growth;
- meeting with school clusters, sharing analysis of housing growth and school place requirements and modelling proposals and potential educational landscape options;
- meeting with individual schools (headteachers, Chairs of Governors and Governing Bodies) to understand individual school views and ambitions;
- meetings with the Multi Academy Trusts (MATs), Diocese and the Regional Schools Commissioner; and
- liaising with neighbouring authorities, including Milton Keynes and Bedford, to ensure synergy over future plans.

14. Each cluster is different e.g. in terms of the timing and scale of expected housing growth, the make-up of schools in the area, and the appetite for change to a primary / secondary model. As a result, we are at a different stage of developing long term educational landscape plans for each one. A 'rolling wave' approach is being taken in terms of the consideration of cluster plans. This will enable implementation in a controlled manner.



15. The first cluster proposal is for the Shefford and Stotfold cluster area.

16. The Plan is the outcome of engagement with the cluster, individual schools, the Multi Academy Trust and the Diocese on potential models.

17. All 21 schools in the cluster have provided agreement, in principle, to a primary / secondary model.

18. Henlow consulted on a change of age range to become an extended secondary school from 2020. In order to enable better coordination and management of change across the cluster, Central Bedfordshire Council and Henlow Academy wrote to the Regional Schools Commissioner (RSC) to request that Henlow extends its age range change to become an extended secondary in 2021.
19. The model for the cluster proposes implementation in three phases:
  - Phase 1 (2021-22) Henlow becomes a secondary school and its feeder lower schools (Derwent Lower, Clifton All Saints Academy, Raynsford Academy, Meppershall Academy, Langford Village Academy) become primaries at the same time.
  - Phase 2 (2023-24) all other schools convert to primary / secondary.
  - Phase 3 (2023-28) new schools and expansions in response to growth.

## Consultation

20. The Schools for the Future plan has already been developed collaboratively with the local schools in the area.
21. Public consultation runs from 29 October 2019 – 20 January 2020. An overview will be provided at this meeting of any emerging themes from feedback received.
22. We will work with the schools to ensure parents, pupils, staff, governors and other stakeholders are invited to have their say. We will also promote the consultation to the wider community through traditional and online media.
23. Interested parties can have their say through an online form, or by picking up a paper copy at their local school. During the consultation we will hold a number of public events across the area to answer questions, clarify information and promote the consultation.
24. A 'toolkit' of communication materials that schools can use has also been prepared. The toolkit includes:
  - A letter/email for schools to send to their Governors
  - A letter/email for schools to send to their staff
  - A letter/email for schools to send to their parents
  - Website copy summarising the proposed changes and linking to the online version of the questionnaire
  - A consultation document – a summary of the proposed changes and questionnaire for schools to print and make available to parents if asked
  - A short video explaining the proposed changes to use on school websites and social media
  - Social media posts for schools to use on their social media channels
  - A poster for schools to print and display

- A leaflet for schools to print and use

25. The early feedback we've had from school about this toolkit idea has been positive.
26. Whilst the Council is the decision maker for the maintained schools, where an academy proposes any changes, this will require the approval of the RSC. The Council has a very productive working relationship with the RSC who is fully informed of the Council's plans.

## Considerations

27. Cluster plan considerations include the following:
- Opportunities to improve outcomes for children
  - Support to schools – Support required to make the change e.g. teaching, leadership, governance and project management support
  - Workforce changes e.g. curriculum development, teacher recruitment and retention
  - Design principles (new buildings, refurbishments and conversions) and the capacity for schools to change e.g. site accommodation, land and resources
  - Capital and revenue funding
  - Timescales
  - Admissions and catchment areas
  - School transport

## Reason/s for decision

28. According to the Central Bedfordshire Local Plan, communities will grow significantly in the coming years. The Schools for the Future Programme is the strategic vehicle through which the Council aims to:
- meet its statutory duty to provide schools places for children in Central Bedfordshire;
  - ensure a co-ordinated approach is taken with schools to managing growth;
  - ensure better educational outcomes for children; and
  - make best use of public money.

## Council Priorities

29. The recommendations in this report support the following Council priority:
- Improving education and skills
  - Protecting the vulnerable: improving wellbeing

## Corporate Implications

### Legal Implications

30. Section 14 of the Education Act 1996 places a duty on Councils to secure sufficient primary and secondary school places to provide appropriate education for pupils in its area. S14A of the Education Act 1996 imposes a duty to consider representations about the exercise by local authorities of their functions from the parents of qualifying children in relation to the provision of primary and secondary education. Qualifying children include all those of compulsory school age or under.
31. The Education and Inspections Act 2006 gives Councils a strategic role as commissioners of school places and includes duties to consider parental representation, diversity and choice, duties in relation to high standards and the fulfilment of every child's educational potential and fair access to educational opportunity.
32. The main legislation governing school organisation is found in sections 6A-32 of the Education and Inspections Act 2006, The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013.
33. This guidance for new school proposals can be viewed at:  
<https://www.gov.uk/government/publications/establishing-a-new-school-free-school-presumption>
34. The Admissions Code and Greenwich Judgement 1990, define rules around admissions process for all schools.
35. There will be statutory obligations to consult and a requirement to comply with the relevant statutory requirements for changes to individual schools which will emerge in due course.
36. The Executive Member for Families, Education and Children has the delegated power to exercise the Council's duty to determine proposals to alter the upper and lower age range of pupils in schools as prescribed by School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013. The Director of Children's Services has the delegated authority to be responsible for the administration and planning of the review of organisation of schools within the Council's area pursuant to the Council's duties under Section 14 of the Education Act 1996 ('Functions in respect of provision of primary and secondary school').
37. The Council (and Academies) are required to publish statutory notices for a change at each school. The consultation period is four weeks. The Director of Children's Services has delegated authority to exercise the Council's functions relating to the publication of statutory notices for proposed prescribed alterations to schools maintained by the Council in accordance with the relevant provisions of Part 2 of the

Education and Inspections Act 2006 and the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 subject to consultation with the Executive Member to take particular account of: such statutory and non-statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education; the School Admissions Code; and full consideration of the budget implications. At the conclusion of the formal 4 week consultation period following publication of the relevant statutory notice(s), Executive must consider any responses to the consultation and will thereafter determine the relevant proposal(s) in accordance Part 2 of the 2006 Act and the Prescribed Alterations Regulations. In so doing, the Executive must take particular account of such statutory guidance and the key factors for decision makers as might be published from time to time by the Department for Education.

38. The general principles derived from case law as to how consultations should be conducted, known as the “Gunning principles” are: consultation should occur when proposals are at a formative stage; consultations should give sufficient reasons for any proposal to permit intelligent consideration; consultations should allow adequate time for consideration and response. There must be clear evidence that the decision maker has considered the consultation responses, or a summary of them, before taking its decision.
39. In the Supreme Court case of R (Moseley) v LB Haringey (2014) , the Supreme Court endorsed the Gunning principles and added two further general principles: the degree of specificity regarding the consultation should be influenced by those who are being consulted; and the demands of fairness are likely to be higher when the consultation relates to a decision which is likely to deprive someone of an existing benefit.

## **Financial and Risk Implications**

40. There is a cost associated with the increase of school places expected as a result of housing growth within Central Bedfordshire. It is anticipated that this cost will be met in full by Developer contributions and Basic Need Grant.
41. There is a cost associated with a change of age range that is not eligible for growth funding and will require other funding sources.
42. In summary, the Schools for the Future Programme will be funded by a combination of:
  - Developer contributions secured via Section 106 agreements;
  - Basic Need Grant;
  - funding from the Department for Education;
  - capital receipts from the disposal of council owned assets;
  - the Council's own resources from additional borrowing; and
  - other funding sources – some of which are still to be identified.
43. The Programme has significant financial implications and risks, and assumptions have been made about the level of funding that might be expected from each of the above sources. Some of these need to be negotiated and/or determined and some elements may need to be forward funded. For example, the trigger points for S106

funding may be later than the date of need for a new build / expansion. Even where the Council receives such funding eventually, it will incur the revenue costs (MRP and interest) of forward funding some projects. At this stage of the project it is not possible to determine the full likely impact on the Council's own resources, but it will be significant over time.

44. There is also a risk that housing development could be delayed. This would be mitigated through regular reviews of the housing trajectory through the Schools for the Future programme and amendments to the timelines. This would prolong the forward funding pressures noted above.
45. Preliminary work has been carried out on the long-term costs over the life of the project, but detailed costings can only be established once plans for each cluster are finalised.
46. A detailed estimate of the required capital funding is being completed as part of the Council's Medium Term Financial Plan.

## **Equalities Implications**

47. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. So as to consider local needs and implications, an Equality Impact Assessment is being carried out in respect of the draft plan.
48. A phased approach is being taken to incorporate the following into the Programme:
  - school-based SEND provision
  - Early Years provision on school sites
  - school based 6<sup>th</sup> form provision

## **Conclusion and Next Steps**

49. Communities are expected to grow significantly in the coming years. As the number of new pupils rise in line with projected population growth, individual school expansion will become more complex, costly and difficult to achieve.
50. The aim of the Programme is to plan, engage and implement school educational landscape changes that deliver enough schools places for the future growth in Central Bedfordshire – supporting better educational outcomes for children, whilst making best use of public money.
51. The views expressed by the Overview and Scrutiny Committee will form part of the report to Executive in March 2020 as detailed in the table below:

## Next Steps

Executive	8 October 2019	
<b>Public Consultation</b>		Parallel decision making processes as required. E.g. in respect of academies, church schools by RSC etc.
'Have your say' public consultation on cluster plan opens for 12 weeks	29 October 2019	
Children's Services Overview and Scrutiny	19 November 2019	
'Have your say' public consultation on cluster plan closes	20 January 2020	
<b>Review of consultation feedback and decision making</b>		
Children's Services Overview and Scrutiny Committee	10 March 2020	
Executive	7 April 2020	
<b>Statutory Notices</b>		
Statutory notices on changes individual schools published for feedback for four weeks	TBC	
<b>Review of Statutory Notice feedback and decision making</b>		
Children's Services Overview and Scrutiny	TBC	
Executive	TBC	

## Appendices

**Appendix A:** Public Consultation document – Shefford and Stotfold Cluster Plan.

**Appendix B:** Presentation to Executive (8 October 2019).

## Background Papers

Executive report and appendix are available on the Council's website:



[https://www.centralbedfordshire.gov.uk/downloads/download/67/executive -  
\\_tuesday 8 october 2019](https://www.centralbedfordshire.gov.uk/downloads/download/67/executive_-_tuesday_8_october_2019)

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Have  
your  
say...

on proposed changes  
to schools in Shefford,  
Stotfold and the  
surrounding areas

This consultation is open from  
29 October 2019 to 5pm 20 January 2020.

You can have your say online at  
[www.schoolsforthefuture.co.uk](http://www.schoolsforthefuture.co.uk)  
or through your local school.



## Introduction

**Central Bedfordshire is a great place to live and work. That's why we expect the number of local residents and homes to grow in the coming years. Across our area, some 43,000 new homes are expected to be built by 2035 and that means a lot more school places will be needed.**

Specifically, for Shefford, Stotfold and surrounding areas we are expecting 5,400 new homes, requiring us to provide 3,500 new school places.

Because of the changes, our local schools have been working together, with Central Bedfordshire Council, on a long-term plan to make sure we have:

- **The right schools**
- **In the right places**
- **Delivering the best education**

This document outlines a draft plan to meet the future demand and we are inviting everyone who has an interest in the future of education in our area to have their say on what is proposed.

## Schools in area now

**There are currently 22 schools in the Shefford, Stotfold and surrounding areas. These are a mixture of council-maintained schools and academies (which are independent of the council).**

In terms of the structure of our local schools, they are a mix of some operating in a three-tier system (lower, middle and upper schools) and others have changed their age range to become extended middle schools.

This mixture of different types of schools can be confusing for parents.

The table over the page shows the schools included in this area and their current school type and capacity (i.e. – 4-9yrs lower; 4-11yrs primary; 9-13 yrs middle; extended middle/secondary 9-16yrs; 13-16 upper; 12-16 secondary.)



School name	Current school type	Current school capacity
Campton Lower School	Lower	110
Clifton All Saints Academy	Lower	150
Derwent Lower School	Lower	150
Fairfield Park Lower School	Lower	450
Gothic Mede Academy	Lower	300
Gravenhurst Academy	Lower	75
Haynes Lower School	Lower	120
Langford Village Academy	Lower	225
Meppershall Academy	Lower	150
Raynsford Academy	Lower	150
Roecroft Lower School	Lower	450
Shefford Lower School	Lower	450
Shillington Lower School	Lower	150
Southill Lower School	Lower	75
St. Mary's Academy	Lower	300
St. Mary's Lower School	Lower	150
Stondon Lower School	Lower	150
Henlow Academy	Middle	560
Robert Bloomfield Academy	Middle	960
Etonbury Academy	Extended Middle**	1,260
Pix Brook Academy	Extended Middle**	1,260
Samuel Whitbread Academy	Upper	1,200

\*\* Extended Middle schools and Extended Secondary schools cover the same age range.



## Proposed changes

**We have developed a draft plan which will deliver the following changes between 2021 and 2029:**

- **To change the age range of all 17 lower schools to become primary schools (so that children will enter the school at the start of their education and will stay at the primary until they are in year 6 at the age of 11).**
- **To build four new primary schools, two of which will provide new accommodation for two of our current schools (Campton Lower and Gothic Mede Academy).**
- **To change the age range of the upper school (Samuel Whitbread), two extended middle schools (Etonbury Academy and Pix Brook Academy) and two middle schools (Robert Bloomfield Academy and Henlow Academy) to become secondary schools (so that children will enter these schools at year 7 and will remain there for the rest of their school journey).**
- **To provide additional sixth form provision in Samuel Whitbread and, at a later date, at either Etonbury or Pix Brook.**

These proposals would effectively move the schools to a primary/secondary model.

All of the schools in Shefford, Stotfld and the surrounding areas want to take this opportunity to move to the primary/secondary school model. While this is a significant change, it's a positive move that would increase the capacity of each school, allowing them to grow and accommodate additional school places and provide great education for all our pupils in the future.

The specific changes for each school are listed over the page along with proposed timescales.



School name	Current school type	Proposed school type	Future school capacity	Anticipated date
Campton Lower School	Lower	Primary (relocated to a new site at Hitchin Road, Shefford)	210 – 420*	Opening 2023
Clifton All Saints Academy	Lower	Primary	210	Opening 2021
Derwent Lower School	Lower	Primary	210 – 630*	Opening 2021
Fairfield Park Lower School	Lower	Primary	840	Opening 2023
Gothic Mede Academy	Lower	Primary (relocated to a new site East of Arlesey)	420 – 630*	Opening 2023
Gravenhurst Academy	Lower	Primary	105	Opening 2023
Haynes Lower School	Lower	Primary	210	Opening 2023
Langford Village Academy	Lower	Primary	315	Opening 2021
Meppershall Academy	Lower	Primary	210	Opening 2021
Raynsford Academy	Lower	Primary	210	Opening 2021
Roecroft Lower School	Lower	Primary	630	Opening 2023
Shefford Lower School	Lower	Primary	630	Opening 2023
Shillington Lower School	Lower	Primary	210	Opening 2023
Southill Lower School	Lower	Primary	105	Opening 2023
St. Mary's Academy	Lower	Primary	420	Opening 2023
St. Mary's Lower School	Lower	Primary	210	Opening 2023
Stondon Lower School	Lower	Primary	210	Opening 2023
New Primary school (Chase Farm)	N/A	Primary	630	Opening 2024
New primary school (East of Arlesey)	N/A	Primary	630	Opening 2028
Etonbury Academy	Extended Middle**	Secondary, plus possible sixth form provision	750 - 1,200*	Opening 2023
Henlow Academy	Middle	Extended Secondary** Secondary	1,050 750*	Opening 2021 Opening 2023
Pix Brook Academy	Extended Middle**	Secondary, plus possible sixth form provision	750 – 1,200*	Opening 2023
Robert Bloomfield Academy	Middle	Secondary	750	Opening 2023



**Samuel Whitbread  
Academy**

Upper

Secondary with sixth  
form provision

1,050 (excluding  
sixth form)

Opening 2023

\* Where there are two numbers, this is to show that schools firstly change age range (adding two year groups) and, following that, eventually expand in line with growth to take an additional form of entry which, once this filters through, will see the school increase the number of pupils.

\*\* Extended Middle schools and Extended Secondary schools cover the same age range.

## Managing the change

**Maintaining the quality of education provided to our children through the process of change is an absolute priority for all the schools in the area and for Central Bedfordshire Council.**

Should the plan be approved, these organisations will work together to make sure that disruption is minimised and that both pupils and school staff are well supported through the process of change.

## How to have your say

**The future of our education system in Shefford and Stotfold area matters to our whole community and everyone who has an interest, for current or for future generations of children and young people, is invited to give their views on the proposals for change.**

You can read more information and have your say by answering a questionnaire online at [www.schoolsforthefuture.co.uk](http://www.schoolsforthefuture.co.uk) or you can pick up a paper copy from your local school.

The consultation is open from 29 October 2019 to 20 January 2020.

## What happens after the consultation?

**The council and the academy schools will need to consider the feedback and make a decision on the final plan. The aim is for this decision to be made in March 2020.**

Assuming a decision is made, the council are required to publish statutory notices for each school that will change. You will be able to comment on these for a period of a minimum of four weeks. The aim is to publish these for comment in April 2020.

Again, the council and academies will consider the feedback and make a final decision on the plans. This is likely to be later in summer of 2020.



# Appendix B – Schools for the Future

- The attached PowerPoint presentation was shared with all of the chairs of governors and headteachers attending the Shefford and Stotfold Cluster meeting on Thursday 19<sup>th</sup> September.
- The plan presented sets out the Local Authority's ambitious vision for the future. We have a great opportunity to shape the educational landscape for generations to come.
- Feedback from all schools in the cluster evidences a shared vision of a primary/secondary educational model. However, the timings for these changes must be coordinated in order to ensure that no school is placed at risk by schools around them changing age range outside of the plan.
- This consultation is your opportunity to have your say, as we create a legacy together, which will support and improve our children's outcomes.

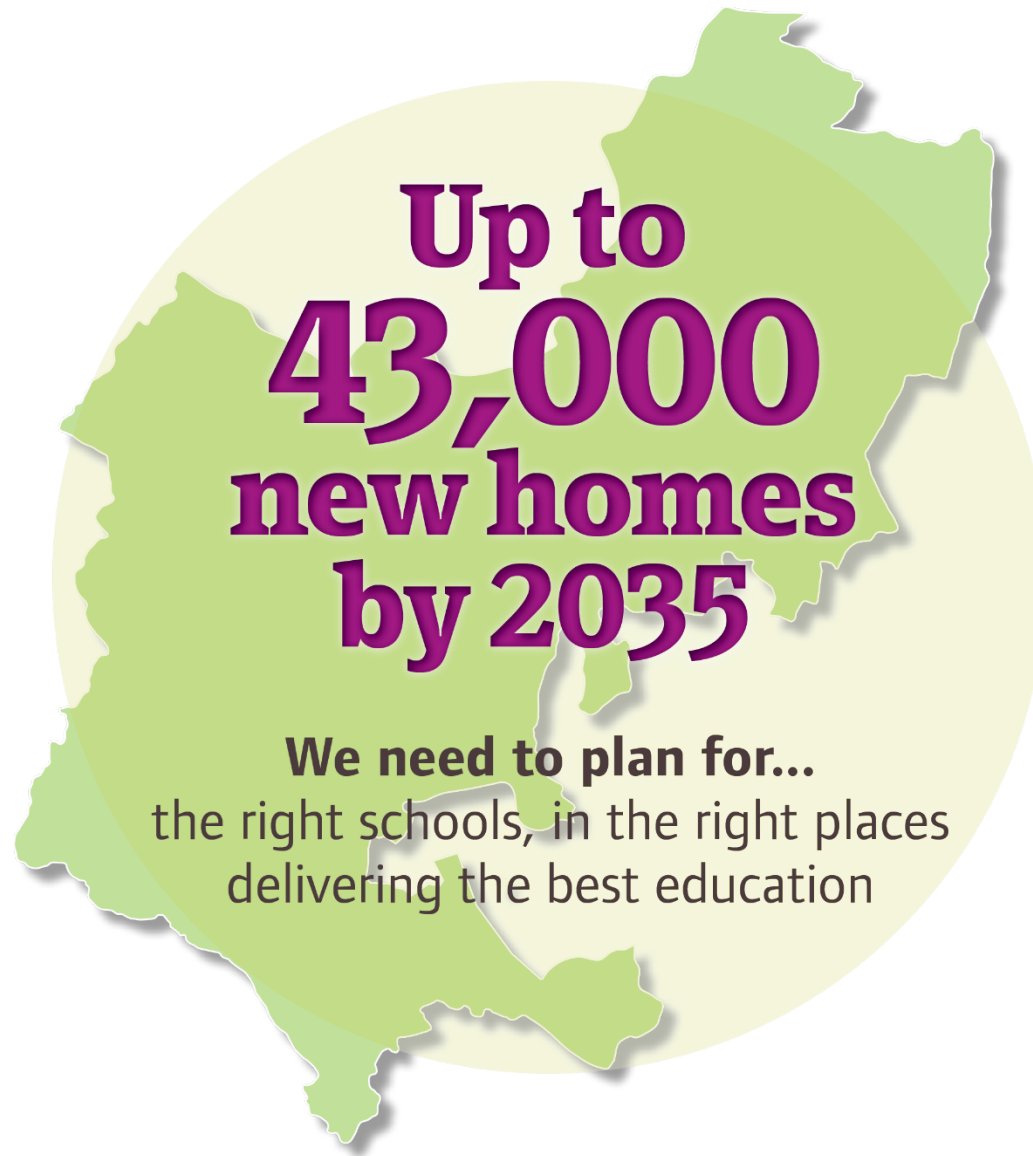
# Schools in the Shefford and Stotfold Cluster

- Campton Lower,
- Clifton All Saints Academy,
- Derwent Lower,
- Etonbury Academy,
- Fairfield Park Lower,
- Gothic Mede Academy,
- Gravenhurst Academy,
- Haynes Lower,
- Henlow Academy,
- Langford Village Academy,
- Meppershall Academy,
- Pix Brook Academy
- Raynsford Academy,
- Robert Bloomfield Academy,
- Roecroft Lower,
- Samuel Whitbread Academy,
- Shefford Lower,
- Shillington Lower,
- Southill Lower,
- Stondon Lower,
- St. Mary's Academy (Stotfold),
- St. Mary's VA Lower (Clophill)



# Schools for the Future

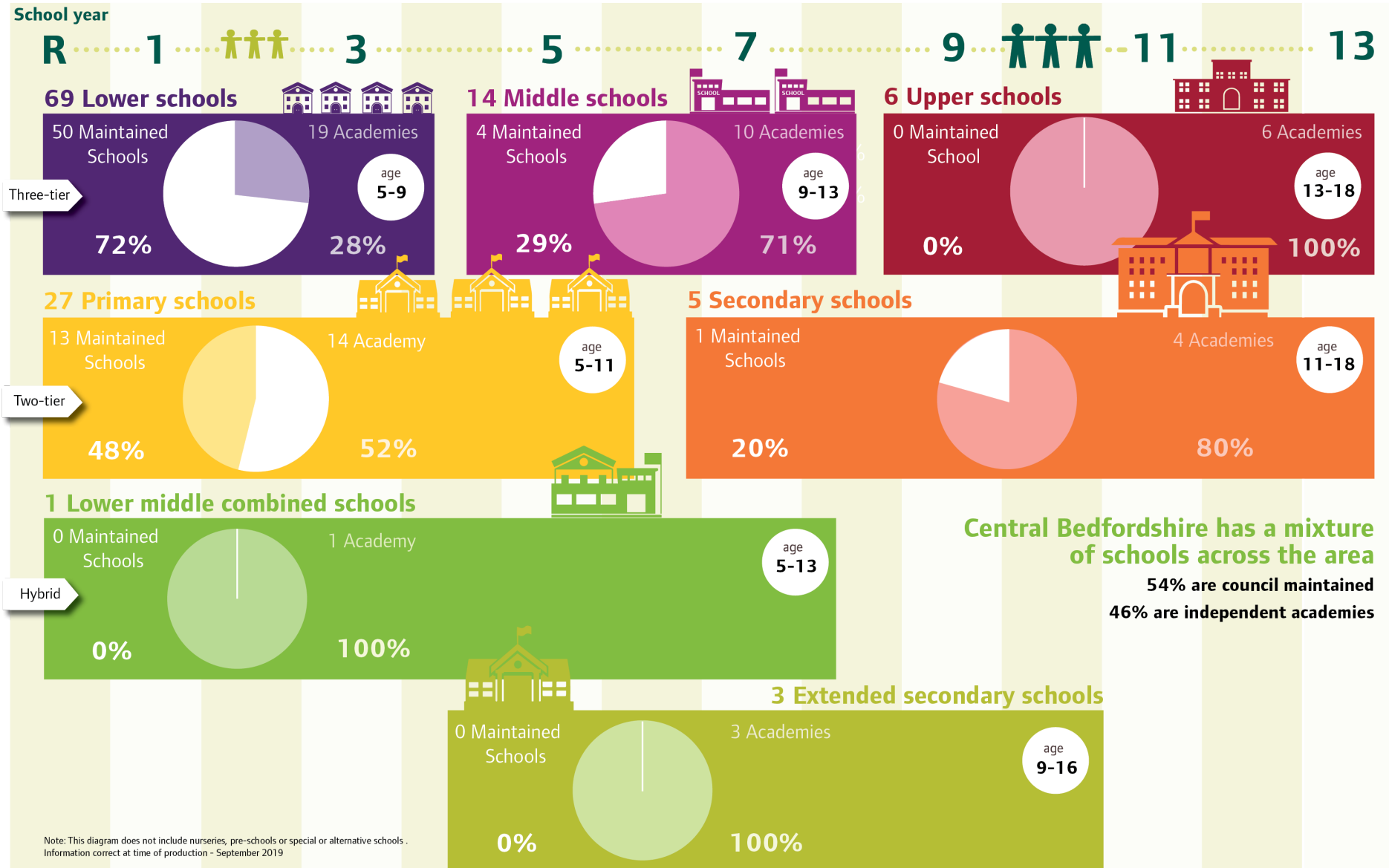
October 2019



Current pupil forecast suggests an additional **9,700 children attending school in the next 5 years in Central Bedfordshire for which we have to ensure sufficient places.**

*Some of these are in place but we need to plan for additional places as this growth develops*

# School landscape in Central Bedfordshire



## CBC is committed to providing the right schools, in the right places delivering the best education

### Schools for the Future Programme Objectives:

- Ensure sufficient places (appropriately located) to best meet demand from housing growth
- Improve educational outcomes at all key stages
- Shape the future educational landscape - to provide clear educational pathways and reduce the number of transitions
- Deliver best value – to ensure viability
- Facilitate more school-based SEND (Special Educational Needs) provision, early years provision on school sites and school based sixth form provision.

# Central Bedfordshire Council Policy

## Executive Decision (7 August 2018):

- To support schools and clusters that want to work towards a primary and secondary model, considering that:
  - The appropriate resources are in place to do so;
  - Change is coordinated; and
  - Change supports improvements in educational outcomes.
- To actively promote that any new schools that will be built will be primary or secondary.

Building a plan is a collaborative process and we have been working with schools individually (and within their school clusters shown on the map)





# Over the past year we have been:

- Working with planning colleagues to forecast long term school place planning requirements alongside local plan growth
- Meeting with school clusters sharing analysis of housing growth and school place requirements and modelling proposals and potential educational landscape options
- Meeting with individual schools (headteachers, Chairs of Governors and Governing Bodies) to understand individual school views and ambitions
- Meetings with the Multi-Academy Trusts, Diocese and the Regional Schools Commissioner
- Liaising with neighbouring authorities including Milton Keynes and Bedford to ensure synergy over future plans

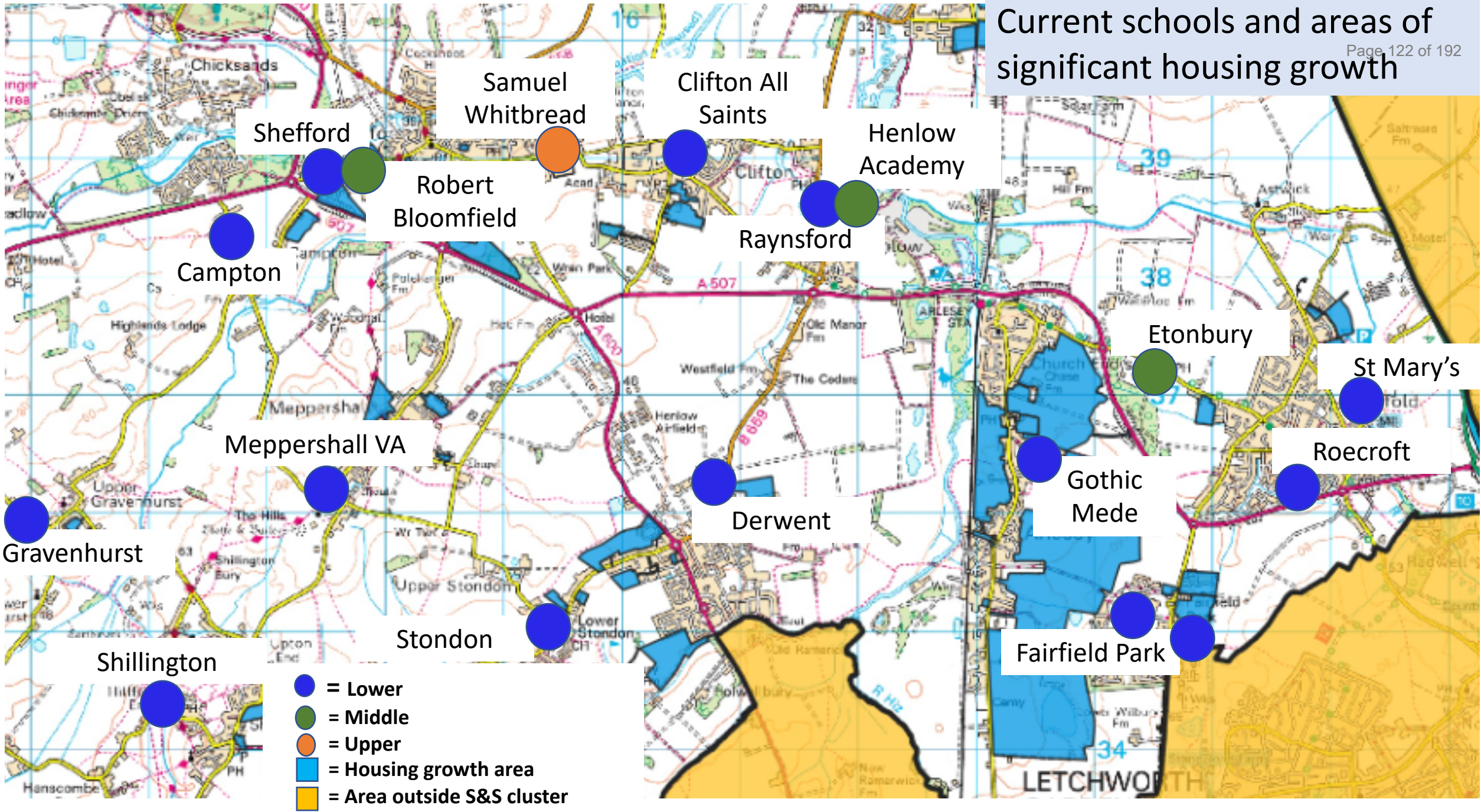
# Sheffield & Stotfold Cluster

## **Growth in the cluster (as of 1 July 2019)**

- 5,391 new houses
- 3,500 new school places required
- 4 new primary schools (two of which could be used to re-locate and expand existing lower schools on constrained sites)
- 5 primary school expansions (including the 2 re-locations above)

## **Change of age range**

- Timescale for change 2021-2025
- 17 lower schools convert to primary
- 2 middle schools convert to secondary
- 2 extended middles convert to secondary
- 1 upper school converts to secondary and extends its 6<sup>th</sup> Form provision



# Supporting a future model

- All 21 schools / governing bodies / MATs have agreed in principle to move to a primary / secondary model for this cluster area.
- Henlow consulted on initially becoming an extended secondary from September 2020, aligning with surrounding schools (Etonbury and Pix Brook). **We are still awaiting a decision from the Regional Schools Commissioner.**
- The cluster model included in this presentation assumes Henlow becomes a secondary school in 2021 and its feeder lower schools become primaries at the same time.
- All other schools convert to primary / secondary in 2023.

# Shefford and Stotfold Cluster Plan (Primary)

Primary	Primary PAN	Current PAN	Pupils on roll (Summer 2019 census)*
Campton (relocation)	30 to 60 (210 - 420 pupils)	Lower (22) (110 pupils)	120
Shefford	90 (630 pupils)	Lower (90) (450 pupils)	435
Clifton All Saints	30 (210 pupils)	Lower (30) (150 pupils)	152
Raynsford	30 (210 pupils)	Lower (30) (150 pupils)	150
Gravenhurst	15 (105 pupils)	Lower (15) (75 pupils)	65
Haynes	30 (210 pupils)	Lower (24) (120 pupils)	120
Langford	45 (315 pupils)	Lower (45) (225 pupils)	170
Meppershall	30 (210 pupils)	Lower (30) (150 pupils)	110
Shillington	30 (210 pupils)	Lower (30) (150 pupils)	115
Stondon	30 (210 pupils)	Lower (30) (150 pupils)	135
St. Mary's Clophill	30 (210 pupils)	Lower (30) (150 pupils)	100
Derwent	30 to 90 (210 - 630 pupils)	Lower (30) (150 pupils)	135
Southill	15 (105 pupils)	Lower (15) (75 pupils)	50

Primary	Primary PAN	Current PAN	Pupils on roll (Summer 2019 census)*
Gothic Mede (relocation)	60 to 90 (420 - 630 pupils)	Lower (60) (300 pupils)	280
Fairfield Park	120 (840 pupils)	Lower (90) (450 pupils)	370
Roecroft	90 (630 pupils)	90 (450 pupils)	425
St. Mary's Stotfold	60 (420 pupils)	60 (300 pupils)	255
New primary x 2 (Arlesey housing)	90 (630 pupils each)	N/A	N/A

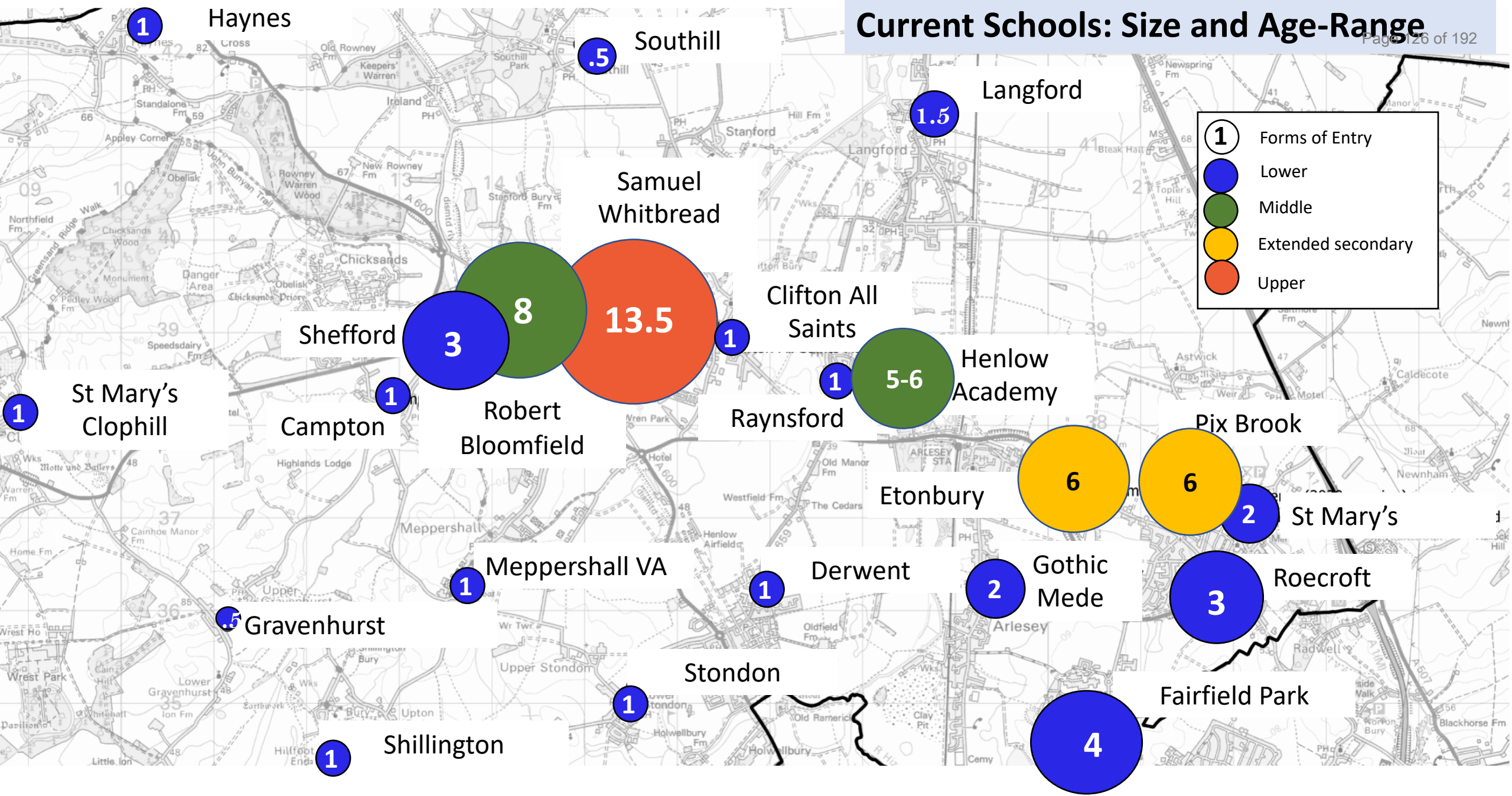
Relocation and expansion of Campton to Hitchin Road, Shefford and Gothic Mede to East of Arlesey

\*Does not include pupils on roll at nursery/preschool

# Shefford and Stotfold Cluster Plan (Secondary)

Secondary	Secondary PAN	Current PAN	Pupils on roll (Summer 2019 census)
Henlow	150 (750 pupils)	Middle (140) (560 pupils)	630
Robert Bloomfield	150 (750 pupils)	Middle (240) (960 pupils)	945
Samuel Whitbread	210 (1,050 pupils) Excl. 6 <sup>th</sup> Form	400 (1,200 pupils) Excl 6 <sup>th</sup> Form	1,235 (plus 480 in 6 <sup>th</sup> form)
Pix Brook	Initially 150 (growing to 240) (750 / 1,200 pupils)	Extended secondary (180) (1,260 pupils)	N/A as opened in September 2019
Etonbury	Initially 150 (growing to 240) (750 / 1,200 pupils)	Extended secondary (180) (1,260 pupils)	1,070

# Current Schools: Size and Age-Range







# Proposed timetable - phases

Year	Change
2019	<ul style="list-style-type: none"> <li>• Pix Brook opened with Year 5 cohort on time and to budget</li> </ul>
2021	<ul style="list-style-type: none"> <li>• Henlow retains Y8 and no Y5 intake</li> <li>• Derwent, Raynsford, Clifton All Saints, Langford and Meppershall all retain Y5</li> <li>• Samuel Whitbread Sixth Form offer broadens to increase local retention</li> </ul>
2023	<ul style="list-style-type: none"> <li>• Relocate Campton and Gothic Mede</li> <li>• All other Lowers convert to primary and retain Y4 into Y5</li> <li>• Robert Bloomfield, Pix Brook, Etonbury and Samuel Whitbread transition to secondary</li> </ul>
2024	<ul style="list-style-type: none"> <li>• 1FE expansion at Derwent (subject to housing growth)</li> <li>• Open Arlesey Cross primary at 1FE (expands to 3 FE as required)</li> </ul>
2028	<ul style="list-style-type: none"> <li>• Open East of Arlesey primary at 1FE (and expand to 3FE as required)</li> <li>• Y7 PANs increase at Etonbury and Pix Brook (could be 8FE in early 2030s)</li> </ul>
2029	<ul style="list-style-type: none"> <li>• Etonbury / Pix Brook gain sixth form</li> </ul>

# Capital Costs

- **Phase 1** (2021-22) Henlow and feeder schools convert £12.56m - £15.2m
- **Phase 2** (2023-24) remaining lowers to primary and middle to secondary £35.12m - £45.28m (Pix Brook funded by DfE £23m)
- **Phase 3** (2023-28) new schools and expansions £34.98m - £41.95m
- Total £82.66m - £102.43m\* (excluding DfE funding for Pix Brook of £23m)

20/21	21/22	22/23	23/24	24/25	25/26	26/27	Later
£4.87m	£9.89m	£14.5m	£41.22m	£5.8m	£8.83m	£4.35m	£12.97m

- Potential S106 income for new school places £30.9m primary, £33.72m secondary (£64.61m total) - tbc

\*Costs are based on a rate per pupil set by DfE

# Funding Sources

Funding will come from the following sources:

- S106
- Basic Need Grant
- DfE / RSC
- Capital Realisation
- Council – we will seek to minimise this

# Decision-making process and timetable:

Executive	8 <sup>th</sup> October 2019	
'Have your say' public consultation	29 <sup>th</sup> October 2019 – 20 <sup>th</sup> January 2020	Parallel decision making processes as required e.g. in respect of academies, church schools, by RSC etc.
Executive	7 <sup>th</sup> April 2020	
Statutory consultation	tbc	
Executive	September 2020 (tbc)	

# Going Forwards

- This is a genuine listening exercise please share your views
- All partners share a common goal to deliver the best education system for our children
- Putting children and families first is at the heart of what we do
- Our aim is to create a resilient, diverse school system
- This requires commitment from all schools and partners



## Central Bedfordshire Council

Children's Services Overview and Scrutiny  
Committee

19 November 2019

### Work Programme and Executive Forward Plan

Responsible Director(s): Charles Warboys, Director of Resources,  
([Charles.warboys@centralbedfordshire.gov.uk](mailto:Charles.warboys@centralbedfordshire.gov.uk))

Public

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### Purpose of this report

The report provides Members with details of the currently drafted committee work programme and the latest Executive Forward Plan.

### RECOMMENDATIONS

The Committee is asked to:

1. Consider and approve the work programme attached, subject to any further amendments it may wish to make;
2. Consider the Executive Forward Plan; and
3. Consider whether it wishes to suggest any further items for the work programme and/or establish any enquiries to assist it in reviewing specific items.

### Overview and Scrutiny Work Programme

1. The committee work programme aims to provide a balance of those items on which the Executive would be grateful for a steer and those items that the overview and scrutiny Committee (OSC) has proactively requested to receive.
2. The Overview and Scrutiny Coordination Panel has suggested that the following be prioritised in the work programme: -
  - activity led by the OSCs and residents;
  - policy development activity, through the exploration of proposals and principles at the earliest opportunity of commencement of strategy development;
3. In considering which items should be added to the work programme Members are encouraged to minimise duplication, focus on those items that have been requested by residents and the committee and to focus on those items where Members can add value.
4. The committee is also recommended to ensure it creates time for Members to consider matters outside of formal meetings as well as providing the opportunity to brief Members informally on some topics. This might mean considering whether all of the formal meetings included in the schedule are necessary.

## Overview and Scrutiny Task Forces

5. In addition to consideration of the work programme, Members may also wish to consider how each item will be reviewed, i.e. by the Committee itself (over one or a number of Committee meetings) or by establishing a Member Task Force to review an item in greater depth and report back its findings.

## Executive Forward Plan

6. Listed below are those items relating specifically to this Committee's terms of reference contained in the latest version of the Executive Forward Plan. The full Executive Forward Plan can be viewed on the Council's website at the link at the end of this report.

Item	Indicative Executive Meeting date
Schools for the Future	3 December 2019
Consultation on the Council's admission arrangements for the academic year 2021	3 December 2019
Looked After Children Placement Strategy: Commissioning Plan	4 February 2020

## Council Priorities

7. The work programme of the Overview and Scrutiny Committee will contribute indirectly to all 5 Council priorities.

## Corporate Implications

8. There are no direct corporate implications arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Legal Implications

9. There are no direct legal implications arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Financial and Risk Implications

10. There are no direct financial implications or risks arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.



## Equalities Implications

11. In determining what to add to their work programmes the overview and scrutiny committees should consider items that are important to all residents.
12. There are no direct equality implications or risks arising from this report, the implications of proposals will be details in full in each report submitted to the Committee.

## Conclusion and next Steps

13. The Committee is requested to consider the work programme and the indicated outcomes at **appendix A** and to amend or add to it as necessary.
14. Additionally, Members are requested to consider whether there are any matters where they may wish to establish a task force to assist the committee in its work. This will allow officers to plan accordingly but will not preclude further items being added during the course of the year if Members so wish and capacity exists.

## Appendices

**Appendix A:** OSC work programme

## Background Papers

Executive Forward Plan (can be viewed at any time on the Council's website) at the following link:-

[https://www.centralbedfordshire.gov.uk/info/31/meetings/641/calendar\\_of\\_meetings\\_and\\_forward\\_plan/2](https://www.centralbedfordshire.gov.uk/info/31/meetings/641/calendar_of_meetings_and_forward_plan/2)

**Report author(s):** Rebecca Preen

Scrutiny Policy Adviser

[rebecca.preen@centralbedfordshire.gov.uk](mailto:rebecca.preen@centralbedfordshire.gov.uk)



## Children's Services OSC Work Programme 2019/20

Meeting date	Report Title	Outcomes we are seeking to achieve
Tuesday, 21 January 2020	Children's Services Annual Report 2018/19 - Compliments & Complaints	This report fulfils the council's statutory duty to monitor the effectiveness of the complaint procedure and produce an annual report for children's social care. The report provides statistics on the number of compliments and complaints received; complaint causes; complaint outcomes; performance; and learning/improvements resulting from complaints for 2018/19. The Committee is asked to consider and comment on the content of the report.
Tuesday, 21 January 2020	Schools for the Future Update – Shefford and Stotfold Cluster Plan including the Partnership Vision for Education	Following the conclusion of a public consultation, the details of which were delivered to the committee at an earlier meeting
Tuesday, 21 January 2020	To Assess the Budget Implications of Mainstream and Special Schools Transport	As requested by the Corporate Resources OSC
Tuesday, 21 January 2020	Looked After Children Placement Strategy	The report also includes the commissioning intentions of the Independent Fostering Agencies (IFA)
Tuesday, 21 January 2020	Personalisation and Short Breaks	That a report be delivered detailing the agreed model
Tuesday 21 January 2020	Autistic Spectrum Disorder Pathway Provision	To receive a report regarding the Autism Support Pathway Provision, as requested by a resident of Central Bedfordshire
Tuesday 21 January 2020	Foundation Stage Profile	To receive a report regarding the Foundation Stage Profile
Tuesday, 21 January 2020	The Council's school admission arrangements 2021	Consultation on the Council's school admission arrangements for the academic year 2021

Tuesday, 10 March 2020	Validated Exam Results	That a report be delivered detailing validated results and which includes an invitation to Head Teachers and cluster Heads to discuss their approach to improving outcomes
Tuesday, 10 March 2020	Family Support Services including Children's Centres and Harlington Academy School Trust	That a progress report be delivered the Committee in order to assess the effectiveness of the new approach.
Tuesday, 10 March 2020	The Annual Children's Safeguarding Board report 2018-2019	To update the Children's Services OSC on the work of the Central Bedfordshire Safeguarding Children Board during 2018-2019

## Central Bedfordshire Council

Children's Services Overview and Scrutiny

19<sup>th</sup> November 2019

### Fundamental Review of Traded Services to Schools

**Report of:** Cllr Sue Clark, Executive Member for Families, Education and Children ([Sue.Clark@centralbedfordshire.gov.uk](mailto:Sue.Clark@centralbedfordshire.gov.uk))

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

### Purpose of this report

The purpose of this report is to feedback on the fundamental review conducted on all traded services to schools by Children's Services.

### RECOMMENDATIONS

The Committee is asked to:

1. Consider and note the report and comment on any issues arising

### Issues

1. Central Bedfordshire Council publishes a Traded Services to Schools brochure every February for the following academic year (starting in September). The brochure contains information about each service along with the associated fees and charges for both maintained schools and academies (see Appendix B for 2019-20 brochure).
2. The Fees and Charges Policy approved by Council in November 2014 states that 'All Fees and Charges should be reviewed on a more fundamental basis at least every three years, where it will be necessary to examine all the factors set out in accordance with good practice guidance i.e. the CIPFA Practical Guide for Local Authorities on Income Generation (fully revised 2019)'.
3. Ahead of publication each year the fees and charges are reviewed by the Head of Service and Assistant Director of Education. However, in February 2019 the former Executive Member for Families, Children and Education, Councillor Steve Dixon, requested a more in-depth fundamental review be carried out.
4. Subsequently, a fundamental review has been undertaken between March and October 2019. This paper outlines the methodology, output and conclusions of the review.

## Fundamental Review

5. The review took place between March – October 2019. Heads of Service were responsible for reviewing services traded in their area (as listed in paragraph 7), with the Assistant Director of Education steering all activity.
6. The fundamental review is based on the services included in the Services to Schools brochure 2019-20 (Appendix B). 21 services are advertised in the brochure of which seven are managed outside of Children's Services (Finance and HR).
7. This review focused on 14 traded services. 13 services are currently traded by service areas in Children's Services; Music Service, Performance, School Organisation, Access and Inclusion, School Improvement and SEND. The Youth Support service was also included, which has not been previously listed in the brochure.
8. The School Improvement Partner service is no longer offered, so has not been included. Nor have any services or training that are offered free to schools.
9. The review consisted of two elements:

### Activity and Subscription

Heads of Service were asked to consider the following:

- Number of schools subscribing to the service and how this may have changed over the years
  - How this compares to other Local Authority offers
- Reasons for schools not subscribing to the service or academies not taking up the offer
- Internal resource required to deliver the service and the sustainability of this

### Charges and Evaluation

Heads of Service were asked to consider and report:

- How the charge was originally set and how this has changed
- How the charge compares with other local authorities/organisations providing the same/similar service
- The level of income and factors impacting this
- How the income is spent
- If the service is directly delivering or contributing to a statutory duty
  - If not a statutory duty, where is the demand for the service coming from (e.g. schools, professionals, national body, best practice)
- The 'value add' of trading the service to schools

10. See Appendix B for the review output of considerations outlined in paragraph 9.

11. Key findings from the review include:

- a. All fees and charges are in line with neighbouring local authorities or comparable organisations

- b. Annual income from the 14 services totals £1.7M (£1.1M of this income is from the Inspiring Music Service). Importantly, all services are delivering on a full cost recovery model (no profit is made at the end of the financial year)
- c. 12 of the services only increase charges annually by the rate of inflation (see paragraph 18)
- d. Five services are delivered due to statutory duties and three are focused on early intervention and prevention
- e. Over half of the services see over 70% schools subscribe each year (significant take-up and engagement from both maintained and academies)

## Council Priorities

12. Improving Education and Skills. All services traded with schools are designed and delivered to improve the education and skills of school age children and young people. Where appropriate services are targeted to support vulnerable learners in achieving better educational outcomes.

## Legal Implications

13. In setting and reviewing fees and charges all services adhere to the Council's Fees & Charges policy approved by the Council in November 2017. The relevant statutory provisions on charging are as follows:

- The Local Government Act 2000 gave local authorities a wide power to act for the economic, social and environmental well-being of their areas. The general power to charge for discretionary services was included in the Local Government Act 2003. Section 93 of the 2003 Act provides that when the Council is providing a discretionary service, it may charge for the service, provided the person receiving the service has agreed to its provision.
- The Localism Act 2011 introduced the 'general power of competence'. Section 3 mirrors section 93 of the 2003 Act and duplicates the existing power to charge for providing discretionary services on a cost recovery basis. Section 4 permits local authorities to trade in areas that are not connected to the performance of their functions in exercising the general power of competence.

## Financial and Risk Implications

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

15. Whilst not specifically mentioned in the Policy, traded services to schools/academies for non-statutory services are the equivalent of Fees and Charges to the public and non-school organisations, but to a restricted audience.

16. As such, each year it is considered appropriate to take the charges for traded services to schools/academies for non-statutory services to the Executive for recommendation to full Council.
17. For academies, there is a charge of 10% management fee to cover Corporate overheads as the council does not receive funding from the ESG.
18. Each year, the Chief Finance Officer advises the inflation rate to be applied in line with the Corporate Budget Strategy. This is then applied to all services as identified in Appendix A.

## **Equalities Implications**

19. Central Bedfordshire Council has a statutory duty to promote equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
20. Services traded with schools are designed to improve the education and skills of school age children and young people, including vulnerable learners.

## **Next Steps**

21. It is recommended that the following steps are undertaken to ensure all traded services remain valuable to improving educational attainment, safeguarding and school organisation.
  - a. Annual review of service provided, subscription, fees and charges by relevant Head of Service
  - b. Fundamental review carried out every three years – next to be in 2022 – under the guidance of the Assistant Director of Education
22. The Services to Schools Brochure 2020-21 will be published in February 2020. In line with the digitisation agenda, the offer will be published online for schools to subscribe to services. This will replace the pdf brochure previously sent to schools.

## **Appendices**

- Appendix A:** Fundamental review of traded services to schools in Children's Services
- Appendix B:** Services to Schools Brochure 2019-20



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**Appendix A****Fundamental review of traded services to schools in Children's Services**

Please see Appendix B 'Services to Schools Brochure 2019-20' for a detailed description of each service offer.

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
<b>Census Checks</b>	Academies are charged 10% administration fee.	<b>95% (125)</b>	<b>£17,721</b>	<ul style="list-style-type: none"> <li>Charges are in line with those of other local authorities for the same service.</li> <li>CBC has historically charged schools for this service.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service</b>, that ensures an accurate submission of pupils on role to the Department of Education.</li> <li>Every year over 90% of schools buy the service and additional engagement is undertaken to promote to those that do not.</li> </ul>
<b>AnyComms Plus / Xporter</b>	Schools are charged one fee to cover both services.	<b>100% (132)</b>	<b>£26,200</b>	<ul style="list-style-type: none"> <li>Charges were set by IT who have managed this service until this current year.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Fees and charges have remained constant and the £11,000 initial surplus goes back into the staff budget to cover performance team salaries (previously IT salaries).</li> </ul>
<b>Educational Visits and Journeys</b>	<p>Only academies are charged to buy back the EVOLVE system.</p> <p>The charge to CBC by EduFocus for the system has not increased from</p>	<p><b>(73%)</b> <b>44 academies</b></p> <p>14 training events held covering 113 delegates</p>	<b>£26,120</b>	<ul style="list-style-type: none"> <li>This service charges significantly less than our neighboring authorities.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Service is a statutory duty.</li> <li>There is no intention or need to increase the charge to academies beyond an inflationary uplift. The initial surplus goes back into the staff budget to cover salary.</li> </ul>

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
	the original leasing agreement.				
<b>Fisher Family Trust Online Subscription</b>	All schools are charged a 30% administration fee, to cover the cost of the system.	<b>85% (112)</b>	<b>£22,471</b>	<ul style="list-style-type: none"> <li>CBC procure the Fisher Family Trust system on behalf of schools as this significantly reduces the cost for schools.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>If Fisher Family Trust increase costs, CBC only increase to cover cost, a profit is not made on procuring the system.</li> </ul>
<b>Inspiring Music (Central Bedfordshire's Music Service)</b>	<p>Delivery costs based on pay rate for AY18-19.</p> <p>Expenditure includes: Teaching and delivery including admin and assisted purchase scheme</p>	<b>90% (119)</b>	<p><b>£1,112,153</b></p> <p>Music Hub £116,744 Arts Council Grant £375,202 Leighton Linslade Town Council Grant £8,080 LAC PPG Income £1,098 Assisted Purchase Scheme £11,068</p>	<p><b>Charges to schools based on:</b></p> <ul style="list-style-type: none"> <li>Full cost recovery £65/h</li> <li>Licence discounts of £15/20% bought at reduced (bulk)</li> <li>10% discount applied for projects purchased for a full year</li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Service provides music lessons to children across Central Bedfordshire, and charges to pupils and schools the cost to deliver the lesson and the salaries of staff in the Music Service.</li> <li>Offer is subsidized due to the grants received to ensure children and young people are able to access high quality music opportunities.</li> <li>Service is awarded an Arts Council grant to fund projects and make the offer more affordable for schools to provide access and opportunities.</li> </ul>
<b>School Admissions Service / School Admissions Team</b>	<p>All schools can buy support with their admissions process.</p> <p>Admission appeals:</p>	<b>74% (98)</b>	<p><b>£54,562</b></p> <p>Point of Entry £48,067 Appeals £6,495</p>	<ul style="list-style-type: none"> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>There is no intention or need to increase the charge for either service offered beyond an inflationary increase.</li> </ul>

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
	If there is more than one appeal for the same year group or grouped appeals, the charge for the second or subsequent appeal is reduced. There is no charge if an appeal is withdrawn or settled prior to the case being written				
<b>Academisation</b>	Schools cannot convert to academy status without input/support from CBC. This involves LGSS, Estates, HR, School Finance and Children's Services.	<b>1% (1)</b>	<b>£5,120</b>	<ul style="list-style-type: none"> <li>Charges are in line with those of other local authorities for the same service.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>There is no intention or need to increase the charge beyond an inflationary increase.</li> <li>Only 1 school has purchased this service since it was introduced as a traded service in 2018/19.</li> </ul>
<b>The Jigsaw Centre</b> i. <b>In Reach</b> ii. <b>Outreach</b>	A school is only charged when the child/young person does not meet Jigsaw criteria, and the school would like to have assessment and support from the service.	<b>9% (12)</b>  Lower/Primary Schools only	<b>£5,000</b>	<ul style="list-style-type: none"> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li>In Reach – a statutory duty for permanently excluded pupils to provide education from Day 6 to Primary pupils – the demand matches the numbers of permanently excluded in CBC.</li> <li>Outreach Preventative – Demand dependent on number of pupils at high risk of exclusion and whom the school have identified in need of external support.</li> </ul>

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
<b>Governor Services</b>	Schools have access to governor training a governor newsletter as well as national governance association support, website and advice.	<b>58% (77)</b>	<b>£45,000</b>	<ul style="list-style-type: none"> <li>Charges are in line with those of other local authorities for the same services.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Service is a statutory duty (62/72 maintained schools subscribed)</li> <li>Training is well received: 99% of governors judged the training to be good or better.</li> <li>There is no intention or need to increase the charge for either service offered beyond an inflationary increase.</li> </ul>
<b>Newly Qualified Teacher (NQT) Induction Support</b> (Appropriate Body (AB) service)	Schools access NQT support and training through this programme as well as the LA performing the function of the appropriate body.	<b>100% (132)</b>	<b>£45,000</b>	<ul style="list-style-type: none"> <li>Charges are in line with other appropriate bodies.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service</b> (including NQT Co-Ordinator).</li> <li>Service is a statutory duty.</li> <li>CBC supported 131 NQT's in 2018/2019 of which 103 passed their NQT year – 14 still being supported and in progress.</li> </ul>
<b>Access and Inclusion</b>	Service is free to maintained schools (statutory duty). Academies buy back this service.	<b>91% (120)</b>	<b>£171,910 (2017/18)</b>  £85,907 SLA £86,003 Fines	<ul style="list-style-type: none"> <li>Charges are based on hourly rate for frontline staff and management oversight.</li> <li><b>Annual increment of inflation only.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Loss in the financial year 17/18 due to staff illness and buying in agency staff.</li> </ul>
<b>Access and Inclusion (Safeguarding)</b>	Pricing is set at a competitive price that encourages engagement based on officer time to	<b>25% (33)</b>	<b>£5,000</b>	<ul style="list-style-type: none"> <li>Charges are in line with those of other local authorities for the same service.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Income reduced from £8,000 to £5,000 between 2017/18 and 2018/10 as the</li> </ul>

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
	prepare/deliver Safeguarding Audits, Bespoke Safeguarding School Training, Cluster training, Safeguarding Advice and twice-yearly network meetings			<ul style="list-style-type: none"> <li>Annual increment of inflation only.</li> </ul>	<p>demand for audits reduced. This will now stabilize.</p> <ul style="list-style-type: none"> <li>Recently appointed another officer to allow for a greater target for April 2020 generated by both staff.</li> <li>The network meetings are loss leaders in that much of the paid work comes from these meetings.</li> </ul>
<b>Youth Support Service</b> <i>(not featured in Services to Schools Brochure 2019-20)</i>	Schools can buy back two services: 1. Information Advice and Guidance, Transition Support for those with complex needs 2. Information, Advice and Guidance Post 16	<b>32% (11 upper schools)</b>  13 middle/upper schools send representatives to the termly professional study group	<b>£232,582</b>  Information, Advice and Guidance £205,658 Professional Study Groups £1,559 Support to Schools £5,953 Data £2,739 Find your Future £11,571	<ul style="list-style-type: none"> <li>Charges are based on hourly rate for frontline staff and management oversight.</li> <li>Charges are in line with those of other local authorities for the same services.</li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> <li>Service delivers statutory duties:                             <ul style="list-style-type: none"> <li>To track and report to DfE on EET participation for 16/17-year olds</li> <li>To enable, encourage and assist young people into education, employment or training.</li> </ul> </li> <li>Supports early intervention strategy to ensure best outcomes for vulnerable young people (e.g. EHCP/Looked After Children). All schools engaged with this offer.</li> <li>All upper schools engaged with the Engagement and Partnership offer (includes RONI/Destination reporting and Professional Study Group).</li> <li>Future opportunity to offer to trade personal guidance.</li> </ul>
<b>SEND Services</b> (Educational Psychologist (EP))	A school is only charged for an EP report, if on initial assessment the EP	<b>39% (52)</b>	<b>£20,000</b>	<ul style="list-style-type: none"> <li>Charges are in line with those of other local</li> </ul>	<ul style="list-style-type: none"> <li><b>This is a full cost recovery service.</b></li> </ul>

		2018/19			
Service	Fees and charges detail	% schools purchased service	Income	How the price is set	Review
	recommends the school to provide support, but the school still wants an EP report.			authorities for the same service. <ul style="list-style-type: none"> <li>• CBC has historically charged schools for this service.</li> <li>• <b>Annual increment of inflation only.</b></li> </ul>	





Central Bedfordshire Council (CBC)  
[www.centralbedfordshire.gov.uk](http://www.centralbedfordshire.gov.uk)

## **Services to Schools & Academies 2019/20**

# Statutory and Traded Services to Schools & Academies

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#### Value Added Tax (VAT)

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

Academies are able to reclaim VAT so the overall impact of applying VAT should not impact financially. Any queries relating to VAT should be addressed to the Council's VAT Officer:

Connie Bentley Telephone Number: 0300 300 4554

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

## LTA / Maternity Pool – (New contract period 2017 to 2020).

### **What is it?**

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

### **Who can join?**

The scheme is open to all Bedfordshire Lower and Nursery schools and those agreeing to participate will be required to remain in the pool for the full three-year contract period, (2017 – 2020). Premiums will be set annually and will be based on recent overall scheme claims history.

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

[LTA@centralbedfordshire.gov.uk](mailto:LTA@centralbedfordshire.gov.uk)

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

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

The initial cost for 2019/20 is estimated to be £30.00 per pupil plus an administration fee of 3.2%. The actual cost for 2019/20 will be set by the LTA Forum and will be advised to schools when agreed.

## Insurance Scheme for CBC Schools

**Please Note Academies cannot participate in the insurance scheme for CBC schools.**

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

### **2019/20**

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

This document outlines the insurance cover and the costs being made available to Maintained Schools for the year ending 31 March 2020.

**Iain Melville**  
**Head of Financial Operations**

### **Responsibilities for Insurance**

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

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

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

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

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

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

## **Insurance Scheme for Schools – What is included?**

- **Employers Liability**

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

- **Public Liability**

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

- **Officials Indemnity**

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

- **Libel and Slander**

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

- **Fidelity Guarantee**

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

- **Material Damage**

Providing full reinstatement cover following loss or damage to school buildings and contents against the perils of Fire, Lightning, Explosion, Aircraft impact, Riot, Civil Commotion, Earthquake, Subterranean Fire, Storm, Flood, Escape of Water, Sprinkler Leakage. The cover extends to damage caused by acts of terrorism.

- **Business Interruption**

Providing up to 36 months cover for increased cost of working when damage to premises interrupts normal school activities.

- **Money Insurance**

Covers loss of official and unofficial money subject to policy conditions.

- **Personal Accident**

Benefits policy for staff, volunteers and governors who are injured in the course of official duties. Claims are met on a “no fault” basis.

- **Engineering Inspections**

Covering statutory inspection of boilers and lifts.

(Please complete listing required so we can ensure you are on the schedule).

## The Optional Insurance

### Cover available includes:

- **Annual off-site activities cover**

An annual policy which provides cover whilst undertaking the supervision of pupils enrolled at a participating school, when they are walking, or travelling by other means, in an organised group.

- **Ad hoc off-site activities cover**

Covers offsite activities for those not in the annual scheme. Requires completed proposal form for each activity or journey.

- **Motor Insurance**

Provides comprehensive cover for school-owned vehicles.

- **Works in Progress**

Provides cover for contract works on school premises where the contractor’s public liability indemnity is less than £10m.

## Legal Expenses – Insurance and Helpline

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

## What will the CBC Schools Insurance Scheme cost?

The Council sources a large insurance programme and benefits from competitive rates which are reflected in this buyback scheme. To participate in the Schools Insurance scheme for 2018/19 you must complete and return the application form attached, **(Appendix A1 page 25)**.

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

**All schools will be invoiced, and the costs are detailed in Appendix A1 – Application for CBC Insurance for Schools.**

**Please send your application form to us by 30 April 2019.**

### How to contact us

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

Insurance Team

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

Telephone Number: 0300 300 8015

## Appendix A1 - Order Forms

### A1 - Application for Schools Insurance

**Please note Insurance Premium Tax is currently 12%**

#### School details

Name of School: .....

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

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

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

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

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

##### Property

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

Excess: £1,000 per claim.

##### Business interruption

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

##### Combined Liability

- Public liability - £20m
- Employer liability - £25m
- Libel & slander - £2m
- Officials indemnity - £2m

##### Engineering

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

##### Money Cover

In unspecified safe to £2,000.

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

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

## Fidelity Guarantee

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

### Buy Back cover

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

- A lump sum per sector

School Type	2019/20 £
Nursery	3,629
Lower/Primary	3,629
Middle	3,955
Upper/Secondary	4,285
Special	3,955

- An amount allocated per pupil

School Type	2019/20 £
Nursery	£16.90
Lower/Primary	£17.92
Middle	£20.59
Upper/Secondary	£26.20
Special	£23.61

## Optional Cover

### All schools

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

### School Offsite Activity

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

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

School Type	Teachers 2019/20 £	Pupils 2019/20 £
Nursery/Lower/Primary	0.90	1.08
Middle/Special	1.15	1.30
Upper/Secondary	1.40	1.55

## Legal Expense Insurance and advice Helpline

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

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

The charges for 2019/20 will be:

School type	Advice helpline £	Insurance premium per pupil £
Nursery	146.00	0.91
Lower/Primary	204.00	0.91
Middle/Special	309.00	0.91
Upper/Secondary	430.00	0.91

### Hire of Premises – Public Liability

This insurance is **no longer available**, any organisations hiring your premises who do not hold their own Public Liability insurance would be held personally liable for any damage they caused through their own negligence.

### Motor Insurance

The annual premium for each school-owned minibus will be £700.00.

Excess of £1,000 per claim.

Please specify the **make, model and registration details of each vehicle to be included.**

.....

.....

.....

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

Liability & Property (Buy Back)	
School Offsite Activity	
Legal Expenses & helpline Insurance	
Motor Insurance	

### Other Information Required for you insurance:

#### Safe Information:

Make/Model: .....

Serial Number: .....

Dimensions: .....

Value (if known): .....

Key or Combination Lock: .....

#### Engineering Inspection:



**Boiler/Lift Information:**

Number of Boilers: .....

Make/Model (if known) .....

Serial Number (if known) .....

Number of lifts: .....

Type of lift (i.e. passenger or goods) .....

Make/Model (if known) .....

Name: .....

Position: .....

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

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

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

If you have any queries, please contact the Insurance Team:

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

Telephone Number: 0300 300 8015

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

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

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

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

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

The following termly charges for lessons will apply from 1<sup>st</sup> September 2019:

Effective	Sep-19	Academic Year 2019/20	
School Type	Type of Lesson	Lesson Cost Direct Debit	Lesson Cost Other Payment Methods
Lower, Middle & Upper schools and community lessons (including Academy schools)	Group	£8.81	£9.10
	Individual 20 minutes	£13.22	£13.70
	Individual 30 minutes	£19.73	£20.49
	Individual 40 minutes	£26.25	£27.30
Non-Local Authority schools	Group	£9.39	£9.68
	Individual 20 minute	£14.56	£15.13
	Individual 30 minute	£21.84	£22.70
Music Centres	Full membership (Adult)	**£8.53 (£12.35)	**£8.74 (£12.58)
	Part membership – 2 sessions (Adult)	**£5.69 (£8.22)	**£5.90 (£8.38)
South Beds Sinfonia	Membership	£3.79	£3.90

\*Group lessons are only available when a student can be partnered with another student of similar standard.

\*\* Subsidised price for Leighton Linlade Music Centre Adult membership with thanks to Leighton Linlade Town Council grant

## Curriculum Enrichment for Schools

<b>Instrumental and Whole Class</b>		
<b>Whole Class Instrumental Tuition</b>	Various Instruments Available Subsidised	£1,056.00 (whole year)
<b>Six Week Music Projects</b> (for all Key Stages)	Early Years, SEND and Composition Digital Music	£360.00
<b>Weekly Ensemble for various ensembles</b>	20 minutes	£385.00
	30 minutes	£577.50
	40 minutes	£770.00
	60 minutes	£1,155.00
<b>Bespoke Workshops</b>	Whole Day	£200.00
	Half Day	£150.00
<b>Developing a Singing School</b>		
<b>Sing Out Play Out!</b> (including 1 term instrumental)	Key Stage 2	£625.00
<b>Vocal CPD – 6-week project</b>	For Teachers	£360.00
<b>SEND Projects:</b>		
<b>Soundsmiths</b>	3 terms, suited to PMLD students	£1,056.00
<b>Musical Communities</b> (Suited to all groups of Students)	3 term projects	£1,056.00
	6-week digital project Subsidised	£360.00
<b>CPD, Support and Resource:</b>		
<b>Teach together</b>	Support and reflection, per term	£366.00 (6 weeks) £670 per term
<b>CPD Day</b>	Targeted activity	Priced per event
<b>Network Meetings</b>	By school phase	No charge
<b>Strategic Planning Meetings</b>	By school phase	No charge
<b>Charanga Music School</b>	Annual licence Subsidised	£136
<b>Sing Up! (including 1 CPD event)</b>	Annual Membership:  Lower/Primary/Middle Schools with 1-99 pupils on roll	£119.20
	Lower/Primary/Middle Schools with 100-249 pupils on roll	£175.00
	Lower/Primary/Middle Schools with 250+ pupils on roll	£223.00
	Small Secondary/Upper schools	£120.00
	Large Secondary, unlimited downloads	£236.00
<b>Focus on Sound (Key Stage 4/5)</b>	Annual Licence Subsidised	*£107.40

\*Prices correct at the time of publishing

## Schools Network Services

Following review, the IT Services delivered to schools in the School Network Service have ceased. Schools were informed of the cease at the start of this year and the IT Services have been in regular communication with all schools to provide support and advice throughout this change. AnyComms Plus and Xporter will continue to be traded separately by Children's Services

(see in detail below). These systems are the Council's preferred system to securely transfer/extract data between schools and the Local Authority.

## AnyComms Plus/Xporter

Anycomms Plus and Xporter are Central Bedfordshire Council's preferred system to securely transfer/extract data between schools and the Local Authority.

- Anycomms Plus, (Secure Data Transfer): web-based secure file transfer system used by schools and teams across the council e.g. Social Services, Finance and HR. This enables schools to receive and respond in a timely and secure manner.
- Xporter, (Automatic extract of data from schools' management information system to Central Bedfordshire Council): This enables teams such as Admissions and Free School Meals to access current information when determining places and eligibility checks.

The Learning Performance Team will send out invoices (**£200 to cover annual licenses**) by March 2019, as per previous arrangements. For more information or any queries please contact:

Learning Performance Team  
Telephone Number: 0300 300 4542  
Email: [danyel.islam@centralbedfordshire.gov.uk](mailto:danyel.islam@centralbedfordshire.gov.uk)

## SEND Services

### Educational Psychology Team

Educational Psychology Team provide a core statutory service at no additional cost for children and young people:

- with ongoing complex and severe needs, who are highly likely to meet our guidance for an Education, Health and Care (EHC) Needs Assessment
- who are in the process of undergoing an EHC Needs Assessment
- with existing Statements of SEN or EHC Plans, where there is continued concern, or a significant change in their needs or circumstances

The following activities can be provided by the service at an additional cost to individual schools and partnerships requiring support that does not fit core service indicators: (Please see additional information on accessing the Educational Psychology Service and working with your Educational Psychologist in the following link <http://www.centralbedfordshire.gov.uk/schools-portal/educational-psychology/overview.aspx>)

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

## What does it cost?

Educational Psychology, Special Educational and Disability	2019/20 Charge School £	2019/20 Charge Academy £
Educational Psychologist daily rate	565.25	619.52
Educational Psychologist hourly rate	94.20	103.42
Individual Pupil Assessment	282.25	310.27
Advisory Teacher daily training rate	565.25	619.52
Advisory Teacher hourly training rate	94.20	103.42

For more information or any queries regarding the Educational Psychology Team

Telephone Number: 0300 300 74779 or 0300 300 6400

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

For further information on the SEND Service please look on the SEND Local Offer

[www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx](http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx)

## SEND Team

The SEND Team fulfil the statutory duties for the Education Health and Care (EHC) Needs Assessment. They provide support and advise to education settings as to how to request an EHC Needs Assessment, work with the education setting to co-produce an EHC Plan. The team are responsible for securing education placement for pupils with EHC Plans.

The SEND Team will provide training with regards to EHC Needs Assessment, Annual Review Process, SEND Tribunals. The SEND Team will provide this training via the SENCO liaison groups or happy to discuss with schools join training.

For more information or any queries regarding the SEND Team

Telephone Number: 0300 300 8356

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

For further information on the SEND Service please look on the SEND Local Offer

[www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx](http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx)

## School Improvement Partner

School improvement partners [SIPs] evaluate schools' self-evaluation form [SEF] and provide professional challenge and support to schools. The SIP works within a local context but also a national framework. In summary their role is to;

- Act as a critical professional friend to the school, helping leadership teams to evaluate school performance, identify priorities for improvement and plan effective change
- Contribute to whole school improvement;
- Provide information to governing bodies on their school's performance and development;
- Help build capacity to improve learners' achievement and well-being and to realise other key outcomes for them;
- Provide challenge and support to the senior leadership team; and
- Work with a range of partners to deliver challenge and support for schools and settings

Maintained schools are required to have an external adviser to facilitate the meeting for the headteacher's appraisal process. This role is usually carried out by a SIP, i.e. someone who is independent from the school and ensure pupils benefit from what the school has to offer. The school improvement team recommends that each school has a SIP to retain an objective view of the school and triangulate the views of senior leaders, including governors.

The basic package is for a three-day SIP programme which includes a visit each term, headteacher appraisal and all aspects of the Ofsted schedule are covered across the academic year.

## **Autumn term**

A review of school data for each key stage; confirmation of whole school priorities and headteacher appraisal. Plus, a review of the school's curriculum regarding intent, implementation and impact on learning.

## **Spring term**

A review of the school's self-evaluation in terms of the quality of teaching, learning and assessment; the monitoring processes to support the headteacher's judgement including impact on marking and feedback and the moderation of pupils' work. An analysis for the pupil performance targets with a focus on groups of learners plus a review of the impact of the primary sports premium action plan.

## **Summer term**

A review of attainment and progress based on teacher assessments including progress towards progress towards pupil targets particularly for the disadvantaged and the most able. A review of the school's progress towards whole school priorities and its subsequent impact on pupil outcomes i.e. leadership and management. Identification of provisional whole school priorities for the following academic year.

## **What does it cost?**

Cost for each SIP visit per term = **£450 + £135 [30% on costs] = £585 excluding VAT** for both maintained and academies

For further information please contact:

School improvement team

Telephone number: 0300 300 6828

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

## **Governor Services – Continuing Service**

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

### **Subscription A:**

- Taking the Chair
- Induction modules
- Health and Safety in a school/academy setting
- Ofsted updates
- Understanding Performance data – lower and primary phase specific courses
- Governors' Visits
- Support and challenge; developing your role
- Keeping children safe in education – the role of governors
- Special Educational Needs, (SEN)/vulnerable learners
- Improving attendance and reducing persistent absence – a whole school approach
- Exclusions – the governors' role
- Appraisal of the Head Teacher's Performance
- Finance for maintained schools

- Promoting British Values through Spiritual, Moral, Social and Cultural, (SMSC) development.
- Pupil Premium and other funding
- Recruiting and appointing a new school leader

The subscription will also include access to:

- E-learning opportunities through the National Governance Association's Learning Link.

## **Subscription B:**

Offers access to e-learning opportunities through the National Governance Association's Learning Link. Training courses can also be booked on an ad hoc basis; details will be published online, and 2 hard copies of a summary booklet will be sent to schools.

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

Contact: Joanna Brown  
Telephone Number: 0300 300 6598  
Email: [gov.training@centralbedfordshire.gov.uk](mailto:gov.training@centralbedfordshire.gov.uk)

**Continues.....**

## What does it cost?

Governor Services	2019/20 Charge Maintained School £	2019/20 Charge Academy/ Free School £
<b><u>Subscription A:</u></b>		
Subscription rates based on number of pupils on roll		
Schools/academies with up to 50 pupils	398.00	438.00
Schools/academies with 51 to 200 pupils	514.00	566.00
Schools/academies with 201 to 500 pupils	645.00	710.00
Schools/academies with 501 to 1200 pupils	772.00	850.00
Schools/academies with 1201+ pupils	903.00	993.00
<b><u>Subscription B:</u></b>		
Per governing body	83.00	92.00
Ad hoc face to face courses		
Per 2-hour session	110.50	121.00
Per half day session	167.00	182.00
Per whole day course	332.00	364.00
Academies, free schools and maintained schools within Central Bedfordshire will be charged at the above specified rates.		
<b>NB:</b> Please note the subscription is for the academic year 2019-20.		
Subscription for others, e.g. maintained schools, academies and free schools outside of Central Bedfordshire and independent schools, (Subscription B is not available).	1,285.00	

## Determining Free School Meals – Continuing Service

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

## What does it cost?

<i>Determining Free School Meals Eligibility</i>	2019/20 Charge £
Per determination per year	10.00



## Children's Workforce Development

The Academy (formally known as The Academy of Social Work and Early Intervention), provide a range of learning opportunities available across the children's workforce sectors. The Academy is renowned for its high quality delivery programmes, including qualifications for those working in schools.

### **Continuing Professional Development**

There is a range of Continued Professional Development, (CPD), training, including e-learning, that can be accessed through the online booking system, CPD Online

[www.centralbedscpd.co.uk](http://www.centralbedscpd.co.uk)

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

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

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

### **Qualifications**

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

Early Help Standards – Endorsed Pathway

L1 and L3 Forest Schools

L2 Award in Support Work in Schools

L2 and L3 Certificate and Diploma in Supporting Teaching and Learning

L3 and L4 Information Advice and Guidance

L2 and L3 Business Administration

L2 and L3 Early Years Educator

L4 Award in Work with Parents

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

### **Apprenticeships**

We offer a wide variety of apprenticeships, and are fully ready to support you with your apprenticeship levy – contact us to receive our apprenticeship document which outlines how we support you on the process from start to finish, from the point of advert through to appointment and then deliver all elements of the apprenticeship, providing ongoing support to both the mentor and the learner.

- Early Years
- Teaching Assistant
- Adult Care
- Residential
- Business Administration
- Customer Service
- Operational Delivery
- Leadership and Management (CMI) coming soon

## Advertising of School Vacancies

From April 2019 the costs of processing schools vacancies are listed below:

	£
Schools in Central Bedfordshire	30.00 per advert
Academies in Central Bedfordshire	40.00 per advert
All Schools and Academies outside of Central Bedfordshire	50.00 per advert

## Advertising of School Vacancies

### Contact Details:



0300 300 8131



[academy@centralbedfordshire.gov.uk](mailto:academy@centralbedfordshire.gov.uk)



[www.theacademy-inspiringfutures.co.uk](http://www.theacademy-inspiringfutures.co.uk)



[@academyinspiringfutures](https://www.facebook.com/academyinspiringfutures)

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

## Education Visits and Journeys (EVJ) – Continuing Service

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

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

### Training Courses

The following courses are run at least twice per year:

#### **New EVC (Educational Visits Co-ordinator) Training – full day**

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

#### **Visit Leader Training – full day**

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

## **EVC Revalidation**

Existing EVCs are expected to revalidate their training every three years. This course focuses on the role of the EVC and the monitoring and training of other staff within their own environment.

## **EVOLVE familiarisation**

Suitable for all users new to EVOLVE, this two-hour course would be particularly useful for staff having the EVC Admin Support role.

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

**Continues ....**

## What does it cost?

Charges to Schools are VAT exempt, for Academies VAT will be added when the invoice is raised.

<i>Educational Visits and Journeys (EVJ)</i>	<b>2019/20 Charge School £</b>	<b>2019/20 Charge Academy (Exl VAT) £</b>
<b>Bought Back Services</b>		
Academies are able to buy back the EVJ support package at the following rates, based on number on roll in January 2019		
<b>Lower/Primary Schools</b>		
0 - 100		142.00
100 - 200		226.00
200 - 300	N/A	311.00
300+		395.00
<b>Middle Schools</b>		
0 - 200		311.00
200 - 400	N/A	451.00
400 - 750		621.00
750+		789.00
<b>Upper/Secondary Schools</b>		
0 - 750		621.00
750 - 1000	N/A	848.00
1000 - 1400		904.00
1400+		1,073.00
<b>New EVC (Educational Visits Coordinator) Training - Full Day</b>		
Maintained Schools/Academies buying back the EVJ support package	100.00	100.00
Academies that have not bought back the EVJ support package	N/A	170.00
<b>Visit Leader Training – Full Day</b>		
Maintained Schools and Academies buying back the EVJ support package	90.00	90.00
Academies that have not bought back the EVJ support package	N/A	160.00
<b>EVC Revalidation – Half Day</b>		
Maintained Schools and Academies buying the EVJ support package	45.00	45.00
Academies that have not bought back the EVJ support package	N/A	75.00
<b>EVOLVE familiarisation – Two hour</b>		
Maintained Schools and Academies buying the EVJ support package	30.00	N/A
<b>In-House Training for Educational Visits: Per Hour</b>		
If a school requires bespoke training delivered on school site this is chargeable at an hourly rate to include travel and preparation.	36.00	36.00

## School Admissions Service

**Point of entry admissions service to process the new intake applications received for September 2020:**

- Starting School
- Transfer to Middle
- Transfer to Secondary
- Transfer to Upper

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

**Academies and own admission authority schools are responsible for ensuring places are allocated in accordance with their determined oversubscription criteria, by ranking all applications through assigning the correct criterion. The School Admissions Team offer this as a buy back service for all point of entry admission applications received for the 2020 intake.**

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

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

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

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

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

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

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

Service Description	2019/20 Charge £
<b>School Admissions Team:</b>	
<b>Point of Entry Admissions (September 2020 intake) – charge based on Published Admissions Number for school/academy</b>	
PAN of 30 and under	260.00
PAN of 60 and under	521.00
PAN of 90 and under	782.00
PAN of 120 and under	1,043.00
PAN of 180 and under	1,564.00
PAN of 240 and under	2,085.00
PAN of 300 and under	2,605.00
PAN of 360 and under	3,126.00
PAN of 420 and under	3,300.00

**There is no charge to community and voluntary controlled schools. The Council is the admission authority and is, therefore, responsible for admissions to the school.**

For further information about this service, please contact:  
Jessica Mortimer-Wabel, Admissions Manager

Telephone Number: 0300 300 4769

## School Admissions Team

### **Admission Appeals**

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

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

- Liaison with the academy/school to collect the necessary information to be included in the appeals case.
- Preparation of the written appeal case and submission to the clerk within the required timescales.
- Reading the appellants submission and ensuring that any relevant information submitted as part of their case is verified.
- Ensuring that up to date information on waiting lists is available.
- Ensuring that information on the alternative school offered is available.
- Carrying out walking route distance measurements to alternative schools.
- Presentation of the case at the appeal hearing, answering any questions from the appeals panel and parents.

- Informing the academy/school of the outcome of the appeal.

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

Service Description	2019/20 Charge £
<b>School Admissions Team: Preparation and presentation of admission appeals (appeals heard between April 2019 to March 2020)</b>	
Per appeal	271.00
Second or subsequent appeal	189.00
<p>If there is more than one appeal for the <b>same</b> year group or grouped appeals, the charge for the second or subsequent appeal is reduced to £189.00.</p> <p>There is no charge if an appeal is withdrawn or settled prior to the case being written. If an appeal is withdrawn or settled after the case has been written and sent to the panel and appellants, then a reduced charge of £135.50 will be charged (£94.50 if a second or subsequent appeal).</p>	

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

For further information about this service, please contact:  
 Jessica Mortimer-Wabel, Admissions Manager  
 Telephone Number: 0300 300 4769

## Academisation

A charge to convert schools into academies to cover the council's costs of managing academy conversions. The current market average rate of £5,120 is being set by other local authorities, requiring the same range of work and time per academy conversion.

Service Description	2019/20 Charge £
<b>Managing academy conversions</b>	
Per conversion	5,120

For further information about this service, please contact:  
 Gemma Cooper, School Organisation, Admissions and Capital Planning  
 Email: [school.organisation@centralbedfordshire.gov.uk](mailto:school.organisation@centralbedfordshire.gov.uk)

## Administration of Education Appeals

Our team arranges for the appointment and training of clerks and independent panel members and manages all administrative aspects of the appeal process in line with statutory requirements on your behalf. Appeals are arranged, and decisions provided within the statutory deadlines required in the School Admissions Code and the statutory guidance provided in relation to Exclusions. The Council offers a complete end to end process for delivering appeals including providing online application forms, preparing documentation, liaising with parents and the Academy and seeking legal advice whenever necessary. We can also provide statistics on appeals for inclusion in your prospectus when requested. The benefits of using our services include: -

- You will receive support from officers specifically trained in the running and organisation of education appeals law and practice, with experience of managing significant numbers of appeals
- Access to tailored training packages
- Online appeal application forms for parents and officers who will act as the main point of contact for appellants including all correspondence and advice on the process
- Access to a pool of experienced and genuinely independent appeal panel members who have received all statutory training
- Provision of neutral venues
- Providing responses to any enquiries and investigations by the Local Government Ombudsman and the Education and Skills Funding Agency (ESFA)
- Access to translation services and a pool of fully qualified SEN experts.

Please contact the Educational Appeals Team to request the fees and charges for the administration of Education Appeals

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

## Fischer Family Trust (Aspire Online Subscription Renewal)

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

FFT are currently consulting on a pricing structure for 2019/20. The outcome of the consultation will not be known until January 2019. The Council is therefore not able to include any proposed costs for 2019/20 in this booklet.

If the Council subscribes to FFT then Central Bedfordshire Schools are able to subscribe at a significantly reduced rate.

The Council will consult with schools through the Partnership Vision for Education Board and other fora to understand the demand from schools for the FFT subscription and the impact of any new pricing model. This will inform the decision of the Council about the future costs in Central Bedfordshire.

The Council will write to schools individually once the outcome of the consultation is known to explain the new costs.

For further information please contact:

Learning Performance Team

Telephone Number: 0300 300 4542

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



## Access and Inclusion - Academies

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

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

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

**(These will be introduced at the start of the school year 2019/20 (September 2019)).**

<b>Access and Inclusion Services for Academies, (no charge for maintained schools)</b>	<b>2019/20 Charge £</b>
<b>School Attendance Officer Service</b>	
Per hour	32.00
6 hours per school year	192.00
12 hours per school year	384.00
18 hours per school year	576.00
24 hours per school year	768.00
30 hours per school year	960.00
36 hours per school year	1152.00
42 hours per school year	1,344.00
1 day a fortnight (19 days)	4,560.00
(7.5 hours @ £32 an hour x 19)	
1 day a week (38 days) per school year	9,120.00
(7.5 hours @ £27 an hour x 38)	
<b>Inclusion Support Officer Support and Guidance</b> Advice on all aspects of the exclusion process-fixed period and permanent, attending professionals' meetings and reintegration meetings, supporting the headteacher, governors and parents during a permanent exclusion, advice and guidance on policy development.	
<b>Annual Fee</b>	
Upper/Secondary Schools	1,132.00
Middle Schools	680.00
Primary Schools	453.00
Lower Schools	226.00
Hourly Rate	61.50
<b>Head of Service/Team Leader Access &amp; Inclusion</b> Full school reviews on behaviour and/or attendance linked to the Ofsted Framework. The review includes (three days):	450.00
•Off-site review of policies and data	
•On site meetings with governors, staff and pupils	
•Written report with suggested actions	
•Review meeting within 12 months	

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

For invoice enquiries:

Telephone Number: 0300 300 6826

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

For all other enquiries 0300 3004795

[Jackie.edwards@centralbedfordshire.gov.uk](mailto:Jackie.edwards@centralbedfordshire.gov.uk)

## Safeguarding

The Safeguarding officer ensures the Local Authority/schools are meeting their statutory duty in relation to the completion of Section 175/157 of the Education Act 2002. This is achieved through the completion of a self-audit which identifies any areas that schools may need additional support with. The service offers schools the opportunity to access a safeguarding audit which satisfies the requirement of the section 175/157 and gives a triangulated view of the culture of safeguarding in the school.

The safeguarding audit is completed by the safeguarding officer with assistance from the Head teacher, Designated safeguarding lead and safeguarding governor. The audit focuses on all aspects of safeguarding in the school such as policies, on and off-site safety, child protection records, Single Central Record and staff training. During the audit advice will be given on areas that need improvement and recommendations on how to achieve best practice. As part of the audit the safeguarding officer meets with children and staff in order to gauge how embedded the safeguarding culture is within school.

### **Safeguarding audit** **£350**

The service offers safeguarding training to schools focusing on Keeping Children Safe in Education 2018. The training is approximately 1.5 hours and aims to give staff an understanding of their responsibilities in respect of safeguarding, a refresher of the school processes and procedures in relation to safeguarding, knowledge of Female Genital Mutilation (FGM), and 'real life' scenarios for staff to discuss and feedback on. The service also offers bespoke training packages for schools wishing to focus on more specialised issues or areas of concern.

### **Safeguarding training** **£160**

The Safeguarding Officer and Local Authority Designated Officer will be offering joint training focusing specifically on Whistleblowing and the referral process to the LADO. This training will aim to give staff the understanding of what whistleblowing is, why we whistle-blow and what the correct procedures are when whistleblowing. The training will give staff the confidence should they need to whistle-blow by using real scenarios as a discussion base and asking them to explore what they would do given the situation. At the end of the training staff will know the situations in which they might whistle-blow, the correct procedure and people to talk to and the process of contacting the LADO.

### **Whistleblowing training** **£160**

Contact Victoria Blackmore

[Victoria.blackmore@centralbedfordshire.gov.uk](mailto:Victoria.blackmore@centralbedfordshire.gov.uk)

03003006199

## The Jigsaw Centre

The Jigsaw Team is a Central Bedfordshire Service (CBC) who provide a dual role to all schools. The in-reach service provides the LA's statutory 6<sup>th</sup> day provision for permanently excluded primary children. The outreach service offers LA's specialist advisory service for SEMH (Social, Emotional and Mental Health), in this capacity it offers early intervention and support for primary aged children (Year Reception to Year 6).

As a CBC core service for the most vulnerable pupils it provides:

- **Early intervention and outreach support** for those pupils who are at risk of exclusion and at Stage 2 of the SEMH Central Bedfordshire Code of Practice. (See CBC Graduated Response document.)
- **Advice and Guidance** for those pupils who are at risk of exclusion with an Education Health Care Plan with Social Emotional Mental Health as their primary need.
- Day 6 provision (**statutory duty**) for those children **who are permanently excluded**, with an emphasis on their successful reintegration back into mainstream school;

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

### What does it cost? (Where pupils do not meet Jigsaw Criteria)

Jigsaw Extended Education Support Service	2019/20 Charge School (£)	2019/20 Charge Academy (£)
Jigsaw Advisory Staff daily rate	490.00	490.00
Jigsaw Advisory Staff hourly rate	82.00	82.00
Individual Pupil Assessment	270.00	270.00

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

Jan Redding  
Jigsaw Team Leader  
0300 300 4659

Sue Salisbury  
Head of Outreach  
0300 300 4683

The Jigsaw Service  
c/o Academy Central Bedfordshire  
Block 4  
Kingsland Campus  
Parkside Drive  
Houghton Regis  
Bedfordshire  
LU5 5PX  
Telephone Number: 0300 300 5735  
Email: [jigsaw.centre@centralbedfordshire.gov.uk](mailto:jigsaw.centre@centralbedfordshire.gov.uk)

## Income Services – Receipt Books

Following review, the Receipts Books will no longer be provided to schools by CBC. Schools can obtain receipt books from their bank.

## Census Checks

The Learning Performance Team (LPT) would like to offer Schools additional support with data quality checks for the school census. Schools and academies have benefited from the LPT performing these checks by being able to submit a more accurate census and, in some cases, the identification of possible extra pupil funding. For example, we helped Central Bedfordshire academies obtain accurate funding by identifying over 200 pupils eligible for Free School Meals who were inaccurately recorded.

The following items are checked:

- Main pupil details including Unique Pupil Numbers
- Exclusions
- Free school meal entitlement
- Funded hours
- Top up funding
- Early Years Pupil Premium
- Special Educational Needs

Please note: The LPT base their supplementary checks against the most current information available to the Council. Schools and academies still need to perform their own internal checks and will ultimately be responsible for the sign off and accuracy of data.

If the LPT identify any discrepancies with data, schools and academies are responsible for ensuring that they are reflected on the Collect Portal (along with any relevant return level notes). The Collect portal duplicate reports will also need to be checked and any queries resolved by academies.

2019/20 Financial Year cost	Number of schools	Annual census cost	
		Maintained School (£)	Academy (£)
Nursery/Lower	73	100.00	109.00
Primary	26	166.00	182.00
Middle	15	166.00	182.00
Upper/Secondary	13	232.00	255.00
Special School	4	100.00	109.00
Academy of Central Bedfordshire	1	n/a	182.00

For further information please contact:

Learning Performance Team

Telephone Number: 0300 300 4542

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

## Newly Qualified Teacher, (NQT), Induction Support

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

- Inclusion in the LA's monitoring of NQT provision to fulfil the statutory role for quality assurance; criteria for selection specified in the Induction Handbook, page 20, which is a summary of the Council's Improvement Strategy.

## What does it cost?

Central Bedfordshire Council as the Appropriate Body for Newly Qualified Teacher Induction Support	2019/20 Charge Maintained School (Excl. VAT) £	2019/20 Charge Academy/ Free School (Excl. VAT) £
<b>Cost for each NQT per term</b>	84.00	121.00
Academies, free schools and maintained schools within Central Bedfordshire will be charged at the above specified rates. NB: Please note this is for the <b>Academic Year</b> 2019-20		

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

## Facilities Management (Property Services)

The Council's Assets Department offers a range of Facilities and Construction services that schools may be interested in purchasing on an annual basis or ad hoc as required. We aim to provide a hassle-free service, where you can benefit from our technical expertise and purchasing power. Our services are provided on a cost recovery basis and are delivered in accordance with our values: customer friendly, efficient and connected.

Below are a range of options for you to choose from.

### **Property related statutory compliance and reactive and emergency repairs service**

All schools need to have effective arrangements in place to manage the condition of their premises. Those responsible for maintaining school buildings should:

- Maintain school buildings so that they are safe, warm and weathertight and provide a suitable learning environment.
- Deal with emergencies promptly and effectively.
- Plan how they manage their premises and other assets.
- Manage and procure maintenance works effectively.

**Central Bedfordshire's Scheme for Financing Schools** sets out responsibility for Repairs and Maintenance, stating the principal objective is to ensure that buildings are well maintained and provide a safe and efficient work place for schools to operate.

The Council's Assets Service successfully manages compliance across a large portfolio of public and office buildings. Schools can commission the Council so that they can be confident that they are meeting all their statutory obligations relating to the school building.

### ***Service description***

The Council will arrange all statutory compliance testing and inspections, review the recommendations and communicate them to the school. Up to date compliance information will be available to the school through a live compliance schedule.

The Council will provide access to competent property professionals through its 24/7 helpdesk service. If a school experiences a maintenance or repair issue they can ring the helpdesk and the Council will ensure swift resolution of the issue.

The roles and responsibilities of the school and the Council in the delivery of this service are outlined below.

School	CBC
Fund the testing and inspections	Commission statutory testing and inspections: <ol style="list-style-type: none"> <li>1. PAT</li> <li>2. Fixed wiring inspections</li> <li>3. Emergency lighting</li> <li>4. Lifts and hoists</li> <li>5. Heating and cooling systems</li> <li>6. Legionella Risk Assessments</li> <li>7. Legionella monitoring</li> <li>8. Asbestos visual inspection (annual)</li> <li>9. Fire Risk Assessments</li> <li>10. Glazing Risk Assessments</li> <li>11. Working at height and fall protection systems</li> <li>12. Fire detection and alarm systems</li> <li>13. Fire door checks</li> <li>14. Firefighting equipment</li> <li>15. Access and security systems</li> <li>16. Lightening conductors</li> <li>17. Extract systems, including catering extract and fume cupboards</li> </ol> Submit output of testing and inspections to the school. Make recommendations following review of tests and inspections Commission Display Energy Certificates Provide school with live compliance schedule showing level of compliance.
Call the helpdesk number and provide the following information: <ul style="list-style-type: none"> <li>• Building name</li> <li>• Location of issue</li> <li>• Response required</li> <li>• Urgency</li> <li>• Main contact (including out of hours)</li> </ul> Instructing CBC to deliver the works required Fund the works required	24/7 helpline service Property professional will assess the issue and recommend solution, including cost Source a competent contractor Procure best value solution Administer contract to deliver works

### Service Cost

The cost of this service is a fixed fee. The fees for 2019/20 are outlined in the table below

School	Community and Voluntary Controlled Schools	Foundation, Voluntary Aided and Academy Schools
Lower/ Primary	£590.00	£648.00
Middle	£1,169.00	£1,285.00
Upper/ Secondary	£2,338.00	£2,576.00

Please note that works valued over £2,000 will incur an additional 10% management fee.

### Reactive and emergency repairs service

If a school would rather manage their own statutory compliance the option of accessing the 24/7 helpdesk service is still available.

### Service cost:

The cost of this service is a fixed fee. The fees for 2019/20 are outlined in the table below

School	Community and Voluntary Controlled Schools	Foundation, Voluntary Aided and Academy Schools
Lower/ Primary	£358.00	£404.00
Middle	£922.00	£1,034.00
Upper/ Secondary	£2,058.00	£2,289.00

Please note that works valued over £2,000 will incur an additional 10% management fee.

## Property Improvement Projects

### *Service Description*

The Council delivers a wide range of building-based projects valued up to £40m through its Minor Projects and Capital Construction Services. These services are available to assist schools to make improvements to their buildings. The types of services that we offer in this area are:

- Project Management and Contract Administration
- Technical advice and due diligence
- Options analysis, feasibility and detailed design
- Specification development and procurement of contractors
- Planning and Building Control advice
- Energy efficiency advice
- Accessibility improvement advice

### **Service cost:**

All projects vary in scale and complexity. Consequently, the Council will provide a fee proposal for each individual project on request following a discussion with the school about its requirements, aspirations and budget.

Contacts: Gosia Mos 0300 300 6774 E-mail: [Assetshelp@centralbedfordshire.gov.uk](mailto:Assetshelp@centralbedfordshire.gov.uk)

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

<b>Contact Name</b>	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

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

Gosia Mos – Facilities Support Co-ordinator

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

Contact Gosia Mos: 0300 300 6774

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



## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

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

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

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

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

Telephone Number: 0300 300 4768

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

Service	Purchase Requested Yes/No (If yes, please state the service required)
School Improvement Partner	

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

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

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

For further information please contact:  
School improvement team  
Telephone number: 0300 300 6828  
Email: [Sally.Dakin@centralbedfordshire.gov.uk](mailto:Sally.Dakin@centralbedfordshire.gov.uk)

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

<b>Contact Name</b>	
Name of Head Teacher:	
Signature of Head Teacher:	
Name of Chair of Governors:	
Signature of Chair of Governors:	
Date:	

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

Joanna Brown - Commissioning and Partnerships Officer

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

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

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

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

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

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

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

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

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

Contact: Eve Jones, Data and Compliance Officer

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

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

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

## A2 – Other Traded Services Buyback Return

Name of School: .....

Telephone Number: .....

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

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

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

**Jessica Mortimer-Wabel, Admissions Manager School Admissions Team,**  
 Central Bedfordshire Council,  
 Watling House,  
 High Street North,  
 Dunstable,  
 Bedfordshire, LU6 1LF.

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

### Children's Services Finance, Schools Team

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

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

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

#### Fully Funded Accounting

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

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

#### Capital Accounting / Formula Capital

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

### Youth Support Service: Special Needs Support

The Council funds Special Needs Personal Advisers to support young people with Statements of Educational Needs, Education, Health and Care Plans and Learning Difficulty Assessments within schools and colleges and will complete Preparing for Adulthood Plans for this cohort. From 2017/18 this minimum statutory service will be maintained.

*Contact for Special Needs Support:*

Angela Perry: Telephone Number: 0300 300 4484

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

## Youth Support Service: Youth Workers in Schools

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

*Contact for Groundwork:*

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

## Youth Support Service: Volunteering

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

*Contact for CVS:*

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

## Educational Psychology

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

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

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

## The Jigsaw Centre

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

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

## Hearing Impairment Service

This service has been commissioned by Central Bedfordshire to be managed and run through the Harlington Area Schools Trust, (HAST). The service consists of the specialist provision for



hearing impaired pupils at Toddington St George Lower School, Parkfields Middle School and Harlington Upper School as well as a Peripatetic Service for hearing impaired children and young people aged 0-18 throughout Central Bedfordshire.

For further information, please contact:

Ken Ward

Telephone Number: 01525 863910

## Visual Impairment Service

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

Please contact:

Sarah Wright, Commissioned Services Manager

Telephone Number: 01525 863910

## Medical Needs Teaching Service

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

For further information, please contact:

Cliona Devereux

Telephone Number: 01525 863910 or

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

## Payment Services

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

Contact details:

Financial Systems Team

Telephone Number: 0300 300 4631

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

## School Admissions & Appeals

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

and Voluntary Controlled schools, the Council is also responsible for processing applications with regards to assessing which criteria the applicant meets.

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

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

## Therapies & Other Health Related Services

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

## Monitoring National Curriculum Assessment

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

## School Improvement

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

## Access and Inclusion Service – Maintained Schools

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

## Health and Safety

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

- Access to policies and procedures via the school's portal.
- Access to AssessNET online, accident/incident reporting system, which community and voluntary controlled schools are required to use.
- General advice on health and safety matters.

- Assistance with investigation and reporting of serious incidents.
- Monitoring/compliance audits in line with risk-based schedule.

For support enquiries, please contact the Corporate Health & Safety team

Email: [corporatehealth&safety@centralbedfordshire.gov.uk](mailto:corporatehealth&safety@centralbedfordshire.gov.uk)

Telephone Number: 0300 300 6793.

## Contact us...

Për Informacion

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Per Informazione

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Za Informacije

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ਜਾਣਕਾਰੀ ਲਈ

Za Informacija

برای اطلاع

by Telephone:

0300 300 8304

by E-mail:

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

on the Web:

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

Write to

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